

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

28Q139

School Name:

P.S. 139 REGO PARK

Principal:

MONICA BRIDGET POWERS-MEADE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Rego Park School School Number (DBN): 28Q139
Grades Served: K-5
School Address: 93-06 63rd Drive, Rego Park, New York 11374
Phone Number: 718-459-1044 Fax: 718-997-8639
School Contact Person: Mrs. Natalie L. Perez-Hernandez Email Address: nperez42@schools.nyc.gov
Principal: Mrs. Natalie L. Perez-Hernandez
UFT Chapter Leader: Mr. Anthony Valentino
Parents' Association President: Co-President Ms. Surbhe Chabra and Ms. Erica Camarano
SLT Chairperson: Ms. Kathleen Murphy
Title I Parent Representative (or Parent Advisory Council Chairperson): N/A
Student Representative(s): N/A

District Information

District: 28 Superintendent: Ms. Mabel Sarduy
Superintendent's Office Address: 90-27 Sutphin Blvd, Room 242, Jamaica, NY 11435
Superintendent's Email Address: msarduy@schools.nyc.gov
Phone Number: 718-557-2622 Fax: 718-557-2740/718-557-2623

Borough Field Support Center (BFSC)

Queens South- District
BFSC: 28 Director: Ms. Marlene Wilks
Director's Office Address: 8201 Rockaway Blvd., Queens, New York 11416
Director's Email Address: mwilks@schools.nyc.gov
Phone Number: 917-520-6743 Fax: 718-281-3509

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)
Mrs. Natalie L. Perez-Hernandez	*Principal or Designee	
Mr. Anthony Valentino	*UFT Chapter Leader or Designee	
Ms. Surbhie Chabra	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative (staff), if applicable	
n/a	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	
Ms. Kathleen Murphy	Member/Teacher	
Mrs. Elaine Miller	Member/Teacher	
Ms. Jeannie Pizzella	Member/ Teacher	
Mrs. Maggie Padilla	Member/Parent	
Mr. Adam Hinz	Member/ Parent	
Mr. Dai Ichikawa	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Mr. Nitin Patel	Member/Parent	
	Member/	

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.

Public School 139 is located in Rego Park. The school has more than 30 languages spoken among a population that is drawn from over 75 countries. This K-5 neighborhood serves a population of 3% black or African American, 34% Hispanic, 34% White, 26% Asian students, and 1% other. The attendance for the school year 2014-2015 was 96.1%.

Mission: At our school, all students will be given an opportunity and guidance to achieve maximum potential. Working collaboratively, teachers, administrators, and staff members will provide a safe environment and quality education for all students. Academic excellence and high standards are goals for every student.

We are a diverse community where student acquire the tools to become productive members of the global society and be college and career ready. The student population includes one gifted class on grades 2-5. This is the school's internal gifted program. P.S. 139 is the home of four Special Education classes and six Integrated Co-teaching (ICT) classes. Our Special Education students are autistic, language delayed, learning disabled, or physically challenged. Approximately 12 students receive the services of the Special Education Teacher Support Services (SETSS) teacher. P.S. 139 has a Response to Intervention (RTI) plan that includes the use of Foundations in grades K-2 for phonics and fluency, Sadlier in grades 3-5 for vocabulary development, Wilson Intervention in grades 2-5 for phonics, fluency, and comprehension, GoMath re-teach lessons in grades K-5 for math skill remediation, number fluency, and problem solving.

We have approximately 131 students identified as English Language Learners (ELLs). We use stand-alone English as a New Language (ENL) instruction and the co-teaching/integrated partnerships based on the regulations of CR 154. The co-teaching partnerships emphasize content with language function.

P.S. 139 collaborates with District 75 to provide an inclusion setting for 15 students from P.S. 177. These students enjoy the benefits of rigorous instruction while working and learning in mainstreamed classrooms.

We have reading, writing, and mathematics blocks. In addition, all students are engaged in social studies and science lessons on a weekly basis along with physical education.

We have a partnership with Teachers College Reading and Writing Workshop Project (TCRWP) for literacy professional development for teachers in grades K-5. Teachers attend Calendar Days to enhance their areas of expertise. We embrace the units of study in reading and writing aligned to the Common Core Learning Standards that are focused on Balanced Literacy and are evidenced-based. A pivotal part of the literacy program is that students are matched to Just Right books to improve their reading proficiency through guided practice complemented with text complexity. Teachers College Reading and Writing Workshop Project emphasizes the skills and strategies necessary for students to learn to be fluent readers that comprehend texts. Teachers College units of study focus on integrating strong science and social studies themes.

Mathematics is focused on using the Go Math curriculum. The school emphasizes open-ended problem solving investigations throughout the week. We spotlight the Eight Mathematical Practices aligned to the Common Core Learning Standards. Students, teachers, and parents make active use through the Go Math Think Central virtual platform for additional instructional materials and supports with skills and strategies.

We are proud of P.S. 139's emphasis on writing as a thinking curriculum. Students learn to grow the writer's craft in narrative, opinion, and informational genres. Students are expected to write across the content areas such as mathematics, science and social studies. Writing improves communication and matters in a global economy.

We are most proud of our Positive Behavioral Intervention and Supports (PBIS) program as a behavior management system that rewards students and improves student culture and climate. In addition, our continuation grant with the Office of School Wellness serves as a beacon for the school community. This includes our funding for Cook Shop for Families and Cook Shop for Classrooms through the New York City Food Bank. We strive to promote a message of healthy eating for our students. The teachers along with students prepare weekly salads with healthy ingredients. We complement this healthy school wellness theme with Fitness Night and Move to Improve instruction in the classroom. Finally, we have embraced the Mighty Milers Program sponsored by New York City Road Runners.

The arts play a key role at PS 139. We are proud of our amazing Glee Club and Award Winning Ballroom Dancing comprised of upper grade students. All students learn and appreciate the language of music.

The Parents' Association has developed a strong Enrichment Program for after school. Students are given a variety of choices such as: robotics, chess, yoga, guitar, and soccer. We also enjoy a strong partnership with the Forest Hills Central YMCA program which is anchored at P.S. 139. Students participate in arts and crafts, clubs, structured games, and homework help.

The Parent Coordinator works closely with the Administration and the officers of the Parents' Association Executive Board to increase parent engagement. Parents participate in Meet the Principal events, Close Reading Approach with Complex Texts, Family Fitness Night, Middle School Application Process, Nutrition workshops, myON Reader Workshop, Science Fair Workshop, Family Science Night, Getting to know the Standards Workshop, Arts & Crafts Workshops, and the Emerging Writers' Workshop.

We are proud of our on-going partnership with St. John's University to work closely with aspiring teachers. P.S. 139 serves as a promising lab site for aspiring teachers as they grow their practice.

We embrace the Common Core Learning Standards by offering learning activities online to promote cognitive challenge through myON Reader. Our enrichment students participate in the Music Memory initiative, Ezra Jack Keats Bookmaking Competition, Linked Up with Carnegie Hall, Math Olympiad, and Stock Market Game to strengthen critical thinking skills and logic. We strive for robust opportunities to bring out the best in our students.

According to the results of the 2014-2015 New York State (NYS) English Language Arts (ELA) Exam:

In 2014, ELA Performance at levels 3 and 4 was 37.7%.

In 2015, ELA Performance at levels 3 and 4 was 41.3% which was a gain of 3.6%.

According to the results of the 2014-2015 NYS Mathematics Exam:

In 2014, Math Performance at levels 3 and 4 was 55.5%.

In 2015, Math Performance at levels 3 and 4 was 58.4% which was a gain of 4%.

Our ELL student population and former ELLs require additional support with text complexity and building content knowledge. Language function needs to be emphasized. Academic vocabulary with special supports for our ELL needs to

be addressed by providing literacy prompts and frontloading vocabulary to increase students' understanding of read aloud texts.

According to the results of ELL students on the 2014-2015 NYS ELA Exam:

In 2014, ELA Performance at levels 3 and 4 was 0.0%.

In 2015, ELA Performance at levels 3 and 4 remained at 0.0%.

Our Students with Disabilities population is another concern for the school. We are spotlighting small group instructional work that supports refining the curriculum to give these students more access points to the curriculum.

P.S. 139 made gains this past year in the Rigorous Instruction element of the Framework for Great Schools as based on the 2014-2015 Quality Review (QR). The school received a Well Developed rating for Quality Review indicator (1.1) Ensuring engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to the Common Core Learning Standards. The school also received a Well Developed rating for Quality Review Indicator (1.2) Developing teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and the Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products. Finally, the school received a Well Developed rating for Quality Review Indicator (2.2) Aligning assessments to curricula, using on-going assessments and grading practices, and analyzing information on student learning outcomes to adjust instructional decisions at the team and classroom level.

Based on the 2014-2015 Quality Review and 2014-2015 New York City (NYC) School Survey, an area of celebration for P.S. 139 is the element of Supportive Environment in the Framework for Great Schools. The school received a Well Developed rating for Quality Review indicator (3.4) Establishing a culture of learning that communicates high expectations to staff, students and families, and provides supports to achieve those expectations. According to the 2014-2015 NYC School Survey Report, the element of Supportive Environment received the highest positive response percentage of all elements surveyed. Supportive Environment received 95% positive responses which was 3% above the city average for Supportive Environment.

Based on the 2014-2015 Quality Review, an area that we will focus improvement on, linked to the Framework for Great Schools, deals with Collaborative Teachers. P.S. 139 was rated proficient on QR indicator (4.2) Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning.

Another area of focus linked to the Framework for Great Schools is Effective Leadership. According to the 2014-2015 NYC School Survey Report, the element of Effective Leadership received the lowest positive response percentage of all

elements surveyed. Effective Leadership received 76% positive responses which was 5% below the city average for Effective Leadership.

This involves inclusive instructional practices where students and staff alike recognize and capitalize on diversity so to enrich the overall learning experience. Special emphasis will be placed on professional development to attend to the continuing education of the staff and continue individual growth. We will also focus on strengthening the professional community where teachers embrace collective responsibility for school improvement with a specific focus on student learning through inquiry and teacher teams. We will build capacity in sharing distributive leadership to impact school-wide performance.

Based on the Danielson Framework and cycles of observed teaching by school evaluators and substantiated through school trends, we are set as a community of practice to lean into the work of 1.2 and finding multiple entry points for students to access the curriculum. We are focused on differentiating lessons to maximize learning outcomes.

28Q139 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	843	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	0.5%	% Attendance Rate		95.7%
% Free Lunch	55.0%	% Reduced Lunch		10.2%
% Limited English Proficient	17.8%	% Students with Disabilities		16.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American		3.3%
% Hispanic or Latino	34.6%	% Asian or Native Hawaiian/Pacific Islander		26.3%
% White	34.2%	% Multi-Racial		1.0%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	7.17	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		5.45
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	37.7%	Mathematics Performance at levels 3 & 4		55.5%
Science Performance at levels 3 & 4 (4th Grade)	93.3%	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		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	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		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	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		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	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.

