



2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):	22K139
School Name:	P.S. 139 ALEXINE A. FENTY
Principal:	MARY MCDONALD

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Alexine A. Fenty School Number (DBN): 22k139
Grades Served: Pre-K-5
School Address: 330 Rugby Road Brooklyn, New York 11226
Phone Number: 718-282-5254 Fax: 718-940-1205
School Contact Person: Mary McDonald Email Address: Mmcdona10@schools.nyc.gov
Principal: Mary McDonald
UFT Chapter Leader: Cynthia Dinkins
Parents' Association President: Indira Junicic
SLT Chairperson: Irene Varon and Sarah Gobin-Darrell
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Indira Junicic
Student Representative(s): N/A

District Information

District: 22 Superintendent: Julia Bove
Superintendent's Office Address: 415 89th Street, Brooklyn, NY 11209
Superintendent's Email Address: JBove@schools.nyc.gov
Phone Number: 718-968-6123 Fax: 718-391-6191

Borough Field Support Center (BFSC)

BFSC: Brooklyn South Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street, Brooklyn, NY 11209
Director's Email Address: Cherylwatson@schools.nyc.gov
Phone Number: : 718-759-4862 Fax: 718-968-6248

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mary McDonald	*Principal or Designee	
Cynthia Dinkins	*UFT Chapter Leader or Designee	
Indira Junicic	*PA/PTA President or Designated Co-President	
Irene Varon	DC 37 Representative (staff), if applicable	
Indira Junicic	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable/	
Sofia Krevsky	Member/UFT	
Val Kostinenko & Jennifer Lutton	Member/Parent	
Carolyn Greenwood	Member/UFT	
Keri Gioia	Member/UFT	
Jasmina Srdanovic & Kathiria Rodriguez	Member/Parent	
Karen Malkin	Member/UFT	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Takhiya Glover	Member/Parent	
Josephine Sinagra	Member/UFT	
Quincy Blackman	Member/Parent	
Lavita McGrath Turner	Member/Parent	
Karla Moore	Member/Parent	
Lynn Yeamans	Member/Parent	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The PS 139 Mission Statement

PS 139 is dedicated to creating a nurturing community: a community where all children strive for high standards and develop a love for learning and respect for themselves and others.

PS 139 is located in the Flatbush section of Brooklyn and draws its students from both Flatbush and Kensington. This is a neighborhood of both single-family homes and large, densely populated apartment houses surrounded by commercial avenues. The neighborhood is culturally diverse, with families speaking approximately 30 languages at home. Our diverse student body represents countries such as: Pakistan, the former Soviet Union, Mexico, the Dominican Republic, Haiti, as well other countries in the Caribbean, South and Central America, Asia, Europe and Africa. Approximately 25% of our students are English language learners (ELLs), some coming with developed literacy skills in their native language, others needing to develop literacy education to meet Common Core Learning Standards (CCLS). Approximately 12% of our students are students with disabilities. Their needs range from speech and/or counseling services only, but many have serious emotional or academic needs. The type of need is also varied, including some students who are on the autism spectrum. For students who are performing above grade level, there is a need to enhance their skills and push their academic progress.

The PS 139 community believes that students develop through different types of activities, not just through academics. We believe that teaching students to develop and thrive via their artistic talents is an essential part of the development of the whole child. The progress and continued expansion of our Arts and chess programs has been a deliberate attempt to reach all students, with the goal of developing the whole child and exercising the multiple intelligences of all children.

- All students receive chess instruction from a chess master
- We have two music teachers, one for the upper grades and one for the lower grades.
- The lower grade music teacher implements Music and the Brain. The upper grade music teacher teaches music notation and theory, as well as the recorder.

We have one dance/movement teacher, who mainly focuses on the lower grades.

- The upper grade students have Studio-In-School. We read a book-of-the-month as a school community:
- We tie literature to school wide and universal social issues. Ex. *Have You Filled a Bucket Today?* and *Peace*.

The school partners with Teachers College, Metamorphosis, the Church Avenue Merchants and Block Association (CAMBA), Music and the Brain, Town Hall, Marquis Studio, the Flatbush Food Coop, the Prospect Park Zoo, elected officials, the Flatbush Development Corporation, the Brooklyn Public library, among others in order to provide services and programs for our students.

We have an active parent community; the school provides multiple points of entry for parents in order to reach them at their comfort zone. Activities such as the Harvest Feast, Arts Night, and grade level concerts provide a social context for parents to become familiar with the school and the staff. During our New Parent Breakfast, held during the second week of school each year, introduces our parents to key members of the staff, such as the grade administrators and guidance counselors, so that they are familiar to them. Our new Family Fun Day is held monthly, allowing parents to experience the day-to-day school environment: academics, routines, etc. Many family members are able to experience

classes with our curriculum specialists; dance, music, science and physical education teachers encouraged parents/guardians to actively participate in the class. Workshops are planned to enhance parent knowledge about the Common Core, content areas, behavior strategies, child development, and social-emotional learning. There are many parents that are involved in planning and carrying out events with school staff. The Fifth Grade parent committee not only fund raised last year, but was an integral part of all senior activities and ceremonies.

One of the areas in which we made the most progress was in developing teacher teams. We used the teacher-team structure to promote shared leadership. :

- We are utilizing technology to support teachers in sharing responsibility/leadership.
- All curricula are posted on Alexinefentypd.wordpress.com, so that units of study are available to all pedagogues. Each grade level teacher team has launched their own shared drive where their units of study are located, along with supporting materials and resources. Teachers have taken ownership for uploading curriculum, materials and resources submitted and developed by their team members.
- Professional Development is implemented using a variety of platforms such as: teacher, administrator and consultant led workshops/coaching/unit planning/mentoring, inter-visitations as well as external workshops.