Based on the SY 2014-2015 NYS ELA Exam data, 41.3% of our students in grades 3-5 were proficient. It was 3.6% higher than last year’s score. P.S. 139’s average proficiency rating in ELA was 2.79. In contrast, the previous year’s Average Proficiency rating was 2.73. This is a slight increase of .06 points. Based on the SY 2014-2015 NYS Mathematics Exam, 58.4% of students in grades 3-5 were proficient. This was 2.4% higher than the previous year. The school’s average proficiency rating was 3.16. The school had an increase of 0.16 points from the previous year.

When looking at the review of the SY 2014-2015 School Quality Guide Workbook data, the school saw an increase of 8 points from 63.0 to 71.0 for the ELA Median Adjusted Growth Percentile for all fourth and fifth grade students. The school’s Median Adjusted Growth Percentile for our lowest third students in ELA for grades 4 and 5 increased by 1 point from 71.0 to 72.0. In Mathematics, P.S. 139 saw a decrease of 3 points from 70.0 to 67.0 for the Median Adjusted Growth Percentile for all fourth and fifth grade students. The Median Adjusted Growth percentile for our lowest third students in Mathematics for grades 4 and 5 showed an increase from 70.5 to 76.0 which is a 5.5 increase.

After reviewing the 2015 NYS ELA Exam item analysis, the results indicated that 56% of students in grades 3-5 were deficient in determining key ideas and recounting supporting details when reading informational texts. The Administrative Cabinet and teacher teams revised the school-wide Instructional Focus based on the data findings. School Leaders decided to focus on close reading, previewing questions and purpose to impact students’ analysis and determination of key ideas using supporting details and academic language.

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.

By June 2016, 75% of students required to receive Academic Intervention Services (AIS) will show progress in determining key ideas and supporting details by scoring one benchmark level higher as measured by the End of Year Local Measure of Student Learning (MoSL) Assessment (NYC Performance Assessment). Students will show progress on MoSL Rubric Trait 1 (Reading: Text Dependent Questions) and Trait 3 (Command of Evidence), when comparing the beginning of the year score to the end of the year score, using close reading strategies in grade level appropriate texts, across all curriculum areas.

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) 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>Administrative Cabinet will provide teacher teams with professional development on differentiation, multiple entry points, Universal Design for Learning (UDL), and using data to drive instruction in congruence with District 28 foci on Quality Review Indicators 1. 2 (pedagogy) and 2.2 (assessment) to increase student achievement.</p>	<p>K-5 teacher teams, all students with a heavy emphasis on students in the bottom third of each class</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, English as a New Language (ENL) Teachers, SETTS/ IEP Teacher Collaborative Teacher Teams</p>
<p>Teacher’s College Reading and Writing Project (TCRWP) consultants will meet with teacher teams during professional learning cycles to support teachers in aligning, modifying and revising curriculum to embed opportunities and design tasks that require students to determine the key idea and support it with relevant details. Strategic use of Teachers College (TC) Calendar Days, specialty groups, and the 80 Minute Project will grow the literacy work at PS 139 supported by lead teachers.</p>	<p>K-5 teacher teams, all students with a heavy emphasis on students in the bottom third of each class</p>	<p>September 2015-June 2016</p>	<p>TCRWP Consultants, Principal, Assistant Principal, lead teachers, Collaborative Teacher Teams, English as a New Language (ENL) Teachers , Special Education Teachers and all Service Providers</p>
<p>Teachers will meet in teacher teams to create tasks that require students to read closely, using diagrams, context clues, captions, pictures, and other non-fiction text features to comprehend key ideas and identify supporting details while developing new domain specific vocabulary. Academic vocabulary will be scaffolded as part of questions and discussions so that all students, including ELLs and SWDs, have traction with learning. Students will be prompted to justify their thinking and explain their evidence.</p>	<p>K-5 teacher teams, all students with a heavy emphasis on students in the bottom third of each class, ELLs and SWDs</p>	<p>September 2015-September 2016</p>	<p>Principal, Assistant Principal, lead teachers, Collaborative Teacher Teams, English as a New Language (ENL) Teachers , Special Education Teachers and all Service Providers</p>
<p>Collaborative Inquiry Teams will monitor student progress by analyzing student work products, noting performance trends, adjusting instruction</p>	<p>K-5 teacher teams, all students with a heavy emphasis on</p>	<p>September 2015-</p>	<p>Principal, Assistant Principal, lead teachers, Collaborative Teacher Teams, English as a New</p>

based on the needs of their students and planning short and long term goals based on trends and patterns determined for MoSL rubric Trait 1 and Trait 3. Instructional shifts will be implemented to support cognitive engagement and access points for all learners particularly ELLs and Students with Disabilities (SWD).	students in the bottom third of each class, ELLs, and SWDs	September 2016	Language (ENL) Teachers , Special Education Teachers and all Service Providers
Teachers will model close reading, previewing questions and purpose in grade level texts across all curriculum areas.	K-5 teacher teams, all students with a heavy emphasis on students in the bottom third of each class	September 2015-June 2016	Principal, Assistant Principal, lead teachers, Collaborative Teacher Teams, English as a New Language (ENL) Teachers , Special Education Teachers and all Service Providers
Students will use thinking maps to gather and organize relevant details and quotes from texts to determine and support the main idea when responding to text dependent questions.	K-5 teacher teams, all students with a heavy emphasis on students in the bottom third of each class	September 2015-June 2016	Principal, Assistant Principal, lead teachers, Collaborative Teacher Teams, English as a New Language (ENL) Teachers , Special Education Teachers and all Service Providers
The administrative team will monitor and support the implementation of the school-wide goal by noting and highlighting evidence observed during the observation cycle. Evidence will be discussed with teachers during teacher feedback meetings. Based on trends and patterns in the frequent cycles of observation, the Annual Professional Development calendar will be modified and adjusted in response to the changing needs of the pedagogical staff and students.	All teachers eligible in Advance Evaluation System	September 2015-June 2016	Principal, Assistant Principal, all teachers eligible in Advance Evaluation System, Professional Development Committee
We will extend resources to students to develop and improve reading volume and stamina at home and school by continuing to grow the myOn virtual library. This is a 24/7 accessible virtual library for all students to strengthen stamina and volume. Students will have access to over 7,000 digital books. Parents will participate in myOn Workshops to become more familiar with the features of the program and how they can support the initiative. Teachers will give monthly myOn assignments to all readers. This will increase parent engagement and student proficiency.	K-5 teacher teams, all students with a heavy emphasis on students in the bottom third of each class	September 2015-June 2016	Principal, Assistant Principal, Parent Coordinator, K-5 Teachers, and Technology Teacher

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.

Human resources needed to meet this goal include leveraging the leadership of the Administration, Teacher Leaders, Teachers College Staff Developers, parents, and students. The instructional resources include tapping the Teachers College units of study in reading and writing, providing classroom resources such as classroom libraries brimming with a balance of literary and informational texts, picture support, word walls, expanding the use of Promethean Boards and document cameras, Teachers College reading logs, Garden of Readers' chart, Community Read text selections, Measures of Student Learning Writing Performance Tasks, and myON platform for digital text access.

Schedule adjustments will be based on a seven period day to advance teacher collaborations and extend the instructional period to 50 minutes. Schedules will be adjusted based on a needs basis.

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

X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		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.

By February 2016, 40% of students required to receive Academic Intervention Services (AIS) will show progress in determining key ideas and identifying supporting details by scoring one benchmark level higher as measured by the Interim NYC Performance Assessment. Students will show progress on MoSL Rubric Trait 1 (Reading: Text Dependent Questions) and Trait 3 (Command of Evidence), when comparing the beginning of the year score to the end of the year score.

February 2016, 82% of AIS students in Grade 4 made progress in Trait 1 of the Interim NYC Performance Assessment.

February 2016, 64% of AIS students in Grade 5 made progress in Trait 1 of the Interim NYC Performance Assessment.

February 2016, 71% of AIS students in Grade 4 made progress in Trait 3 of the Interim NYC Performance Assessment.

February 2016, 81% of AIS students in Grade 5 made progress in Trait 3 of the Interim NYC Performance Assessment.

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

<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–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.
N/A

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– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
N/A

Part 3 – Action Plan

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: <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. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

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.											
N/A											
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.
N/A
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.

Based on the 2014-2015 Quality Review, P.S. 139 received a rating of Well Developed for QR indicator 2.2 (aligning assessments to curricula, using ongoing assessments and grading practices, and analyzing information of student learning outcomes to adjust instructional outcomes and refine instructional decisions at the team and classroom level).

However, when looking at the 2014 -2015 Quality Review, the school scored proficient in indicator 4.2 (engaging in structured professional collaborations with teams using an inquiry approach that promotes shared leadership and focuses on improved student learning). Therefore, Collaborative Teachers is an area of focus and need for P.S. 139.

Teacher teams set short and long-term goals for subgroups of students using data in all subject areas, and revise instructional practices based on data analysis. The impact of practice is monitored through reflective practice during inquiry teamwork time. However, the work is not consistent across the vast majority of classrooms. During the Quality Review for 2014-2015, teachers indicated they want increased autonomy and more differentiated learning experiences.

One subgroup that teacher teams and collaborative inquiry teams need to focus on is the ELLs. Our ELLs and former ELLs require additional support with text complexity and building content knowledge. Language functions need to be emphasized. Academic vocabulary with special supports for our ELLs needs to be addressed by providing literacy prompts and front loading vocabulary to increase students’ understanding of read aloud texts. According to the results of the 2014-2015 New York State (NYS) English Language Arts (ELA) Exam

In 2014, ELA Performance at levels 3 and 4 was 0.0%.

In 2015, ELA Performance at levels 3 and 4 remained at 0.0%.

Another subgroup that teacher teams and collaborative inquiry teams need to focus on is the SWDs. When looking at the SY 2014-2015 School Quality Guide Workbook data, in ELA, not a single self- contained student was able to achieve, at the minimum, a level 3 or higher on the ELA. In contrast, 11.4% of ICT students and 14.3% of SETSS students were able to achieve a score of 3 or higher on the ELA. In addition, the Students with Disabilities (SWD) data from the New York State ELA 2014-2015 test for students in grades 3-5, decrease from 9.3% to 8.8% which was a decrease of 1.5%.

The data analysis indicates a need for teacher teams to refine their practice when using data to set short and long-term goals for subgroups of students, and revise instructional practices based on data analysis. The impact of practice needs to be monitored through reflective practice during inquiry teamwork time.

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, M measurable, Achievable, Relevant, and Time-bound.

By June 2016, 20% of students identified as English Language Learners and Students with Disabilities will perform at levels 3 and 4 thereby reaching proficiency on the 2016 NYS ELA Exam by engaging in data- driven literacy instruction that is refined and revised by teacher teams; ensuring alignment to the Common Core Learning Standards.

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>Teacher teams will meet to plan, refine, and adjust lessons so each lesson includes multiple entry points, intellectually engages all learners and provides access to complex texts across all content areas to meet the instructional needs of ELLs and SWDs. Evidence will be captured during the observation cycle and highlighted in teacher feedback meetings.</p>	<p>K-5 teacher teams, ELLs, and SWDs</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principal, Collaborative Teacher Teams, ENL Teachers , Special Education Teachers and all Service Providers</p>
<p>Our school will continuously refine the school-wide curriculum, i.e. Units of Study to ensure that formative assessments are aligned to the Common Core Learning Standards (CCLS) and embedded in each Unit of Study. These assessments will track students' progress in order to guide and differentiate instruction so that all students are engaged in rigorous learning including ELLs and SWDs.</p>	<p>K-5 teacher teams, ELLs, and SWDs</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principal, Collaborative Teacher Teams, ENL Teachers , Special Education Teachers and all Service Providers</p>

<p>Collaborative Inquiry Teams will analyze student work products, notice performance trends and adjust instruction based on the needs of their students. Instructional shifts will be implemented to support cognitive engagement and access points for all learners particularly ELLs and SWDs.</p>	<p>K-5 teacher teams, ELLs, and SWDs</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principal, Collaborative Teacher Teams, ENL Teachers , Special Education Teachers and all Service Providers</p>
<p>The Professional Development Committee will facilitate professional development choices based on the results of the online Professional Development Survey taken by all stakeholders to address teacher needs that are aligned to the district-wide foci of Quality Review Indicator 1.2 (Pedagogy) and Indicator 2.2 (Assessments). Teachers will then implement the strategies and skills they have learned during cycles of professional learning to support cognitive engagement of ELLs and SWDs and close gaps in students' understanding.</p>	<p>K-5 teacher teams, ELLs, and SWDs</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principal, Collaborative Teacher Teams, ENL Teachers , Special Education Teachers and all Service Providers</p>
<p>Instructional Cabinet and teacher teams will monitor student progress by administering Periodic Assessments (NYC Performance Assessment). Student's results for each benchmark period will be recorded on the progress monitoring sheet to analyze and measure impact. Teacher teams will meet with the Administrative Cabinet to adjust and revise instructional practices and plan short and long term goals based on trends and patterns determined for Trait 1 and Trait 3.</p> <p>Teachers will analyze the results of ongoing formative assessments and continue to make revisions and adjustments to curriculum to support cognitive engagement of ELLs and SWDs.</p>	<p>K-5 teacher teams, ELLs, and SWDs</p>	<p>October 2015, December 2015 February 2016, and May 2016.</p>	<p>Principal, Assistant Principal, Collaborative Teacher Teams, ENL Teachers , Special Education Teachers and all Service Providers</p>
<p>Teacher teams will meet to create tasks that require students to read closely using non-fiction text features to comprehend the main idea and recount key details as evidenced by unit plans and lesson plans. Teachers in their teacher teams will select scaffolding tools such as thinking maps, visual tools, graphic organizers (etc.) to gather and organize relevant details from a text to determine and support the main idea to support the instructional needs of ELLs and SWDs.</p>	<p>K-5 teacher teams, ELLs, and SWDs</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principal, Collaborative Teacher Teams, ENL Teachers , Special Education Teachers and all Service Providers</p>
<p>The administrative team will monitor and support the implementation of the school-wide goal by noting and highlighting evidence of</p>	<p>All teachers eligible in Advance</p>	<p>September 2015- June 2016</p>	<p>Principal, Assistant Principal, all teachers eligible in Advance Evaluation System,</p>

implementation in teacher practice observed during the observation cycle. Evidence will be discussed with teachers during teacher feedback meetings. Based on trends and patterns in the frequent cycles of observation, the Annual Professional Development calendar will be modified and adjusted in response to the changing needs of the pedagogical staff.	Evaluation System		Professional Development Committee
Teacher's College Reading and Writing Project Consultants (TCRWP) will meet with teacher teams during professional learning cycles to support teachers in aligning, modifying and revising curriculum to embed opportunities and design tasks that require students to determine key ideas and supporting details. Strategic use of Teachers College Calendar Days, specialty groups , differentiated instruction, various entry points, Response to Intervention data based approaches (RTI), and the 80 Minute Project will grow the literacy work at PS 139 supported by Lead Teachers and support staff to support the instructional needs of ELLs and SWDs impacting student achievement.	K-5 teacher teams, ELLs, and SWDs	September 2015- June 2016	TCRWP Consultants, Principal, Assistant Principal, Collaborative Teacher Teams, English as a New Language (ENL) Teachers, Special Education Teachers, and all Service Providers
We will provide two sessions of professional development that focus on best practices for teaching English Language Learners including but not limited to language objectives, scaffolding techniques and language development.	K-5 teacher teams, ENL teachers, ENL coordinator	November 2015- June 2016	ENL teachers, ENL Coordinator, Principal, Assistant Principal
ENL teachers will meet to plan collaboratively with grade level teacher teams twice a month. ENL teachers will share research based best practices to enhance instruction for ELLs.	K-5 teacher teams, ENL teachers, ENL coordinator	November 2015- June 2016	Principal, Assistant Principal
ENL teachers will articulate with grade level teacher teams, during weekly scheduled common preps, to ensure congruency of instruction by providing input in designing unit plans and assessments.	K-5 teacher teams, ENL teachers, ENL coordinator	November 2015- June 2016	Principal, Assistant Principal, ENL Coordinator, IEP Teacher
We will provide two sessions of professional development on differentiated instruction and utilizing formative assessments to analyze student attainment of skills and concepts for ELLs and SWDs.	K-5 teachers, ENL teachers, ENL coordinator, IEP Teacher, Special Education Teachers,	November 2015- June 2016	Assistant Principal, ENL Coordinator, ENL Teacher, IEP Teacher
Teachers and Instructional Cabinet members will participate in learning walks to assess the implementation of differentiated instruction and formative assessment practices in the classroom. A note catcher will be provided to take informal low inference observations. After each classroom visit there will be a debriefing session where	K-5 teachers, ENL teachers, ENL coordinator, Special Education Teachers, IEP Teacher	November 2015- June 2016	Principal, Assistant Principal, ENL Coordinator, IEP Teacher, Instructional Cabinet Members

participants will share best practices that were observed and determine next steps.			
ENL teachers and Assistant Principal will participate in the ELL Instructional Leadership series conducted by the Borough Field Support Center and turnkey the information to the teacher teams after each session during professional development and common planning sessions to ensure congruency of instruction.	K-5 teachers, ENL teachers, ENL coordinator	November 2015-June 2016	ENL Teachers, ENL Coordinator, Principal and Assistant Principal
Teachers will be trained in progress monitoring for students with disabilities according to the criteria stated for each goal on their annual reviews. The teachers will monitor student progress based on number of trials and include student work samples to give evidence that students are meeting their goals.	K-5 teacher teams, Special Education teachers, IEP Teacher.	February 2016-June 2016	IEP Teacher, Principal and Assistant Principal
Teachers will continue to improve the alignment of I.E.P. present levels of performance by including current data that reflects student's strengths and needs. They will focus on the student's progression through the curriculum by giving examples of the students growth as a reader.	K-5 teacher teams, Special Education teachers, IEP Teacher.	February 2016-June 2016	IEP Teacher, Principal and Assistant Principal
Teachers will use the Common Core staircase of Complexity to develop meaningful goals that are aligned to the New York State Standards. These goals will contain specific skills that are moving the student toward the next level of academic achievement.	K-5 teacher teams, Special Education teachers, IEP Teacher.	February 2016-June 2016	IEP Teacher, Principal and Assistant Principal

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.											
Human Resources: Collaborative Teacher Teams, Teachers College Staff Developers, Administration, Parents, Parent Coordinator, Teacher Leaders, Core Inquiry Teacher Leaders											
Instructional Resources: Teachers College Units of Study including new reading units and professional literature, school generated collaborative inquiry documents, Advance System evidence-based data regarding teaching practices, teacher reflection documents to support Learning Walks, and Community Reads.											
Schedule adjustments will be made on an on-going basis upon a seven period instructional day and a 50 minute instructional period.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		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.

By February 2016, 10% of students identified as English as a New Language and Students with Disabilities will perform at levels 3 and 4 thereby reaching proficiency on the NY Ready ELA Benchmark Exam.

January 2016, 0% percent of ELLS scored a level 3 or 4 on the Teachers College Reading and Writing Project (TCRWP) Running Records.

January 2016, 21% percent of SWDs scored a level 3 or 4 on TCRWP Running Records.

February 2016, 22% of ELLS scored a level 3 or 4 on the NY Ready ELA Interim Assessment

February 2016, 12% of SWDs scored a level 3 or 4 on the NY Ready ELA Interim Assessment

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

- 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.

Leadership is the catalyst for innovation and change. According to the 2014-2015 NYC School Survey Report, the element of Effective Leadership received the lowest positive response percentage of all elements surveyed. Effective Leadership received 76% positive responses which was 5% below the city average for Effective Leadership.

2014-2015 QR Indicator 4.2 (Distributed leadership structures are in place so that teachers have built leadership capacity and have a voice in key decisions that affect the student learning across the school.) was rated proficient indicating a need for improvement. It is important to build the leadership capacity of each teacher to optimize learning outcomes.

Special emphasis will be placed on professional learning to attend to the continuing education of the staff and continue individual growth. We will also focus on strengthening the professional community where teachers embrace collective responsibility for school improvement with a specific focus on student learning through inquiry and teacher teams. We will build capacity in sharing distributive leadership to impact school-wide performance.

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–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will provide targeted and differentiated professional learning led by teacher leaders so that there will be a 5% increase in the number of teachers achieving an overall end-of-year MoTP rating of Highly Effective as measured by final ratings in the Advance system.