22K139 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	1023	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		75.1%	% Attendance Rate	
% Free Lunch		77.0%	% Reduced Lunch	
% Limited English Proficient		20.2%	% Students with Disabilities	
				14.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.2%	% Black or African American	
% Hispanic or Latino		37.6%	% Asian or Native Hawaiian/Pacific Islander	
% White		10.2%	% Multi-Racial	
				1.0%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		11.19	# of Assistant Principals (2014-15)	
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	
				1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.6%	Average Teacher Absences (2013-14)	
				7.14
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		26.4%	Mathematics Performance at levels 3 & 4	
Science Performance at levels 3 & 4 (4th Grade)		77.3%	Science Performance at levels 3 & 4 (8th Grade)	
				N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	
				N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	
6 Year Graduation Rate		N/A		
				N/A
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing	X		Local Assistance Plan	
Focus District	X		Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	
White		YES	Multi-Racial	
Students with Disabilities		YES	Limited English Proficient	
Economically Disadvantaged		YES		
				YES
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	
White		YES	Multi-Racial	
Students with Disabilities		YES	Limited English Proficient	
Economically Disadvantaged		YES		
				YES
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	
White		N/A	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
Economically Disadvantaged		YES		
				YES
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
White		N/A	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
Economically Disadvantaged		N/A		
				N/A
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
White		N/A	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
Economically Disadvantaged		N/A		
				N/A
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	
White		N/A	Multi-Racial	
Students with Disabilities		N/A	Limited English Proficient	
Economically Disadvantaged		N/A		
				N/A

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Historically, there has been an unpredictable correlation between P.S. 139 student reading levels and state test scores. While it is impossible to predict all students’ test scores with complete accuracy, schools expect to see correlations between on-level reading and proficiency on the NY State ELA Exam. As a result, we want to improve our school-wide ability to match books to readers using formal and informal assessments.

Engagement inventories (completed by teachers) and informal assessments of classrooms (completed by administrators) indicate that many students are not actually engaged in reading during reading workshop time. One reason for this may be that students are not matched to texts that they can read with accuracy, fluency, and deep comprehension. Time spent independently reading books is crucial to developing strong readers, and readers who are reading too-hard texts are not accumulating the reading volume that they need. In addition, when teachers confer and assess readers who are not matched to text, they are unable to determine appropriate next steps in teaching or glean accurate data to inform instruction.

During professional development in Spring 2015, a collaborative effort between administration, literacy coach, Teachers College Reading and Writing Project staff developers, and teachers began. Teams conducted informal reading research conferences with students in grades 1-5. Approximately 50% of the sampled students were not matched to books that they could read with accuracy, fluency, and deep comprehension. Struggling readers were least likely to be matched to text. We hypothesize that this mismatch has resulted from an overuse of the Fountas & Pinnell Benchmark Assessment System and limited understanding of reading behaviors across the text gradient.

One strength in this area is our continued partnership with Teachers College Reading and Writing Project, an organization that has experts in utilizing a text gradient and providing professional development in this area. As a result, we can work with staff internally to norm our practices of assessing readers, to deepen our understandings of the text gradient, and to ensure that all students are matched to books they can read. Through TCRWP, we also have the opportunity to build capacity by sending teacher leaders to city-wide staff development where they will collaborate with NYC colleagues on this topic and bring best practices back to P.S. 139.

Another strength in this area is P.S. 139’s continued commitment to purchasing high quality texts for readers. We have purchased a large number of high quality classroom library books for readers at level J and above. In addition, books have been ordered this fall to meet the need for more and better texts at levels A-I.

During the 2014-2015 school year, we also overhauled our school book room to provide teachers with high quality guided reading texts for levels A-M. This project could be improved by offering a system where teachers can access a library of books for students who are outside of the expected range of the grade level. This would ensure that readers who are far below grade level have access to books they can read.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

As a result of focused school-wide professional development around matching books to readers, by June 2016, 60% of students will be matched to text according to formal running record assessments as evidenced by alignment between standards-based assessments and Independent Reading Levels.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Spring 2015:</p> <ul style="list-style-type: none"> • Teachers will be provided with professional development in order to use informal assessments to determine end of year reading levels. • Informal assessments will be collected so that they can be distributed to the next year's teachers. They will be turned in on June 26 with end of year checklist. • Student reading levels will be entered into spreadsheet and sent to assistant principals by June 24. • Email to be sent out to staff to collect F&P kits (1-5) and encourage the use of informal assessment. (May 13) Aid will collect on Monday, May 18. • Instructional cabinet will look across informal assessment notes to inform next steps for professional development. 	<p>Grade 1-5 Students</p>	<p>May-June 2015</p>	<p>Principal, Assistant Principals, Classroom Teachers, Literacy Specialist</p>

<ul style="list-style-type: none"> Instructional cabinet will organize running records according to 2015-2016 classes. 						
<p>Summer 2015 Ordering</p> <ul style="list-style-type: none"> Order additional Leveled Literacy Intervention books to be used for assessment in K-2. Order well-leveled A-M library books for classrooms from Pioneer Valley, Rigby, Kaeden books. Order check out bins for the book room of A-I texts for upper grade classrooms. Refresh upper grade classroom libraries as needed. 	At-risk students	July-August 2015	School Business Manager, Principal, Assistant Principals			
<p>Summer 2015: Professional Development Planning</p> <ul style="list-style-type: none"> Create professional development plan for PD sessions throughout the year. Several teachers will be sent out to professional development 80-minute projects at TCRWP in order to lead sessions related to this goal. At least one session per month will be devoted to work related to this CEP goal. 	Teachers	August-September 2015	Principal, Assistant Principal Select Teachers (for 80 min project)			
<p>September 2015:</p> <ul style="list-style-type: none"> Before school starts: Teachers receive emails with class independent reading levels and are asked to have students read 3 levels below at the beginning of the school year. "Kick back reading." Distribute June's assessment to new classroom teachers Teachers have time to review first unit First assessments: ask the child if they read over the summer to determine if June level is the appropriate place to start, or if 	At-risk students, teachers, all students	September 2015	Principal, Assistant Principal, Classroom teachers, Staff developer, Intervention Coach			

<p>student should be tested a level below.</p> <ul style="list-style-type: none"> • Norming sessions begin with TC Staff Developer. Subs will be utilized. 						
<p>October 2015:</p> <ul style="list-style-type: none"> • Normings continue with TC Staff Developers and administration • Administrator/consultant/peer collaborative to work with teacher to do at least 1 formal assessment per teacher. • Order TC Running Records Supporting Texts • Introduce TC Assessment Pro as database for storing levels, and analyzing data • First round of Running Records completed by October 31st • Data entered into Assessment Pro • Administrators will conduct informal observations keeping this goal in mind noticing if students are reading just right texts w/ accuracy, fluency, and deep comprehension 	<p>All Students, All Teachers</p>		<p>Principal, Assistant Principal, Consultant, Peer Collaborative</p>			
<p>November 2015</p> <ul style="list-style-type: none"> • Assess Progress & check in on plan; plan next steps for December/January • Informal and interim Running Records for students ready to move levels • Communicate reading levels to families at PTC and give next steps for support at home <ol style="list-style-type: none"> 1. Distribute Assessment Pro letter to families 	<p>Families</p>		<p>Principal, Assistant Principal, Staff Developer</p>			