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 parent leadership and engagement as a key lever for school improvement. 	<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>The Principal will foster an Open Door Policy for teachers in an effort to share beliefs and vision. The Principal will meet weekly with the UFT Chapter Chairperson and monthly with the UFT Consultation Committee in a joint effort to improve communication, strengthen a culture of trust, and share a common vision of continual improvement.</p>	<p>K-5 Teachers and Chapter Chairperson</p>	<p>September 2015-June 2016</p>	<p>The Principal, Assistant Principal, UFT Chapter Chairperson</p>
<p>The Professional Development Committee comprised of Principal, Assistant Principal, teacher leaders, and the UFT Chapter Chairperson will facilitate differentiated professional learning choices based on the results of the online Professional Development Survey taken by all stakeholders to address teacher needs that are aligned to the district-wide foci of Quality Review Indicator 1.2 (Pedagogy) and Indicator 2.2 (Assessments) and the Danielson Framework. Teachers will then implement strategies and skills they have learned during cycles of professional learning to close gaps in students' understanding. The Professional Development Committee will meet at minimum four times during the year to analyze overall Measure of Teacher Performance (MoTP) data to plan, monitor and revise opportunities for professional learning.</p>	<p>K-5 Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, and Professional Development Committee.</p>
<p>Teacher Leaders will be given opportunities to attend off-site professional learning to grow their craft and turnkey best practices with their collaborative teacher teams during cycles of professional learning. Particular attention will be focused on unpacking Common Core Learning Standards, designing learning targets that are aligned to the CCLS, embedding scaffolds and differentiation to support the instructional of Students with Disabilities, English Language Learners, students in the bottom 1/3, and advanced learners.</p>	<p>K-5 Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, Teacher Leads, and Professional Development Committee.</p>
<p>The Principal and Assistant Principal informed by the Danielson Framework will continually observe teachers and give cycles of feedback to impact student achievement and</p>	<p>K-5 Teachers</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal, and Professional Development Committee.</p>

teacher professional growth. The Principal and Assistant Principal will use the Advance system to track and monitor teacher practice as influenced by the Danielson Framework. Support plans and next steps will be used with fidelity to maximize the professional growth of each teacher. The Administration will consistently undertake Learning Walks as an opportunity to take the pulse of the school staff linked to instruction.			
The Administration will tap the Teachers College Assessment Pro platform to identify performance trends that are grade-specific and school-wide. The Principal will establish a Theory of Action based on the needs of the students in consultation with the teachers. Adjustments will be made to address school needs. The Principal will look closely at the sub-groups such as Students with Disabilities and English Language Learners to monitor progress.	K-5 Teachers	September 2015-June 2016	Principal, Assistant Principal, Teachers College Staff Developers, and Professional Development Committee.

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.											
Human Resources; Administration, parents, teachers, UFT Chapter Chairperson, Teacher Leaders, and Parent Coordinator											
Application Systems Utilized: Teach Boost System, School Net, TC Assessment Pro, and the Advance System											
Schedule Adjustments will be made on an on-going basis based upon a seven period instructional day and a 50 minute instructional period.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		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.
By February 2016, there will be a 3% increase in the number of teachers achieving an MoTP rating of Highly Effective as measured by mid-year ratings in the Advance system.
As of February 2016, 14% of teachers have an MoTP rating of Highly Effective as measured by the mid-year rating in the Advance system.
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

<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–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.
n/a

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
n/a

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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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>
n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a
n/a	n/a	n/a	n/a
n/a	n/a	n/a	

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.

n/a

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.

n/a

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 in grades K - 3 who are considered at risk for not meeting Standards as determined by their performance on Teachers College Running Records or have been identified as potential holdovers.</p> <p>Students in grades 4 and 5 who are performing at Level 1 or Level 2 on the New York State ELA.</p>	<p>Explicit instruction in skills and strategies needed to become independent readers is fostered. Strategies in K-2 include the multi-sensory Foundations program, echo reading, Readers Theatre, guided reading, shared reading, and interactive writing.</p> <p>In grades 3-5 small group instruction is embedded in all instruction. Classroom teachers continuously assess students and provide remediation and enrichment to meet students' needs in Tier 1 settings. Learning styles and meta-cognitive approach to learning are emphasized. At risk students also receive Wilson support and Linda Mood Bell visualization and verbalization support. Students in grades 3-5 in need of additional assistance to meet the Standards participate</p>	Small group and one-to-one tutoring	During the school day coupled with an AIS After School tutoring

		<p>in small group instruction designed to meet students' needs by using meaningful data to address strengths and areas of concern. Emphasis is placed on strengthening readers' strategies using close reading approaches in the AIS After School program.</p>		
<p>Mathematics</p>	<p>Students in grades 4-5 who are performing at Level 1 or Level 2 on the New York State Math Test</p>	<p>Students not meeting the Standards are provided with weekly small group instruction in a pull-out model to assist them with acquiring strategies and skills needed to become successful. Repeated modeling and use of graphic organizers support students' thinking work with math investigations. In addition, classroom teachers continuously assess students and provide data driven instruction for remediation. Teachers make use of Go Math's Think Central- Soar to Success. Finally, students in need of additional assistance in order to meet the Standards participate in small group instruction designed to meet students' needs with problem solving and math computation through the AIS After School Program.</p>	<p>Small group, one- to- one tutoring</p>	<p>During the school day coupled with an AIS After School Program</p>

Science	Students in grades 4 and 5 who are performing Level 1 or Level 2 on the New York State Science Exam.	Science support is given to students in investigation-based curriculum that targets academic vocabulary, scientific skills, and knowledge that can be applied toward the curriculum and State assessments. In addition, classroom teachers build content knowledge with science topics during the instructional day.	Science support is given to small groups and one-to-one	During the school day coupled with an AIS Science After School Program
Social Studies	Students in grades 4 and 5 who are performing at Level 1 or Level 2 on the New York State ELA and formative social studies assessments.	Support in social studies is provided through content area literacy. Students learn strategies for success in nonfiction content reading and writing and apply these strategies toward opinion-based essays. Use of technology enhances instruction with research.	Social Studies support is given to students in small groups and one-to-one	School day and AIS After School Program
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Criteria involves teacher recommendations, PPT meetings, RTI Team recommendations	Non-mandated counseling is provided to students to address social and academic skills, areas of need, and to improve students' self-esteem, and school climate.	At-risk services are offered in small groups and one-to-one	School day

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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.

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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

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.

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 Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , 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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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) Template

[School name] , 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.

I. 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;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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>The Rego Park School</u>	DBN: <u>28Q139</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>130</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>10</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>7</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

The focus of this Title III Supplemental Program for ELLs proposal is to enhance programs for Students with Interrupted Formal Education (SIFE) and Long-Term ELLs, as well as improving teaching and learning in core subject areas. We plan to provide supplemental language support services to the following categories of English language learners: ELLs who have been in the program for 4 years and more, SIFE and ELLs struggling academically. Beginning December, we will offer 12 afternoon 1hour and 30 minutes long sessions once a week for grades 1, 2, 3, 4, and 5 ELLs where both the ESL teacher and content area teacher, trained in ESL methodologies, will provide direct instruction in Reading, Mathematics, and Science by addressing four modalities: Speaking, Listening, Reading, and Writing. We will use research-based strategies, practices, materials and curricula to strengthen literacy, mathematics and technology skills. For grades one, two and three we will offer a program which will guide children along a leveled continuum of reading, ensuring that they develop the necessary grade-level phonemic awareness and enhance reading comprehension skills. For ELLs in grades 4 and 5 we will focus on Writing to enhance student writing skills in the content area. For ELLs who have been in the program for 4 years and more we will offer support with the academic language and literacy skills to develop student language, literacy and content understanding. For parents and guardians of our current and former English language learners, we will offer a variety of academic and cultural activities to increase parental engagement in their child's education at PS 139Q .

Below is a full description of the supplemental support services we plan to utilize through the Title III funding for the 2014-2015 and 2015-2016 school year.

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Program 1:

Target Population: Grade 1 ELLs

Total # on the Grade: 35

49% of our first grade ELLs are on the Beginner and Intermediate levels. 43% of them did not meet the AMAO 1 benchmark. As evidenced by the most recent TC assessment, 84% of ELLs read way below grade level and are at serious academic risk.

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

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Teachers: 2 licensed ESL teachers and 2 Content Area Teachers

Time: 2:20 PM – 3:50 PM Wednesday

Materials to be used: Printed materials, Essential Skills software, I-Pads, consumables (composition notebooks, paper, etc.)

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Part B: Direct Instruction Supplemental Program Information

Program 2:

Target Population: Grade 2 ELLs

Total # on the grade: 29

62% of the second grade ELLs are on the Beginner and Intermediate levels. Even though only 44% of the current caseload did not meet the AMAO 1 Benchmark, 75% of ELLs read way below grade level, as evidenced by the recent TC assessment and are at serious academic risk. This program is intended to provide English language learners with additional support in reading instruction. English language learners will engage in guided reading activities to enhance grade-level phonemic awareness, phonics, fluency, vocabulary, and reading comprehension skills through phonics focused books, narrative, and informational texts. This program will utilize the Essential Skills software to provide students with tiered and differentiated instruction to meet their individual needs and boost their speaking, listening, and reading skills. We will also encourage the native language support.

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

Teachers: 1 licensed ESL teacher and 2 Content Area Teachers

Time: 2:20 PM – 3:50 PM Wednesday

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

Program 3:

Target Population: Grade 3 ELLs

Total # on the grade: 26

85% of the current grade 3 students have been in the ESL program for 3 years. 31% of ELLs are on Beginner and Intermediate levels. 57% of ELLs did not meet the AMAO 1 benchmark. 25 ELLs (96%) out of 26 students on the grade will take the standardized tests in ELA and 26 ELLs (100%) will be tested in Mathematics this spring for the first time. This program is intended to focus on reinforcing academic vocabulary development, dictionary skills, and test taking skills in ELA and Math.

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

Teachers: 1 licensed ESL teacher and 1 Content Area Teacher

Time: 2:20 PM – 3:50 PM Thursday

Materials to be used: non-fiction library, dictionaries consumables (composition notebooks, paper, folders, etc.)

Part B: Direct Instruction Supplemental Program Information

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Program 4:

Target Population: Grade 4 ELLs

Total # of Current ELLs on the grade: 21

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67% of the ELLs are on Beginner and Intermediate levels. 52% of them did not meet the AMAO 1 benchmark. 95% of students read way below grade level and need support.

52% of current ELLs have been in the program for more than 3 years. 89% of current ELLs who took the NYS 2014 ELA test and 73% of those who took the NYS Math 2014 test, scored levels 1 and 2.

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

The ESL teacher will provide direct instruction to this group in collaboration with the classroom teacher.

The ESL teacher will share her expertise in language acquisition strategies and techniques and assist the content area teacher in scaffolding of language and content.

-
Teachers: 1 licensed ESL teacher and 1 Content Area Teacher

Time: 2:20 PM – 3:50 PM Thursday

Materials to be used: Classroom libraries, dictionaries, translated glossaries, consumables (notebooks, writing paper, folders, pencils, highlighters, etc.)

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Program 5:

Target Population: Grade 5 English Language Learners

Total # of Current ELLs on the grade: 19

-
55% of the current 5th grade ELLs have been in the program from 4 to 5 years. Even though 100% of the caseload did meet the AMAO 1 benchmark, 85% of those who took the Spring 2014 NYS ELA and 47% who took the NYS Math tests scored levels 1 and 2.

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

The focus of this program is to reinforce student reading and writing skills through explicit direct instruction. The ESL teacher in collaboration with the classroom teacher will provide direct instruction in vocabulary development through ELA, Mathematics and Science content areas. The ESL teacher will share her expertise in language acquisition strategies and techniques and assist the content area teacher in scaffolding of language and content.

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

Part B: Direct Instruction Supplemental Program Information

-
Teachers: 1 licensed ESL teacher and 1 Content Area Teacher
Time: 2:20 PM – 3:50 PM Thursday
Material to be used: laptops, language dictionaries, and consumables
(notebooks, writing paper, folders, pencils, highlighters, etc.)