<p>January 2016</p> <ul style="list-style-type: none"> • Second round of formal TC Running Records to see progress/growth completed by January 29th • Data entered into Assessment Pro • Norming Continues with Staff Developers and in PD sessions • Administration/Staff developer will also test one child per class to compare levels and give feedback if there are discrepancies 	All students		Staff developer, Administration			
<p>Late Winter & Spring 2016</p> <ul style="list-style-type: none"> • Staff developers assist teachers in making adjustments to curricula instruction based on trends noticed in assessments across the grade and across the school. (For example, if informal running records indicate a gap in fluency, staff developers and teachers will work together to learn and incorporate best practices in fluency to meet this need.) • Third round of formal TC Running Records to see progress/growth completed by March 31st • Data entered into Assessment Pro • Administration/Staff developer will also test one child per class to compare levels and give feedback if there are discrepancies 	All students		Staff developer, classroom teachers, administrators			
<p>Late Spring 2016</p> <ul style="list-style-type: none"> • Expanding our knowledge across grades. • Teachers work in cross-grade level teams to continue to norm 	All students		Teachers Administrators			

<p>expectations and learn level complexities across years.</p> <ul style="list-style-type: none"> • A new goal is set for next year based on findings. • Fourth and final round of formal TC Running Records to see progress/growth completed by June 15th • Data entered into assessment pro • Teachers send levels up to new class in June • Students shop for at least one book on their June level that will be waiting for them come September. 						

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Instructional resources: well-leveled texts appropriate for the readers in our classroom. • Human/Resources Professional development: Partnership with Teachers College Reading and Writing Project, administration. • Funding for substitute teachers or cluster teacher to cover teachers for professional development. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<p>Midpoint benchmarks: By February 2016..</p> <ul style="list-style-type: none"> • Were well-leveled books ordered to support this goal? • Have teachers engaged in professional development sessions about matching students to text in the fall? • Have teachers engaged in one professional development session per month related to this goal?

- Have administrators worked alongside staff developers to norm this practice, and to help assess whether students are matched to text?
- Have administrators, teachers and consultants reflected on findings in order to adjust plans for the rest of the year?

Part 5b. February 2016 review: by February 2016, 30% of students will be matched to text according to formal running record assessments as evidenced by alignment between standards-based assessments and Independent Reading Levels.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Our students-with-disabilities (SWDs) sub group has been identified as a Spotlight group.

During the 2014-2015, there were 26 principal and 19 superintendent suspensions. Almost 60% of incidents occurred in the classroom, aligning with the spring 2015 survey results. As indicated in the survey, many staff members feel that school culture (order and discipline) could improve and that more strategies are needed to address student behavior issues.

A group of 30 teachers and staff participated in one day of Responsive Classrooms training in Fall/Winter 2015 and were excited by the strategies and philosophy. Participating teachers began morning meetings in their classrooms and indicated the desire for additional training. They reported that it had a positive effect on classroom culture.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

- By June 2016, 100% students, including students with disabilities and previously suspended students, will participate in a daily morning meeting, which will have a positive impact on school culture, as evidenced by administrator observation and teacher survey.
- By June 2016, 100% of school administrators, 50% of classroom teachers, 25% of student support personnel; and 50% of SLT will participate in professional development workshops in order to build capacity to address issues of diversity and equity in our school in order to improve school climate.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>September 2015</p> <ul style="list-style-type: none"> • Train all staff in Morning Meeting and communicate the goal of implementing Morning Meeting in all classrooms. • Visit all K-5 classrooms to encourage and celebrate implementation; offer support as needed. • During curriculum conferences, Teachers tell families about Morning Meeting and invite them to upcoming Family Friday to join with students in a Morning Meeting. (<i>*All Family Friday dates should be released to families at this time</i>). <p>October</p> <ul style="list-style-type: none"> • Visit all cluster teachers to encourage and celebrate use of "Greeting;" offer support as needed. • Conduct informal observations in all K-5 classrooms during Morning Meeting. 		<p>Late August/September</p>	<p>Principal, Assistant Principals, Teachers</p>

<p>Observe and give feedback using Danielson components 2b, 2d and 3c.</p> <ul style="list-style-type: none"> • First “Family Fun Day” (October 23rd) highlights morning meeting. 					
<p>November</p> <ul style="list-style-type: none"> • 30 additional staff will receive Responsive Classrooms training on Election Day. 	Teachers	November			
<p>January</p> <ul style="list-style-type: none"> • Provide intervisitations or other support for teachers identified as needing more support. • Teachers participate in school created Responsive Classrooms survey. • SLT looks at teacher surveys to inform mid-year to examine impact of Responsive Classrooms training. Discuss possibility of introducing a Social Emotional Learning Curriculum in spring 2016 or fall of 2016. • Establish a subcommittee of the SLT to revise school's mission statement. 	Teachers	January	Principal, Assistant Principals, Payroll Secretary (Subs and scheduling), Teacher SLT		
<p>February</p> <ul style="list-style-type: none"> • Based on survey results and mid-year SLT reflection, possibly begin implementation of Social Emotional Learning Curriculum. 	Teachers & Support Staff	February	Principal, Assistant Principals		

<ul style="list-style-type: none"> February 1 allocated for classroom teachers to examine new curriculum. Support staff receives 1 day Responsive Classrooms training in “Essentials for Support Staff.” 						
<p>March</p> <ul style="list-style-type: none"> Conduct informal observations in K-5 classrooms during Morning Meeting. Observe and give feedback using Danielson components 2b, 2d and 3c. Compare results to October’s observations. Administer teacher and parent surveys on school culture. 	Teachers & Students	March	Principal, Assistant Principals			
<p>April</p> <ul style="list-style-type: none"> Conduct informal observations with all support staff. Observe and give feedback using Danielson components 2b, 2d and 3c. 	Support Staff & students	April	Principal, Assistant Principals			
<p>May/June</p> <ul style="list-style-type: none"> Conduct end of year survey about impact. Reflect on the impact of Responsive Classrooms (Morning Meeting, Greeting and Support Staff training). Plan next steps for 2016-2017. 	Staff & Students	May/June	Principal, Assistant Principals, SLT			

<ul style="list-style-type: none"> Complete draft of mission statement to SLT (May). Vote on final version of mission statement (June). Share survey results with PA and SLT for use in developing future goals for improving school culture. 						