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Part C: Professional Development

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

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

Begin description here: _

-
We will be providing an ongoing professional development to inform and train Title III Program teachers, as well as those responsible for delivery of instruction and services to ELLs . In addition to general orientation into Title III Supplemental Support Services, the personnel involved will learn about ESL methodologies, strategies, and techniques in developing academic language, building prior knowledge, both in house and outside the school. Teachers register and attend workshops offered through the DOE Office of English Language Learners, Columbia Teacher's College, professional development and instructional support provided by the ESL Network Support Specialist to both ESL and classroom teachers. ESL strategies for classroom teachers, Sheltered English and differentiated instruction for ELLs, collaborative team teaching, and other relevant activities are the focus of those workshops. Our ESL teachers closely collaborate with the school learning community and are instrumental not only in aligning ESL instruction to the classroom instruction, but also in providing suggestions and strategies for particular areas of curriculum that would be useful for the teacher of an ELL student. The staff finds multiple entry points of access in the curriculum.

We utilize 80 minutes of professional development time, Chancellor's Conference Days for staff development, after and during school day to provide ELL training for classroom teachers through presentations, as well as the combination of study groups and labsites. Our T.C. Staff Developers, Alexandra Roman and Brianna Parlitsis, as well as our Network Specialist, Giuvela Leisengang, will be providing the ELL PD during the 80 minute sessions. This professional development will be ongoing throughout the entire school year. Topics include, but are not limited to: The Co-Teaching Model in the Push-In class; series of 10 workshops on Academic English Language Development with emphasis on scaffolding language and vocabulary for ELLs through reading, writing, listening, and speaking; The Common Core Learning Standards and Expectations for ELLs; Testing Accommodations for ELLs and Former ELLs; English Language Learners and New York State ELA & Math Tests. In addition to that, ESL and content area teachers articulate the needs of ELLs in planning instruction, as well as in preparation for the NYS assessments in ELA, Math, and Science.

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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: _

To promote student learning we offer a variety of engagement activities targeted toward assisting parents and guardians of our English language learners to enhance parent/school communication. The Parent Program will consist of 12 sessions with the duration of 90 minutes. One of the licensed ESL teachers will be facilitating the Parental Engagement Activities. Parents will be provided with strategies to use with their children to support instruction. Parents will be invited to the informational workshops about school goals, programs, forthcoming city and state assessments in order for them to adequately support their own children. Thus, we are planning to survey parents to identify the the areas they would be interested in. The surveys will be sent out in the parent preferred language of written communication. We will offer various activities including but not limited to workshops focusing on wellness and nutrition, preparing students for the NYSESLAT, homework help, ways to communicate with the classroom teacher, how to support English language acquisition, navigating the public school system, as well as cultural activities such as trips to the museums, landmarks, and places and events. Our staff is willing and able to provide adequate language support to parents based on need.

Part E: Budget

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

Allocation Amount: \$18392

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>14,713.60</u>	- <u>Direct Service:</u> <u>Program 1: Two ESL teachers and Two Content Area Teachers for 1 hour and 30 minutes long (90 minutes) for 12 sessions:</u> <u>\$ 3,635.28</u> <u>Program 2: One ESL teacher and Two Content Area Teachers for 1 hour and 30 minutes long (90 minutes) for 12 sessions:</u> <u>\$2,726.52</u> <u>Program 3: One ESL teacher and 1 Content Area Teacher for 1 hour and 30 minutes long (90 minutes) for 12 sessions:</u> <u>\$1,817.64</u> <u>Program 4: One ESL teacher and 1 Content Area Teacher for 1 hour and 30 minutes long (90 minutes) for 12 sessions:</u>

Part E: Budget

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

Allocation Amount: \$18392

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p><u>\$1,817.64</u> <u>Program 5: One ESL teacher and 1 Content Area Teacher for 1 hour and 30 minutes long (90 minutes) for 12 sessions:</u> <u>\$1,817.64</u> <u>Supervision: One Supervisor for 1 hour and 30 minutes long (90 minutes) for 12 sessions on Thursdays only. Note: There are no other after school programs being held on this day.</u> <u>\$951.12</u> <u>Parent Engagement: One ESL teacher for 1 hour and 30 minutes long (90 minutes) for 12 sessions:</u> <u>\$908.88</u> <u>Supervision: One Supervisor for 1 hour and 30 minutes long (90 minutes) for 12 sessions. Note: There are no other after school programs being held on this day.</u> <u>\$951.12</u></p>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>0.00</u>	<u>no cost to program</u>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	<u>3,678.40</u>	<u>Consumables: notebooks, folders, writing paper, pens, pencils, etc.</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	-
TOTAL	<u>\$18,392.00</u>	<u>\$18,392.00</u>

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 28	Borough Queens	School Number 139
School Name The Rego Park School		

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 Natalie Perez-Hernandez	Assistant Principal Stephanie Lazarus
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher Khanna Borukhov/ENL Teacher	School Counselor
Teacher/Subject Area Priscilla Perez/ENL Teacher	Parent
Teacher/Subject Area Jennifer Liebman/ENL Teacher	Parent Coordinator Nina Lipton/LAC Coordinator
Related-Service Provider	Borough Field Support Center Staff Member Joshua Metz
Superintendent	Other (Name and Title)

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	4	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	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
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]	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	850	Total number of ELLs	113	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	90	ELL Students with Disabilities	26
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	23	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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	90	0	24	23	0	2	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 9

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE 0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0													

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0																			

* 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								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): 0	Number of students who speak three or more languages: 0
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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	1	5	15	13	14	10	0	0	0	0	0	0	0	0
Chinese	4	9	8	4	4	2	0	0	0	0	0	0	0	0
Russian	7	7	12	7	7	7	0	0	0	0	0	0	0	0
Bengali	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	1	0	0	0	1	0	0	0	0	0	0	0	0	0
Arabic	1	2	2	2	0	1	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	1	0	1	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	1	0	1	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Other	5	5	9	7	5	4	0	0	0	0	0	0	0	0
TOTAL	0													

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)	3	1	3	1	1	2	0	0	0	0	0	0	0	0
Emerging (Low Intermediate)	3	6	6	2	2	2	0	0	0	0	0	0	0	0
Transitioning (High Intermediate)	2	3	1	3	4	4	0	0	0	0	0	0	0	0
Expanding (Advanced)	7	8	16	13	10	8	0	0	0	0	0	0	0	0
Commanding (Proficient)	10	6	10	9	5	2	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	0	0	0	0	0	0	0	0

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	0	7	17	13	13	5	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	13	4	0	0	0
4	11	3	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	5	1	9	2	1	0	4	0	0
4	4	4	3	2	1	1	0	1	0
5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	4	4	4	3	8	1	2	1	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math <u>0</u>	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other <u>0</u>	0	0	0	0
Other <u>0</u>	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.
To assess early literacy skills of our English language learners we use TCRWP as our assessment tool. The rigorous Balanced Literacy program delivered in Kindergarten and the first grade devotes sufficient amount of time on helping pre-emergent and emergent readers build a solid foundation in decoding skills. Student progress is monitored through the formal and informal TC Assessments like running records, throughout the school year. Data reveals that success rate in the English language acquisition is closely linked to the student Independent Reading Level. Thus, in 2014-2015 out of 30% of English language Learners in Kindergarten who moved up the Reading levels and were reading on and above the grade level, 26% demonstrated overall proficiency and exited the ESL program. 80% of the current first grade ELLs are reading below the grade level, as evidenced by the most recent TC assessment. We will emphasize phonemic awareness by incorporating Foundations, Wilson Intervention, as well as Just Words programs as very effective intervention. To promote love for reading, support native language development, and strengthen school family connection, we will continue to expand our bilingual library for students to borrow books and make their parents read to them.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
55% of current ELLs are on Expanding level, while 45% of ELLs are on Entering (10%), Emerging (19%), and Transitioning (15%) levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The results of the NYSESLAT 2015 will be used not only as a tool to inform and shape our instructional decisions, but also as a baseline assessment for measures of student learning (MoSL). Thus, there is no data available to determine the AMAO #1, the percent of ELLs who advanced in their levels on the New York State Language Achievement Test (NYSESLAT) between two consecutive years. For AMAO # 2, 25% of students attained proficient/commanding level between two consecutive years as per NYSESLAT results. For AMAO # 3, 16% of our ELLs achieved levels 3 and 4 in the NYS ELA and Mathematics tests.

4. 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. not applicable

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](#).]

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

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

Child's second language development is given a high priority. Along with providing opportunities to achieve the same educational goals and standards as the general student population, we assure equal access to all school programs and services for our English language learners, commensurate with their ages and grade level. We develop skills in understanding, speaking, reading, writing and communicating in English through the integration of academic content appropriate for the ELL's age, grade level and English language skills. ENL teachers believe all students can learn and have high expectations for their English language learners. They make instructional decisions that consider not only the child's cognitive developmental level, but also the language developmental level. ENL teachers use context, visuals, body language, real objects, and interactions to provide comprehensible input. Phonics and other early reading skills are taught in the primary grades through literature-based integrated units. Teachers surround children with literature and give children ample time to engage in the language arts for them to become successful in listening, speaking, reading and writing. To determine the language development needs for instructional purposes, ENL teachers use ongoing formative assessments to monitor both language development and second language acquisition in listening, speaking, reading, and writing. The ENL teachers differentiate instruction to meet the students' academic needs.

7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?

not applicable

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

To assess the success of our ENL program, we use data from formative, interim, and summative assessments which inform not only progress in student language acquisition in Speaking, Listening, Reading, and Writing, but the acquisition of the content knowledge as well. English language learners are the focus of the grade and school level collaborative inquiry projects and grade level collaborative teacher teams. In addition to the formal and informal assessments, ENL as well as classroom teachers engage in frequent, continuous, and increasingly concrete and precise talk about their teaching practices and student progress. We carefully analyze all the hard and soft data, note student progress in the English language acquisition, and correlate those results with student overall academic standing. Members of the instructional teacher teams adjust their instruction based on student needs.

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 including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

At registration, every parent, whose child is entering the New York City Public school for the first time is required to fill out a Home Language interview with both the child and the parent in English and in the native language, whenever it is possible, and assists parents with completion applicable. In the absence of the sufficient school work, we will use age and grade appropriate informal, culturally sensitive school-based information determined based on the assessment of the information collected from the parents on the HLIS in conjunction with the informal, in-depth interview the same time frame LAB-R Spanish is administered to students with a home language code SP found eligible for additional language support entitlement status.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (C

Our ELLs come with diverse profiles of learning needs. Newly enrolled students in grade 3 or higher, who have attended schools in the United SIFE Identification process. In addition to the interview with a student and his parent during the intake process, we administer the Oral Interview the DOE Data Collection system (BNDC). We monitor student performance for the entire school year to make a final determination of his/her

3. 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).