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> Supplies to support the initiative. Responsive Classrooms training and resources. Prep schedule is adjusted to include morning meeting time. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <ul style="list-style-type: none"> Are morning meetings occurring daily in classrooms? Have administrators conducted observations of classroom teachers in Morning Meeting? Has the outlined plan been followed thus far and adjusted to reflect survey findings? Has subcommittee begun work on mission statement and surveys? Has parent workshop occurred? Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable. <p>By February 2016, 75% students, including students with disabilities and previously suspended students, will participate in a daily morning meeting, which will have a positive impact on school culture, as evidenced by administrator observation and teacher survey.</p>
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By February 2016, 100% of school administrators, 25% of classroom teachers, 10% of student support personnel; and 50% of SLT will participate in professional development workshops in order to build capacity to address issues of diversity and equity in our school in order to improve school climate.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The school survey indicates that one strength is that teachers feel that there is time to collaborate in order to improve instructional practice. Another strength is that most teachers feel that Professional Development has been sustained and coherently focused. However, there is still an opportunity to improve this because 25% of teachers still see this as an area of improvement. Another strength is the school’s decision in 2013-2014 and ongoing commitment to utilize the methods and units of study from Teachers College Reading and Writing Project. Another strength has been the financial investment in professional development by TCRWP and Metamorphosis in order to build content knowledge and improve pedagogy across the school. The Quality Review feedback indicated a need to consistently develop curriculum maps all grades and subject areas that address not only the academic content, but ways to support a range of students. The Reviewer also indicated that curriculum maps would support new teachers and transitions in the teaching staff.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 60% curriculum maps will be completed and utilized for reading, writing, and math.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Spring 2015:</p> <ul style="list-style-type: none"> • Teachers begin to develop unit maps in reading, writing, and math with the support of coaches, assistant principals, and staff developers. • Unit maps in ELA contain essential questions, CCLS, overview of the parts/bends of the unit, mentor texts, and charts. The sections on supporting ELLS and students below and above grade level will be completed during the 2015-2016 school year, prior to the unit. • Unit maps in Math contain the big ideas of the unit, mathematical models, and strategies. They also contain a section on differentiation and supporting ELLs. These sections can continue to be improved and added to throughout the 2015-2016 school year. • A school-wide Google Drive and Google accounts will be created with the ps139.org address. • All curriculum maps in ELA and Math will be uploaded to the Google Drive as editable documents for ongoing work. (Lizzie/Alyna) • Meet with cluster specialty teachers to explain next year's goal. 	<p>Teachers</p>	<p>May/June 2015</p>	<p>Coaches, Staff Developers, Principal, Assistant Principals</p>
<p>Summer 2015</p> <ul style="list-style-type: none"> • Continue to update the school wide Google Drive and accounts as they are hired and are informed of location of curriculum maps in the drive. 			
<p>October 2015-May 2016</p> <ul style="list-style-type: none"> • Teachers will use Tuesday professional responsibility times, as well as other time periods, to develop supports for SWDs, ELLs and students below and above grade level. 	<p>Staff</p>	<p>Summer 2015</p>	<p>Principal and APs</p>

<ul style="list-style-type: none"> Teachers will utilize curriculum maps while planning lessons. 	Staff	October 2015-May 2016	Teachers
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> Staff developers Monday afternoon PD sessions/Tuesday professional duty time Ensuring that classroom materials align with the curriculum maps. Substitute teachers to cover teachers for related Professional Development. 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<p>Midpoint benchmarks: By February 2016...</p> <ul style="list-style-type: none"> At least one session per month will be devoted to work related to this CEP goal? Has differentiation for ELLs and SWDs been developed for 30% of curriculum maps? Have teachers engaged in professional conversations about content related to the goal? Have administrators monitored curriculum mapping by reviewing units? Have administrators, teachers and coaches reflected on findings in order to adjust plans for the rest of the year? <p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p> <p>By February 2016, 30% curriculum maps will be completed and utilized for reading, writing, and math.</p>
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Midpoint benchmarks: By February 2016...

- Were well-leveled books ordered to support this goal?
- Have teachers engaged in professional development sessions about matching students to text in the fall?
- Have teachers engaged in one professional development session per month related to this goal?
- Have administrators worked alongside staff developers to norm this practice, and to help assess whether students are matched to text?

Have administrators, teachers and consultants reflected on findings in order to adjust plans for the rest of the year?

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<p>Students reading below grade levels</p> <p>Students that score below Level 3 on the NYS ELA assessment</p>	<p>Independent & guided reading</p> <p>Reading Rescue</p> <p>1:1 Individualized Reading Support</p> <p>Test Sophistication Strategies</p>	<p>One-to-one conferencing/small group</p> <p>Extra time on task</p> <p>Small group</p>	<p>After school</p> <p>Before school</p> <p>During School</p>
Mathematics	<p>Students performing below grade level</p> <p>Students that score below Level 3 on the NYS math assessment</p> <p>Students far below grade level</p>	<p>Independent & guided practice</p> <p>Test sophistication strategies</p>	<p>One-to-one conferencing/small group</p> <p>Extra time on task</p>	<p>After school</p> <p>Before school</p>

	Kindergarten Learning Lab	Learning Lab	Small group/ one-to-one Whole class	During the school day During the school day
Science	Students that do not meet grade level expectations on the NYS science assessment	Students conduct hands-on experiments using the scientific	Small group	During the school day
Social Studies	Students that are not performing on grade level	Independent & guided reading	Small group	During school/after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students that need additional support for behavioral concerns	Counseling to improve academic skills and social-emotional growth/behavior specialists	Small group/One-to-one	During school

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.			
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

Part 2: All Title I Schools

2a. 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.
<p>Administration and teachers attend hiring fairs to identify and recruit highly qualified teachers</p> <p>Mentors and buddy teachers are assigned to new or struggling teachers.</p> <p>Teachers that are not highly qualified are supported in attaining qualification.</p> <p>Assistant principals are assigned teams of teachers by grade level.</p> <p>Common meeting times are built into prep schedule.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Three teams were formed during the spring of the 2012-13 school year, each lead by a coach (literacy and math or content specialist (behavior) at SLT. 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.</p>

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. 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).