For students entering the school with an IEP, and/or reentering DOE schools after two years, the Language Proficiency Team (LPT), comprised not have second language acquisition needs with subsequent review of this determination by the Principal. In case the principal accepts the re superintendent finds NYSITELL administration necessary, the school will notify the parent and administer the test within the five calendar days folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the Based on the results of the NYSITELL, parents are notified via Entitlement, Non Entitlement, or Continued Entitlement (for students who reenter days of ELL determination. We download sample letters in English and the parent preferred language informing about the results of the NYS Coordinator collect letters signed by the parents and place a copy in a student's cumulative folder, and another copy in the ELL Folder of Cr

5. 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 C](#) We will inform parents about the right to appeal the ELL status of a student within 45 days of enrollment during the intake process. We will t parent or the teacher with a written consent from the parent/guardian, we will review multiple evidence including, but not limited to, initial o the Committee for Special Education if the student has or is suspected of having disability that may impact the ability to read, write, or listen parent/guarian within three days. Upon receipt of signed notification from the parent acknowledging the principal's recommendation to char superintendent within ten school days upon receipt of the documentation from the principal, the student's program will be modified according

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual lang

To ensure that parents understand all three program choices Transitional Bilingual, Dual Language, and Freestanding ESL, we have the follow

a). We schedule general and individual parent orientation meetings. During school orientation in June and early September for incoming King

provide mandated group or one-on-one orientation sessions to parents whose children have been identified as ELLs as per NYSITELL results w

b). Within five days, after the administration of the NYSITELL is completed and the student eligibility for additional language support is established, we send a letter we invite them to the Parent Orientation meeting. These Targeted Parent Orientation meetings are scheduled in the morning, in the afternoon, or in the evening. We provide interpreters who are fluent in Chinese, Korean, Bengali, and other languages based on need, to get the message across. The parent brochures in different languages are available at the school. The school must form bilingual programs in NYC public schools when there are 15 or more students in two contiguous grades in Elementary school. Parents are notified in writing in the program based on parent choice. For those parents who are not able to attend Parent Orientation meetings, we send another invitation.

c). Individual Parent Orientation sessions are offered to parents throughout the rest of the school year as soon as new children are admitted to the school. We enter the child into the ELPC screen on ATS. We keep an accurate and updated file on parents who choose a bilingual or a dual language program that we offer. We notify parents that offers the program. Once a program becomes available, the interested parents are notified in writing or in person about the availability of the program.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how you follow up with parents who do not return the forms.

From the day of initial enrollment we work very closely with parents to ensure their child's success. Parent Surveys and Program Selection forms are sent with a signed form, we send a duplicate letter, we reach out to the parents via phone or in person during dismissal time. If the parent does not return the form, we call them to discuss options for them to consider. They may agree to keep the child at the current school in an existing program so the child starts receiving services at the current school. If the parent chooses to transfer to another school, the Office of Student Enrollment. In the meantime, a child is placed in an ENL program until the transfer is complete.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

We closely monitor the completion and return of the Parent Survey and Program Selection forms and make updates in the ELPC screen in a timely manner. We reach out to parents by providing flexibility in timing in order to get the job done.

9. Describe how your school ensures that placement parent notification letters are distributed.

Once the student program choice is determined based on parent choice and availability of the program, we send or hand in a Placement Letter to the parent.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

We refer to all applicable laws and regulations pertaining to the retention of records, including but not limited to Chancellor's Regulations A-85.1, A-85.2, A-85.3, A-85.4, A-85.5, A-85.6, A-85.7, A-85.8, A-85.9, A-85.10, A-85.11, A-85.12, A-85.13, A-85.14, A-85.15, A-85.16, A-85.17, A-85.18, A-85.19, A-85.20, A-85.21, A-85.22, A-85.23, A-85.24, A-85.25, A-85.26, A-85.27, A-85.28, A-85.29, A-85.30, A-85.31, A-85.32, A-85.33, A-85.34, A-85.35, A-85.36, A-85.37, A-85.38, A-85.39, A-85.40, A-85.41, A-85.42, A-85.43, A-85.44, A-85.45, A-85.46, A-85.47, A-85.48, A-85.49, A-85.50, A-85.51, A-85.52, A-85.53, A-85.54, A-85.55, A-85.56, A-85.57, A-85.58, A-85.59, A-85.60, A-85.61, A-85.62, A-85.63, A-85.64, A-85.65, A-85.66, A-85.67, A-85.68, A-85.69, A-85.70, A-85.71, A-85.72, A-85.73, A-85.74, A-85.75, A-85.76, A-85.77, A-85.78, A-85.79, A-85.80, A-85.81, A-85.82, A-85.83, A-85.84, A-85.85, A-85.86, A-85.87, A-85.88, A-85.89, A-85.90, A-85.91, A-85.92, A-85.93, A-85.94, A-85.95, A-85.96, A-85.97, A-85.98, A-85.99, A-85.100. We retain the Parent Survey, Parent Survey and Selection Form, Program Placement letter, Entitlement letter for newly identified ELLs, Continued Entitlement letter for re-identified ELLs, and the NYSESLAT score report.

11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all eligible students.

In the spring we administer the NYSESLAT to all eligible students. We start with administration of the Speaking subtest. We form a panel of teachers to grade student answers based on the rubric. For Listening, Reading, and Writing subtests we come up with a schedule to ensure test administration to all eligible students and adhere to all the rules and regulation regarding the NYSESLAT administration. All the testing documents are stored and kept in a secure location.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

After we receive the Spring NYSESLAT score results, we create a list of students who reached proficiency and a list of those who will continue to receive services. We place a copy of the list in the child's cumulative folder, and another copy is retained in the ELL Folder of Critical Documents for ease of review.

13. 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 for their child's education? (Refer to question six).

After reviewing Parent Survey and Program selection forms for the past few years, the general trend in the parent choice has been a request for a bilingual program as their first choice.

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.

The instruction is delivered through the combination of the Intergrated ENL/ELA (Co-teaching), Self-Contained, and Stand Alone ENL (Pull Out) models. Both current and former ELLs are grouped by grade heterogeneously. The Intergrated ENL/ELA (Co-Teaching) model is delivered by the ENL and General Education Classroom teacher. The instruction includes content area subject matter and English language development using ENL strategies. The ENL teacher works in collaboration with the General Education teacher to provide language acquisition and vocabulary support. We will provide common planning time to ensure curricular alignment and continuity of instruction. The self-contained ENL model is delivered by a dually certified teacher who delivers all content instruction to both current and former ELLs using ENL strategies for the entire school day. Standalone ENL model is delivered by a certified ENL teacher for ELLs who are on Entering and Emerging proficiency levels. ENL teacher provides one unit of English-acquisition-focused instruction which is aligned with curriculum and ensures continuity of the classroom instruction.

- b. TBE program. *If applicable.*
not applicable
 - c. DL program. *If applicable.*

not applicable
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)?

We will carefully review the CR PART 154-2 (K-8) English as a New Language (ENL) Units of Study and Staffing Requirements, and program our ELLs accordingly. Thus, for Beginner/Entering ELLs we will provide 360 minutes of instruction with a minimum of 180 minutes of Standalone ENL and 180 minutes of Integrated ENL/ELA. For Low Intermediate/Emerging ELLs the same 360 minutes of mandated instruction will be distributed as follows: minimum of 90 minutes for Standalone ENL along with 180 minutes of Integrated ENL/ELA with additional 90 minutes of either Standalone or Integrated ENL with ELA or any other content area. For Intermediate/Transitioning and Advanced/Expanding ELLs we will provide a total of 180 minutes of Intergrated ENL/ELA a week. Intermediate/Transitioning ELLs will receive 90 minutes of Integrated ENL/ELA and 90 minutes of Standalone or Integrated ENL with ELA or any other content area, while Advanced/Expanding ELLs will receive a minimum of 180 minutes a week of Integrated ENL/ELA or other content area. Proficient/Commanding who fall into a category of Former ELLs will receive a minimum of 90 minutes a week of Integrated ENL/ELA or other content area for two years, as well as testing accomodations on the NYS assessments.

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.

To meet the demands of the Common Core Learning Standards, ENL teachers in collaboration with Content Area specialists use research based instructional approaches and methods to make content comprehensible to enrich student language development. ENL teachers meet regularly with content area teachers in order to align their instruction with that of the classroom and successfully scaffold education for ELLs. In addition to content objectives, collaborating teachers identify language objectives to aligne them to the CCL standards. The English Language Arts and Literacy CCLS are used by ENL teachers to focus on literacy across the content areas. ENL teachers confer with the Science and Social Studies teachers as well in order to support content vocabulary and concepts for ELLs. Teachers provide scaffolded instruction for the different units of Readers and Writers Workshop. In addition, pertinent thematic units are taught. ENL teachers provide differentiated instruction to help students improve their Speaking, Listening, Reading, and Writing skills through the use of thinking maps, picture cues, graphic organizers, etc.

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

For students found eligible for English language services and whose Home language is Spanish, we administer Spanish LAB to identify their Native language skills. For students with special needs, bilingual specialists assess student's native language skills using appropriate language instruments.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

a). This school year we do not have any SIFE students. However, according to our plan, these students will be placed in age appropriate classrooms; we will pair the SIFE with a peer who speaks his/her language; parent volunteers will be asked to work with the child on an individual basis. The SIFE will be given an equal access to participate in all student activities and receive Title III and AIS services, as well as the support of the Guidance Counselor and bilingual social worker. We will give students an intensive instruction in building literacy skill and vocabulary development in a small group setting.

b). We assess newcomers literacy skills and exercise a differentiated approach to assist students to acclimate to the school environment, and build or transfer their academic skills. Since P.S. 139 is a Teachers' College Project School and uses the Balanced Literacy approach, the ENL teachers also follow the Balanced Literacy and the Workshop models. The classroom teacher is additionally provided with supplementary materials as well as useful internet web sites for the newcomer ELLs to use for classroom differentiated instruction. We distribute to students available bilingual glossaries in Content Areas, make sure the student has a dictionary in his/her home language on them during and after school hours. We closely monitor their progress both in English language acquisition and in the content areas through formal and informal assessments, conference notes, and conversations. We also reach out to parents to consolidate home and school connection. Our Parent Coordinator helps find parents speaking the same language. Parents are provided with translated versions of the information set out to parents. Parents are invited to enroll in the Adult ESL class sponsored through Title III Grant. Through the same Title III Grant, in addition to the mandated units of instruction, we offer afternoon English classes for the newcomers to support their English language acquisition. Since NCLB requires testing for ELLs in the system for more than 1 year, our ELLs are part of all AIS after school instruction. During the year, they are also pulled in small groups by a reading and/or math specialist for added support.

c). _____% of our ELLs have been receiving services for 4 years and more. It is a considerable reduction from the previous years.

We exercise proactive approach to our struggling students. At P.S. 139, one of our ENL teachers is a member of the PPT. Those pupils who exhibit long-term learning lapses and behavioral problems are discussed at monthly meetings where the Guidance Counselor, Psychologist, Social Worker, and other service providers can suggest appropriate strategies to help these struggling students excel. Students are placed in small group supplemental classes, where a content area specialist, trained in ENL methodologies, provides targeted direct instruction to close achievement gap; they attend our after school AIS classes. We require an informational meeting with parents to give them a full overview of the services available to the students in Special Education and Related Services at P.S. 139. We also introduce to the parents programs that deal with phonemic awareness, study skills, and math interventions. To this end, we hope that the parent will support the child at home while we support them in school.

d). As opposed to previous years, we do not have Long Term ELLs who completed 6 years in the ENL program. At P.S. 139

we were able to help our long term ELLs to reach the mandated level of proficiency and exit the ESL program. Our interventions such as At-Risk academic support services, RtI, Title III, AIS support classes in Reading, Math, and Social Studies, and small group instruction by a content area specialist, proved themselves highly effective, as well as emotional and mental support provided by Guidance Counselor and Social Worker. We were able to turn parents into our partners and that contributed to our success as well.

e). After our English language learners reach the mandated level of proficiency based on the NYSESLAT results and move to the category of Former ELLs, we provide them with transitional support up to two years in and outside the classroom through Integrated content area instruction. To enhance their academic English language skills, we enroll them in the academic support groups where content area specialists, trained in ESL methodologies, provide targeted direct instruction in a small group setting for the total of 90 minutes twice a week. In addition to that, they are invited to the short-term Academic Intervention Support (AIS) group to prepare for the NYS standardized tests in ELA, Math, and Science. They are provided testing accommodations such as extended time and separate location in addition to the listening passages being read for three times, as well as native language support during NYS Math and Science tests.

7. 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 are the school of high expectations and equal access to all services and programs that help child to excel. Regardless of ELL status the child will be placed in a setting with highly qualified teachers who ensure the student's academic progress through continuous assessment of student performance and adjustment of instruction tailored to student needs. This, in our opinion, is vital for minimizing the adverse effect of student re-identification as ELL or non-ELL.

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?

1.

To provide access to the academic content and accelerate English language development our ELL-SWD are mainstreamed into age appropriate classes and are introduced to a rigorous curriculum to maximize learning through Standalone and Integrated ENL instruction as specified in CR Part 154. Some of our ELLs have alternate placement paras who aid in their instruction. ELL-SWDs have full access to all the supplemental academic programs offered in our school. During the ENL instruction we use the Balanced Literacy approach. The emphasis is placed on the acquisition of social and academic vocabulary taught through ENL strategies such as TPR, language experience approach, and sheltered English instruction.

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?

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

Chart

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 <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (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 <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> 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.



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

Chart

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 <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (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 <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> 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.

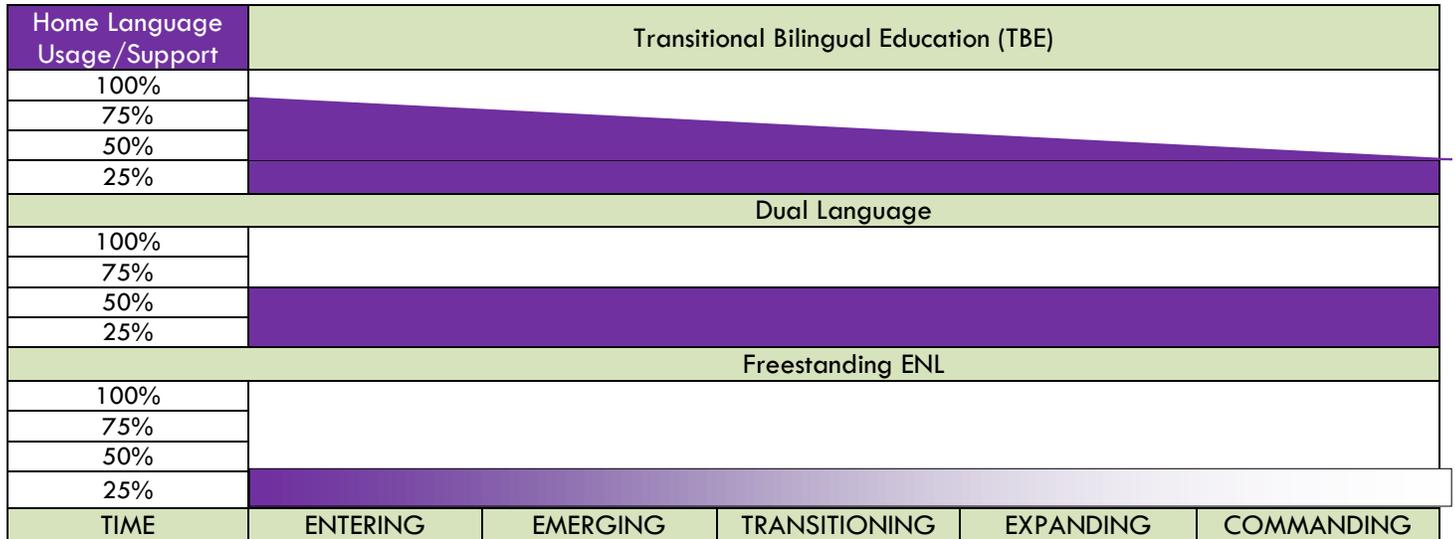


*Note “other approved services” does not apply to New York City at this time.

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.

Our school has a variety of targeted intervention programs for ELLs in ELA, Math, Science, and Social Studies. 30 to 50 minute small group instruction is given to target ELLs by content area specialists during school hours. English language learners, struggling academically in content areas, are offered a 10 week long At-Risk service. The PS139Q Title III program offers sessions after school taught by both ENL and content area specialists. This collaboration which spotlights ENL methodology combined with specialized academic support, is a powerful tool. The classroom teacher refines her knowledge of ESL strategies and techniques to maximize student performance. The ENL teacher masters content area teaching skills. ELLs in grades 3, 4, and 5 are invited to participate in the short-term Academic Intervention Support (AIS) group to prepare for the NYS standardized tests in ELA, Math, and Science.

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

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

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

We will be implementing mandates and recommendations set forth in CR 154 Requirements for the English as a New Language Program. In the upcoming school year, we are introducing a self-contained ENL class due to a high concentration of ELLs on the grade. A teacher, who holds NYS certification in both Common Branches and ENL, will provide services to ELL to ensure a quality acquisition of the academic content and English language development.

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

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

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

1.

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

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.

1.

We use a variety of instructional materials to support English language learners. In addition to the Addison-Wesley and Scotts-Foresman leveled ESL textbooks, we actively use Avenues by Hampton Brown. We were able to build our leveled libraries in different genres including non fiction in order to support content area instruction in Science, Social Studies and Mathematics. We have a collection of Big Books for Read Alouds from both Rigby and Mondo. The Leap Frog materials are in constant use by the classroom teachers as an additional classroom language support. We continue purchasing dual language books in various languages, as well as language and picture dictionaries through school and Title III funds. We have also purchased the network version of the Rosetta Stone program. This program was uploaded on the school laptops and distributed among classrooms, so new admits could learn English independently using this program. We encourage ELLs in primary grade to take advantage of the free on-line Starfall program. We have purchased software from Essential Skills to enhance student's phonemic awareness, phonics, as well as decoding skills. We actively use the "A to Z" website to enhance student reading and comprehension skills. ENL classroom are equipped with computers with Internet access. Laptops and iPads were purchased for the ENL program through Title III funds. We will continue acquisition and use of technology tools to maximize student learning.

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

1.

In the ENL program model the native language support is given a high priority. The use of glossaries and dictionaries is being taught and encouraged. Newly admitted English language learners are paired with students speaking the same language. Our school, as well as classroom libraries, have books in languages other than English. Students are encouraged to read books in their native language and reflect that in their Reading logs until they become literate in the English language. The largest language groups represented among ELLs are Spanish and Russian. Two of our ENL teachers speak those languages. In addition to that, our teachers and staff are fluent in Chinese, Korean, Bengali, Arabic, Albanian, Farsi, Haitian-Creole, Italian, Serbian, Portuguese, Bulgarian, Urdu, Hindi and other languages. We attract parent volunteers to assist parents of the newly arrived English language learners to feel comfortable and play an active role in our school community.

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

1.

At PS 139Q English language learners are provided with opportunities to achieve the same educational goals and standards as the general student population. In accordance with the provisions of CR Part 154, we provide our English language learners equal access to all school programs and services commensurate with their ages and grade level. All of our required support services for our ELL's correspond with their appropriate ages and grade levels. The curriculum, resources, and support materials are age and grade appropriate and assist our ELL's excel academically.

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).

Our newly enrolled English language learners are offered an ESL summer school program in order to assist them acquire more language skills during the summer months. In addition to the educational program, students are encourage to attend the recreational component of the summer school to develop social skills and enhance language learning. Throughout the school year, ELLs are involved in the same activities as their mainstream peers such as arts, music, sports, trips and additional need based academic support, offered during or after school. We buddy them with English proficient peers who speak the same language. ELLs have access to school and classroom library where they can borrow books in their native language.

19. What language electives are offered to ELLs?

We do not offer any language electives at this time.

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.
- 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)?

not applicable

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.)

1.

We will be providing an ongoing direct and indirect professional development to ELL personnel at the school, as well as those responsible for delivery of instruction and services to ELLs. The personnel involved will learn about ESL methodologies, strategies, and techniques in developing academic language, building prior knowledge, both in house and outside the school. Teachers register and attend workshops offered through the DOE Office of English Language Learners, Columbia's Teachers' College, professional development and instructional support provided by the ENL Borough Support Specialist to both ENL and classroom teachers. ENL strategies for classroom teachers, Sheltered English and differentiated instruction for ELLs, collaborative team teaching, and other relevant activities are the focus of those workshops. The following is a tentative calendar for 2015-16 Professional Development for all ELL-related services:

September: Different Co-teaching Models for Integrated ENL

October: Unpacking the CCLS for Reading and Writing; ELL Instructional Leadership Institute

November: Creating Language Objectives and Strategies for the Classroom Teacher; T.C. Staff Development by ELL Specialist Brianna Parlitsis for grades K-2; T.C. Staff Development by ELL Specialist Alexandra Roman for grades 3-5

December: T.C. Staff Development with ELL Specialist Brianna Parlitsis for grades K-2; ELL Instructional Leadership Institute

January: T.C. Staff Development with ELL Specialist Brianna Parlitsis for grades K-2; T.C. Staff Development with ELL Specialist Alexandra Roman for grades 3-5; Writing Strategies for ELLs

February: T.C. Staff Development with ELL Specialist Brianna Parlitsis for grades K-2; T.C. Staff Development with ELL Specialist Alexandra Roman for grades 3-5; Test-taking Strategies for ELLs; ELL Instructional Leadership Institute

March: Introduction and Expectations on the NYSESLAT for Classroom Teachers

May: ELL Instructional Leadership Institute; Assessing the ELL Student

Our ENL teachers closely collaborate with the school learning community and are instrumental not only in aligning ENL instruction to the classroom instruction, but also in providing suggestions and strategies for particular areas of curriculum that would be useful for the teacher of an ELL student.

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?