N/A

Part 4: SWP Schools Only

4a. 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.

4b. 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

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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	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
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		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	747,035.00	x	27, 19, 16
Title II, Part A	Federal	71,081.00	x	Class size reduced in 1 st , 2 nd , 3 rd grades/see Galaxy TO
Title III, Part A	Federal	22,568.00	x	Per session activities for ELLs FELLs/Galaxy TO
Title III, Immigrant	Federal	0		n/n
Tax Levy (FSF)	Local	4,737,729.00	x	

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

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 the school. **[P.S. 139]**, 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 the school and the families. The 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 the school community. **[School name]** will support parents and families of Title I students by:

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

The 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. The 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 the 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, the 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 School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school 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 the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC)

[PS139K], 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 on assessments.

1. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with 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;

2. 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 to 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;

3. 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.

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: <u>Alexine A. Fenty</u>	DBN: <u>22K139</u>
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: <u>142</u>
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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>9</u>
of certified ESL/Bilingual teachers: <u>8</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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 & 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

Part B: Direct Instruction Supplemental Program Information

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 & 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

Part C: Professional Development

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, Studioin 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

Part D: Parental Engagement Activities

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)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the [English Language Learner Policy & Reference Guide](#).

Part I: School ELL Profile

A. School Information

District 22	Borough Brooklyn	School Number 139
School Name Alexine Fenty		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Mary McDonald	Assistant Principal Sarah Darrell, A. Jacobs, J. Spanos
Coach N/A	Coach N/A
ENL (English as a New Language)/Bilingual Teacher J. Rosenberg, Reilly, Clemente	School Counselor Sofia Krevsky
Teacher/Subject Area Zafra, Hughes	Parent Noura Meagaly
Teacher/Subject Area Butler, Colina	Parent Coordinator Maria Caridi
Related-Service Provider Harrison	Borough Field Support Center Staff Member Aaron Perez
Superintendent Julia Bove	Other (Name and Title) I. Varon

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual	0	Number of teachers who hold both a bilingual extension and TESOL certification	0

		programs [applicable to grades 7–12]			
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	980	Total number of ELLs	168	ELLs as share of total student population (%)	17.1%
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Part II: ELL Demographics

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

A. ELL Programs

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language	25	23												49
Total	25	24	0	0	0	0	0	0	0	0	0	0	0	49

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	168	Newcomers (ELLs receiving service 0-3 years)	143	ELL Students with Disabilities	28
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	25	Long-Term (ELLs receiving service 7 or more years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD.

ELLs by Subgroups										
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0									00
DL										00
ENL	130	0	12	38		12				
Total	130	00	12	38	00	12	00	00	00	
Number of ELLs who have an alternate placement paraprofessional:										

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
	n/a	n/a	n/a	n/a	n/a	n/a								
														00
														00
TOTAL			00	00	00	00	00	00	00	00	00	00	00	00

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish	12	11	16	8															28	19
																				00
																			00	00
TOTAL	12	11	16	8	00	00	00	00	00	00	00	00	00	00	00	00	00	00	28	19

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
									00	00
									00	00
									00	00
TOTAL	00	00	00	00	00	00	00	00	00	00

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): 10

Number of students who speak three or more languages: 0

Freestanding English as a New 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	35	22	19	13	2	1								
Chinese						1								00
Russian						1								00
Bengali	1	4	1	1	4	8								00
Urdu	7	5	12	4	7	2								
Arabic				1										00
Haitian	0	0	4	1	0	1								00
French														00

Korean															00
Punjabi															00
Polish															00
Albanian															00
Other			2	1		1									00
TOTAL				11	00										

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	6	7	8	4	4	2								
Emerging (Low Intermediate)	10	11	10	6	3	7								
Transitioning (High Intermediate)	6	8	13	12	9	2								
Expanding (Advanced)	12	20	4	11	4	14								
Commanding (Proficient)	13													
Total		00												

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														00

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														00

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14				00
4	11		1		00
5	16	5			00
6					00
7					00
8					00
NYSAA					00

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	11		3						00
4	6		6						00
5	14		5		2				00
6									00
7									00
8									00
NYSAA									00

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2		4		6		1		00
8									00
NYSAA Bilingual (SWD)									00

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

Home Language Assessments

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? 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 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. It is clear that a vast majority of our ELLs are unable to decode, comprehend and fluently read 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.

- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

Our ELLs have started performing better on the NYSESLAT than they have on the State exams and on F&P running records. In addition, we have noticed an increase in the percentage of students scoring advanced and proficient over the past four years.

Comparing the data from the past two years using the old grade bands, we have seen growth across the school.

- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

After reviewing the data for each grade level and modality, we noticed various differences across the grade levels which impact the ESL instruction and small group class instruction. 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 is matching readers to books. 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 note-taking should support these students in listening.

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.

The data from the AMAO is used to determine to set goals for the current year. It is used to determine if supports were successful.

- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home 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. 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. PS 139 has partnered with The Teachers College Reading and Writing Project in order to improve all students' proficiencies in reading and writing. The students opt to take the assessments in English.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *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 student's new language development is considered in instructional decisions?
- Our students are grouped heterogeneously, unless their parents select our dual language program. 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, smart boards, and computers (with specific software to enhance learning).
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language? Students take the Spanish LabR.
 - What is the level of language proficiency in the target language for EPs? None of the students were EP.
 - How are EPs performing on State and other assessments? The program has not grown to testing grades; there was only one Kindergarten class in the 2014-2015 school year.
- The students are assessed with running records in both languages.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
- The evaluation process takes in the number/percentage of students attaining proficiency. The large majority of our ELLs become proficient by the end of grade 2. For the remaining ELLs, we use NYS assessment data to assess next steps for students not attaining proficiency, including NYS Science, Math and ELA data.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS), which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
- Upon registration each child is evaluated if he/she is eligible for NYSITELL testing. ESL/ENL and dual-language providers support families while they fill out the HILS. Based upon the answers on the HLIS, an initial interview is conducted by an ELL program provider (with a translator's assistance, when necessary). The ELL program providers are certified ESL teachers and two dual language teachers. Translators, who are school personnel, are available to support families during the intake process. Then, the NYSITELL assessment is administered, by ELL providers, to candidates within ten days of registration/admission. Based upon the results of the NYSITELL, the student becomes "non-entitled" or "entitled" for ELL services. The official scores become the basis to send an ELL entitlement or ELL non-entitlement letter to the parents. Dual-language Spanish teachers administer the Spanish Lab R during the first week of school.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).
- Any newly enrolled Grades 3, 4, or 5 students whose home language is other than English will participate in a typical intake interview. During the interview, any clues about gaps in education will be noted, and a SIFE questionnaire will be used. If the questionnaire reveals the student is SIFE, then the teacher will administer the LENS in order to plan appropriately for instruction. Also, these students will take the NYSITELL assessment. If they score Entering or Emerging, that goes towards the SIFE status as well as the other factors. The status is entered in the BNDC screen of ATS. In addition, if the student is assessed at 2 years below grade level, the SIFE questionnaire will be administered. The identification process will take no longer than 30 days. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

The LPT will be comprised of the Principal, Assistant Principals, ESL teachers, dual language teachers and a special education teacher. Also, a parent will be a member of the team. The IEP students will participate in an initial intake interview done by an ESL teacher, and the ESL teacher will present their notes to the LPT team. The team will then decide whether or not to proceed with the administration of the NYSITELL. The timeline for ELL service placement will take no more than 10 days. Timeline to accept or reject LPT recommendation will take no more than 20 days.

3. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
There is a team responsible for taking the letters to the post office and mailing the letters. The team follows up with phone calls and parent meetings to make sure that parents receive notification. ESL teachers will develop a spreadsheet in the school shared drive in which they are keeping track of all ESL compliance data, including notifications. On the spreadsheet, teachers will enter the date of the NYSITELL administration, the score, the deadline for parent notification letters, and a signature and date when the letter has been sent home.
4. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).
Members of the ENL team send home letters explaining the right to appeal ELL status. Also, they are available to meet with families daily within the 45 day window to address concerns when there is a question. Correspondence will be in the parents preferred language. The ENL teachers will be responsible for the process.
5. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? 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.
6. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
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 admin team 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. We assure that the forms are signed and returned.
7. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
We will maintain a binder and shared drive with all of the documents per child. Also, ESL teachers will develop a spreadsheet in the school shared drive in which they are keeping track of all ESL compliance data, including Parent Survey and Program Selection forms. On the spreadsheet, teachers will keep track of the documents and follow up with parents who have not handed them in by backpacking letters home, making phone calls, and eliciting help from the classroom teachers.
8. Describe how your school ensures that placement parent notification letters are distributed.
Placement parent notification letters are distributed by being backpacked home with students.
9. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All documentation is stored in the cumulative records and in a shared drive.
10. 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. We will administer the speaking section separately. The other three modalities will be combined. 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.
11. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Entitlement and transitional support parent notification letters will be backpacked home with students.

12. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

We noticed that many of our families select an ESL program instead of our Spanish dual language option. We had about 13/56 express and interest in dual language. As a result, we created a dual language power point to share with parents during orientation. Also, we have a dual language teacher available when we share program options with families to offer support.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
Students that score in the entering range work on language acquisition skills one unit per week (180 minutes) in a pull-out model. The other unit (180 minutes) is a co-teaching setting in the classroom setting. The children are grouped by grades and needs.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
The students receive instruction in both English and Spanish (roller coaster model) in the dual-language classroom. There is one dual-language class on first grade and in Kindergarten. There is one teacher in each class that is proficient in both languages. Each year we are expanding the program by adding a grade.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
 - b. All ENL instructional minutes are delivered based on the specific requirements listed for each group in charts 5.1 and 5.2. The admin team works closely with the ENL service providers to create schedules. The team uses the RLAT to determine the amount of mandated time required for each student.
3. Describe how core content is delivered in each program model. 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.
Core content knowledge is delivered using the co-teaching and/or integrated model with ENL teachers and classroom teachers. Also, our ESL teachers work with some ELLs solely to develop language acquisition skills. The teachers use TC materials for ELA instruction. In reading and writing. In our dual language classes, content is taught by certified teachers that infuse strategies for ELLs. Teachers are using the Estrellita program for the Spanish word study component. Teachers use smart boards, laptops, and other devices to differentiate instruction. In math, the teachers use TERC investigations and number talks. Teachers follow the CCLS curriculum for science and social studies instruction.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Throughout the year, some ELLs have an option to take assessments in their home languages (Spanish LAB-R, periodic assessments, running records etc.)
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We ensure that ELLs are assessed in all four modalities of English acquisition. Some of our assessments have speaking, listening, reading and writing components.

6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status
- We differentiate the instruction based on the needs of the students. We conduct pre-assessments and use existing data to make instructional decisions. Our school provides two years of service for former ELLs in need of support. We differentiate instruction for the each of the ELL subgroups by providing multiple and flexible methods of presentation, action and expression, and engagement. These strategies are used in all of our program models.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.
- We monitor the progress of the students and stay in constant communication with the classroom teachers and parents. Teachers access students periodically to ensure academic progress and growth. Teachers use TC Assessment Pro to input ELA data, and math trackers to document performance on math assessments. Teachers work in teams to analyze this information each month. They create corrective action plans, modify instruction, and use other approaches to teach key concepts to students. The school follows the protocol for the appeal process, as per CR Part 154.2. ENL teachers are assigned to manage the initial identification process and the re-identification process.
8. 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?
- We use strategies and materials provided within the TCWRP. Teachers use the workshop model and students engage daily during the mini lesson. Students have opportunities to speak in groups and listen to peers. The children read and write independently and in groups. Also, we have Reading Rescue tutors that work with students reading on a first grade level. Each classroom has a smart board and document camera to enhance instruction and provide differentiation for students in need. ENL teachers, special education teachers, and special education service providers work together to ensure that ELL-SWDs receive all services mandated on their IEPs. The administrators and teachers work together to meet all ESL and IEP mandates.
9. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- All of our unit plans address the needs of ELL-SWDs and offer strategies that teachers can use. Teachers adjust their lessons to address the goals. Our ENL schedules have flexible programming and ENL teachers push into ICT and self contained classes for at least four periods a week. The children engage in instruction with peers.

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Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)	5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)		5 unit of study per week of INTEGRATED ENL in ELA or Content Area, or other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.

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*Note "other approved services" does not apply to New York City at this time.

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CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study per week (540 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction or INTEGRATED ENL in Content Area (180 min.)	5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)	5 unit of study can be STAND-ALONE ENL or INTEGRATED ENL/Content Area (90 min.)		5 unit of study per week of INTEGRATED ENL in ELA/Content Area, or other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

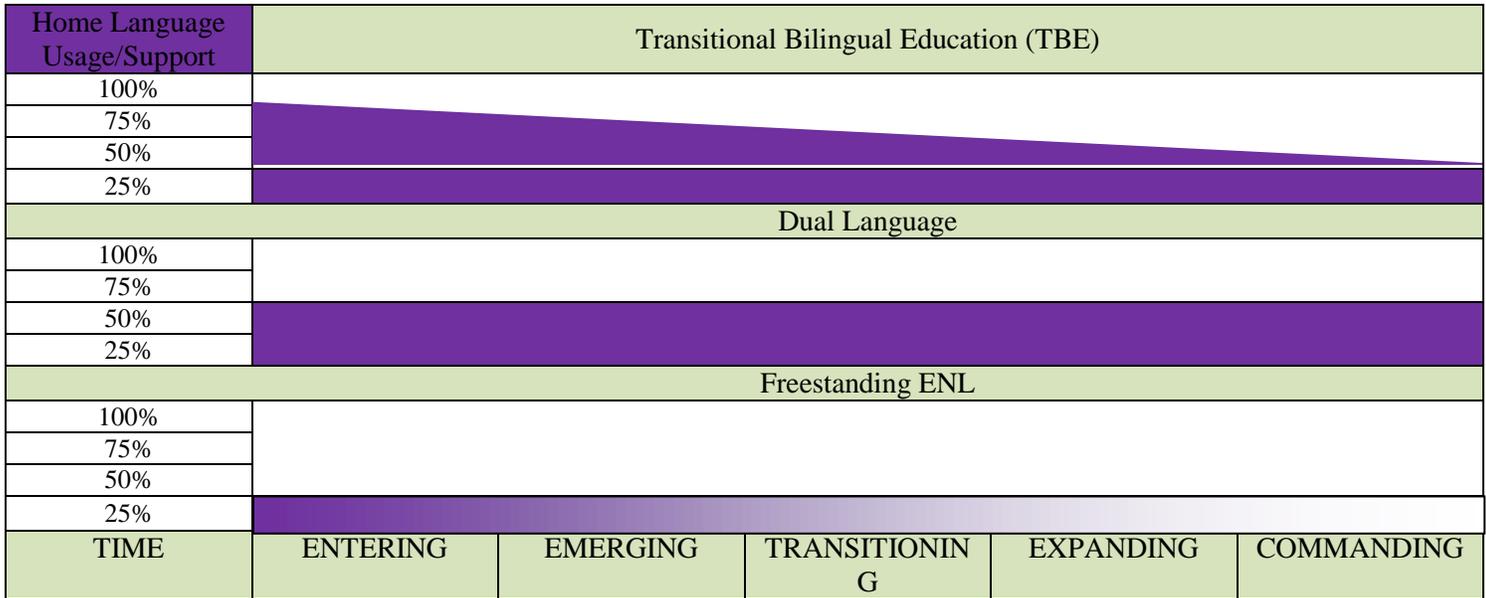
NYSED.gov

*Note: "other approved services" does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information—Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.

We offer intervention services during the school day and after school. The services are offered in grades K-5. We offer most of our programs in English. We offer targeted interventions for ELA, math, social studies and science. Most of the interventions are provided in the classroom. Teachers work with small groups daily. We have an after school program for students in need of academic support. The students engage in content area instruction. Also, we offer Reading Rescue for children that are reading below grade level.

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

Our program is facilitated by both an ESL teacher and a classroom teacher. The teachers teach lessons that address content and language development needs. The students are pre-assessed at the beginning of the program and periodically monitored to document student growth.

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

n/a

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

n/a

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

Our parent coordinator and guidance counselors reach out specifically to our families. We offer programs and workshops based on the needs of our community. Parents complete surveys sharing information about their families. We offer curricular and extracurricular school programs. Our children are in band, Studio in the School, chess clubs, theater groups, garden club, and student leadership teams. We offer monthly "Family Fun Day" experiences for families. Parents come and learn with their children in our classrooms. Our school has monthly meetings for ELLs and their families. Also, we have Saturday programs for families. We have Family Cookshop workshops for families and curriculum meetings. ELLs are invited to participate via school messenger and notices that are sent home.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

Parents can access information about instruction on our school website. All of our classrooms have smart boards and laptops. Our dual language classes have leveled books in Spanish. Children can engage and learn by using these resources.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Our dual language teachers conduct instruction in both English and Spanish. We offer home language support in our ENL program by providing translation for families in need.

17. Explain how the school ensures all required services/resources support and correspond to ELLs ages and grade levels.

We work with the TCWRP to make sure that our curriculum is developmentally appropriate for our children. Each ENL provider works with a specific grade and meets the needs of that particular age group.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

Members of our school community (guidance counselor, parent coordinator, ENL team, admin team) conduct school tours and workshops for newly enrolled ELLs. Also, we offer Family Fun days every month. Students invite their families in to learn and participate in activities. These events are done all throughout the year.

19. What language electives are offered to ELLs?

N/A

20. For schools with dual language programs:

a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.

We use the roller coaster model in our dual language classes. The students are instructed in both English and Spanish. The teachers instruct reading, writing, math, science, social studies, and word study and alternate the language used each day. The children are in a class for the entire day with peers and their classroom teacher. The classroom teachers are bilingual. Emergent literacy is taught in both languages at the same time. The students are assessed using F&P assessments in English, and assessed using the Estrellita program in Spanish.

b. In which language(s) is each core content area taught?

c. How is each language separated for instruction?

d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Our dual language classes are made up of both native English and Spanish speakers. The core content is taught in both languages. The teachers use the roller coaster model (50% of the instruction is in Spanish).

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

ELL personnel will participate in TCRWP professional development alongside the classroom teachers with whom they collaborate. This PD will include methods of instruction and modifications that benefit our ELL students. Having both classroom teachers and ESL teachers in PD together will serve to nurture and support the collaborative approach to teaching ELLs that we are seeking to establish via a push in model of ESL instruction. In addition, ESL personnel will work with our DELLSS instructional coach to support them as they continue to improve their ESL instruction. The ESL teachers will engage in collaborative planning work and curriculum mapping with classroom teachers to develop modifications and language objectives for the ELLs they teach.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Teachers of ELLs will learn specific strategies for supporting English Language Learners through collaborative planning with the ESL teachers, their work with the DELLSS instructional coach, and through work with their TCRWP Staff Developers. Each ENL teacher engages in TC curriculum sessions that focus on reading and writing CCLS aligned instruction.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Our guidance counselors will work with our ESL teachers and Grade 5 teachers to support staff in assisting ELLs as they transition from elementary to middle school.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to *ELL Policy and Reference Guide, Professional Development* section.

ESL teachers will spend 50% of their Monday PD time engaged in work directly related to their ELLs, including modifying units to meet the needs of the individual ELLs they service, receiving coaching and instructional support from the DELLSS instructional coach, and learning new literacy strategies from TCRWP staff developers. Teachers of ELLs will spend at least one of every four Monday sessions working with the ESL teachers to learn strategies for effectively differentiating the units of study for ELLs.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

ESL teachers will schedule parent meetings during Tuesday parent engagement time. We provide translation for families. Our school uses staff members to provide services. Also, we translate documents into other languages. We submit translation requests to the T&I unit to ensure that translations are distributed at the same time as English documents.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to *ELL Policy Reference Guide, Parent Selection and Program Placement* section.

Teachers will keep records of the communication in the cumulative records and in the shared drive. Based on the parent survey, ESL teachers will contact parents in their preferred method of communication, arranging for translators when necessary.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Involving our ELL parents is something PS 139 continues to work on improving and growing. PS 139 is seeking to make the school website available in several languages through the Google translate option. The school offers ESL classes for adults and the class is open to the community. The school hosts a potluck Harvest Feast to celebrate the diverse cultures within the school community. In addition, the Pre-K and Kindergarten orientations have parent volunteers translating. The SLT and Guidance meetings are open to all school community members as well. Finally, the PA is seeking to make their meetings more accessible through increased translation.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

The school partners with CookShop, which is associated with the Food Bank of NY and offers workshops for parents. Get Set Daycare and Honeydew daycare centers invite parents to attend meetings held at PS 139. Staff has offered workshops to families that are translated and focus on child development and supporting young learners at home.

5. How do you evaluate the needs of the parents?

Parent coordinator hosts a parent breakfast and surveys families on their needs. In addition, there is a Pre-K and Kindergarten parent survey that helps the school learn about the needs of the new parents to the school. Finally, the school provides assistance to (put copy in Google Drive) hosts the parent breakfast to find out parent needs through informal conversation and a survey.

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

Based on conversations with families and parent surveys, parental involvement activities are established. Parents have historically requested workshops in learning English, using technology, understanding the school system and articulation, and strategies for supporting students academically at home. Workshops are tailored to the formal and informal feedback provided by families.

D. Additional Information

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

We will ensure that all staff members receive a copy of the “I Speak ...” card that included the phone number for interpretation over the phone.

Part VI: LAP Assurances

This page is scanned on the original document with signatures.

School Name: P.S. 139

School DBN: 22

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (10/22/15)
Mary McDonald	Principal		
Sarah Gobin-Darrell	Assistant Principal		
Maria Caridi	Parent Coordinator		
Jackie Rosenberg	ENL/Bilingual Teacher		
Noura Meagaly	Parent		
Lauren Clemente	Teacher/Subject Area		
Patricia Reilly	Teacher/Subject Area		

N/A	Coach		
N/A	Coach		
Sofie Krevsky	School Counselor		
Julia Bove	Superintendent		
	Borough Field Support Center Staff Member		
Ashley Butler	ENL Teacher		
Erin Hughes	ENL Teacher		
Irene Varon	Other		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **22K139** School Name: **P.S. 139**
Superintendent: **Julia Bove**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

ATS data is culled from Home Language Identification Surveys and family interviews done by pedagogues during the registration process. ATS language reports are run to assess language preferences. Information is also gathered through anecdotal reports by teachers, the Parents Association, and the Parent Coordinator.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Akan, Albanian, Arabic, Bengali, Bosnian, Cantonese, other Chinese Dialect, English, French, French-Haitian Creole, Fulani, Haitian Creole, Japanese, Malay, Nepali, Pashto, Polish, Punjabi, Russian, Serbo-Croatian, Slovak, Spanish, Telugu, Tibetan, Twi, Ukrainian, Urdu

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Registration packets are provided for families in multiple languages. Other documents that are translated include parent-teacher conference information, parent coordinator welcome letter, start-of-the-school-year documents such as: How My Child Goes Home, school closure list, lunch information, consent forms, dismissal routines, etc. Work shop flyers are translated. We will be translating promotion-in-doubt letters. We also disseminate DOE translated documents, such as the AIDS/HIV letter, report cards for grades K-5 from STARS, Health Department information, etc.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parent-teacher conferences, the Annual Title I Parent Meeting, Curriculum Night, IEP interviews, Parents Association meetings, workshops, teacher/guidance counselor/ attendance teacher/administrator meetings with any parent or guardian. Also, our school's New Parent Breakfast, Special Ed and ELL Parent Support Breakfasts have translation offered. When any person comes into the school, speaking another language, the office identifies the language using the language chart taped to the counter, then seeks a staff member who can translate for them. If no one is available, the staff will then use the over-the-phone interpretation service.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The Parent Coordinator sends flyers and documents to the the Translation Unit for translation. Staff members also translate documents. The only time an outside vendor is utilized is when a longer, school-specific document, such as a handbook, is created by the school.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Translation needs for events, such as the New Parent Welcome Breakfast and Parent-Teacher Conferences, are determined during the planning of each event, based on invitees' needs. The school

has purchased microphone/receiver sets so that translation can take place at events. Bilingual staff and contracted vendors provide oral translation - on site in the major languages, or over the telephone in a wide array of languages. School staff and parent volunteers translate when needed and available. School messenger provides a translation option.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The Language Chart is taped to the Main Office counter and a poster of the same was hung in the lobby. The staff has been briefed about interpreters hired for Parent-Teacher conferences and other activities. They have also been briefed about over-the-phone interpretation service with the number put on morning announcements and sent via email.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Translation information is on the Parent Bulletin Board in the Main Lobby and in the Parent Coordinator's newsletter.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parents of ELLs and students with disabilities meet formally with the parent coordinator at least twice a year. Anecdotal data is gathered at School Leadership Team meetings and at Parents Association meetings. A parent survey was given to Kindergarten parents. Parents email feedback to the school.