We utilize 80 minutes of professional development time, Chancellor's Conference Days for staff development, and after and during the school day, to provide ELL training for classroom teachers through presentations, as well as the combination of study groups and labsites. Topics include, but are not limited to: The Co-Teaching Model in the Push-In class; a series of 10 workshops on Academic English Language Development with emphasis on scaffolding language and vocabulary for ELLs through reading, writing, listening, and speaking; The Common Core Learning Standards and Expectations for ELLs; Creating language objectives from the CCLS; Testing Accommodations for ELLs and Former ELLs; English Language Learners and New York State ELA & Math Tests. In addition to that, ENL and content area teachers articulate the needs of ELLs in planning instruction, as well as in preparation for the NYS assessments in ELA, Math, and Science. The entire staff participated in a workshop in which teachers unpacked the Reading and Writing CCLS and aligned each standard to the grade's curricular unit plans.

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

We are a feeder school to Russell Sage Junior High School. There is articulation between the staff of both schools including our Guidance Counselor and Parent Coordinator. Grade 5 students tour Russell Sage Junior High School and the Russell Sage Junior High School Math Team visits PS 139. We provide orientation for both students and parents in the afternoon and evening, and align our meetings to the needs of ELLs. They are conducted with the staff of the Junior High School and the 5th grade teachers, the Guidance Counselor, the Assistant Principal, and the Principal. On-site and/or over-the-phone interpretation is used to support parents and students throughout the application and transition process. We will organize an ELL-specific meeting during orientation in which Russell Sage can briefly present on the ELL supports provided, and the organization of their ELL program to inform their decision making. We provide bilingual brochures on each of the middle and junior high schools in our district, and parents are invited to attend Open Houses at the schools. We provide resources to the classroom teachers that will assist ELLs in transitioning to junior high school. ELLs are educated in and accustomed to the use of standard dictionaries, bilingual dictionaries, thesauruses, and other technological resources.

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.

(See question 1 for tentative lists of topics/foci)

We provide opportunities for professional development to all teachers and administrators that specifically addresses the needs of English language learners. They address both language development and new language acquisition and focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. In accordance with CR Part 154.2, more than 15% of total hours is dedicated to ELL-specific professional development. ENL teachers also participate in opportunities offered by the BFSC and DELLSS to further their learning. As a result, ENL teachers meet and exceed the requirement for 50% of total hours of dedicated ELL-specific professional development. Each session comes with an agenda and a sign-in sheet. These records along with PD handouts are kept in a Professional Development Folder in the Principal's office.

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?

P.S. 139 is an open school, welcoming all parents. Parents are involved in every aspect of the school life. Parents are part of the School Leadership Team, the LAP Committee, and the Safety Committee. The Parent Coordinator conducts workshops and makes certain that all materials are translated into the major language groups. We meet with individual parents each week during an allotted 40 minute parent engagement time to discuss goals of the program, the child's language development progress, English language proficiency assessment results, and language development needs in all content areas. A group of parent volunteers assists parents new to the system in their native language. Parents are invited to attend all class trips and assembly programs. We have writing and publishing celebrations to which all parents are invited. Our parent attendance at teacher conferences is very high. We ask for and honor all requests for translators. Our collaboration with the Parents' Association is extremely productive. Our teachers regularly attend meetings to explain initiatives and speak on key issues. Through Title III funding we offer Adult English classes to parents and guardians.

2. 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.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Sign-in sheets from each individual meeting or event with ELL parents are kept in a binder by the ELL Coordinator. To promote student learning we offer a variety of engagement activities targeted toward assisting parents and guardians of our English language learners to enhance parent/school communication. Parents will be provided with strategies to use with their children to support instruction. The ENL team created a brochure that provides information on apps, websites, online games, and other tech programs that parents can use at home to support their child in their English language development, and held a workshop to show parents how to use the technology. Parents will be invited to the informational workshops about school goals, programs, forthcoming city and state assessments in order for them to adequately support their own children. Thus, we are planning to survey parents to identify the areas they would be interested in. The surveys will be sent out in the parent preferred language of written communication. Our ELL parents are invited to attend district-wide workshops, and the annual ELL Conference. We will offer various activities including but not limited to workshops focusing on wellness and nutrition, homework help, ways to communicate with the classroom teacher, how to support English language acquisition, navigating the public school system so the students will be college and career ready, as well as cultural activities such as trips to the museums, landmarks, and places and events. Our ELL community is incorporated into our school culture through translated documents, interpretation services, and a welcoming atmosphere. Our staff is willing and able to provide language support to parents based on need, as specified in the Adult Preferred Language Report (RAPL) and updated blue cards. We keep records of all staff who speak a language other than English to assist parents and children in their preferred language. If additional interpretation services are needed, we have over-the-phone translation services via the Translation Interpretation Unit, we use volunteers, and/or hire outside personnel as necessary.

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

Our school regularly partners with the local library to show the community the extensive services provided by the NYC Libraries. We developed partnership with the Central Queens Y, New York Hall of Science through a CASA grant, and the CookShop for Families program. We invited all of our parent to our school to sign up for IDNYC through the Mayor's initiative, which will enable our ELL community to take advantage of the cultural and educational activities available throughout the city. Parents of our ELLs are given an opportunity to enroll their children into the Parents' Association Enrichment Program.

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

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

body to discuss their needs. Through collaboration of our staff and service providers, we communicate to each other to ensure that the needs of families are being addressed. Every Tuesday after school, all parents are invited to meet with teachers and other staff members to reinforce family-community ties. Staff is always available for phone conferences and additional meetings as necessary.

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

Our ELL parents need to be aware of how to assist their children in adjusting to a new school and language to be successful in the school environment as well as understanding that in order to increase student achievement, they need to take an active role in their child's education. To that end, we offer workshops in Nutrition (What's On Your Plate?), Meeting Common Core Learning Standards, Literacy Workshops, Science and Technology as well as other ongoing workshops. Parents engage in "Communal Walks Together" where they meet and socialize with other parents, "Coffee and Communication", showing the parents how and when they can communicate with the school, "Coffee Talk", where the school Principal meets with parents every month to communicate school academic expectations and strengthen parent bond . Parent and child craft workshops are offered for holidays and other cultural celebrations, i.e., International Festival, Holiday Concerts, Lunar New Year, etc. where parents are invited to attend and visit the classrooms so they can participate. In addition to that, school teacher and staff present a number of workshops to educate parents about academic expectations in various content areas to strengthen the home-school connection. During Parent-Teacher Conferences parents are given tips for discussion points in their preferred language. .

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.

School Name: The Rego Park School

School DBN: 28Q139

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 (mm/dd/yy)
Natalie Perez-Hernandez	Principal		10/22/15
Lazarus Stephanie	Assistant Principal		10/22/15
Lipton Nina	Parent Coordinator		10/22/15
Priscilla Perez	ENL/Bilingual Teacher		10/22/15
Lee Susan	Parent		10/22/15
Valentino Anthony	Teacher/Subject Area		10/22/15
Hadoulis Darlene	Teacher/Subject Area		10/22/15
	Coach		
	Coach		
Bono Justine	School Counselor		10/22/15
Mabel Muniz-Sarduy	Superintendent		10/22/15
Joshua Metz	Borough Field Support Center Staff Member <u>ELL Services</u> <u>Coordin</u>		
Khanna Borukhov	Other <u>ELL Coordinator</u>		10/22/15
Jennifer Liebman	Other <u>ENL Teacher</u>		10/22/15
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **139Q** School Name: **The Rego Park School**
Superintendent: **28**

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.

To assess our school's written translation and oral interpretation needs, we have the following system in place: At registration, parents fill out a Home Language Identification Form where they indicate the preferred language for written and oral communication. This information is entered into the ATS system and the student emergency card. In addition to that, teachers survey parents to find out whether they need an interpreter to enhance communication. Parents are made aware regarding their right to and the availability of language services. To assess the school's need in translated materials we download data from ATS and identify what languages are represented in our school for the current school year, and how they are distributed among the grades and classes. We resort to both internal and external resources to accommodate translation and interpretation needs of the limited English proficient parents in order to provide opportunities to access programs and services pivotal to their child's education. In house, we survey our teachers and staff to identify their command in languages other than English. In collaboration with the Parent Association, we identify parent volunteers willing to provide need-based oral and written translations. We also include substitute teachers and paraprofessionals into our in house translator and interpreter pool. Before major school functions, such as Parent Teacher conferences, we survey teachers to identify the need in translators and interpreters. Our School Parent Coordinator who also serves as one of school Language Access Coordinator, creates a communication schedule and makes it available to the school community. In case of low incident languages, we provide teachers and parents with opportunities for over-the-phone interpretation. We take advantage of the services offered by the DOE Translation and Interpretation Unit including, but not limited to, written translations of documents containing critical information regarding a student's education, over-the phone interpreting services, and others.

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

According to the June 2015 ATS data, parents' preferred language for both oral and written communication include English (73.3%), Spanish (14%), Russian (6%); Chinese (4%) Arabic (0.6%), Burmese and Polish (0.3%) Albanian, Japanese and Uzbek (0.2% each), French, Greek, Gujarati, Hindi, Indonesian, Philipino, Portuguese, Tadjik, Tai, Turkish, and Vietnamese (0.1% each), as well as American Sign Language used by one parent whose two children attend our school.

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.)

Throughout the school year, we disseminate various materials to student families. Those materials focus on critical information about educational programs and services to our students. Among them are general school resources, resources for parents of English language learners; Information on policies and procedures, school safety, and others published on the NYC DOE website. As we receive booklet versions of those materials, such as Achieve NYC, Discipline Code, and others in various languages, we make them accessible to parents. During enrollment registration windows, we print relevant resources from the DOE website and make them available to parents, We also use language other than English versions of the report cards at the end of each marking period. We place requests for translation with the DOE Translation and Interpretation Unit. If we need translations on the spot, we use help of staff members proficient in languages. Our school Communication Calendar is aligned with a school general activities calendar. We are very cognizant of our parents' language support needs so we use all available resources to strengthen communication between school and families..

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.

Throughout the school year teachers reach out to parents to share evidence of their child's learning in both formal and informal ways. In addition to scheduled school-wide curriculum nights in the beginning and the end of the year, Fall and Spring Parent-Teacher Conferences, Parent Engagement Tuesdays, teachers and staff reach out to parents using e-mails, phone calls, meet in person, and, based on need, pay a home visit. Teachers have also developed websites on grade expectations and resources for

parents to access. Teachers and staff proficient in languages other than English provide an ongoing need based language support to parents during IEP meetings, at registration of newly enrolled students, as well as during parent orientation sessions for parents of English language learners. We also tap the over-the-phone translation services provided by the DOE Translation and Interpretation Unit.

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.

Through collaboration with the Parents' Association, School Assessment Team, School Leadership Team, ELL Department, and other parties involved, we identify and share the information about the language groups our school is comprised of, as well as the names of the teachers and staff proficient in language(s) other than English. The list of teachers and staff fluent in language(s) other than English, is publicly displayed in the school's office and brought to the attention of the School Safety Agent.

To date, Spanish, Russian, and Chinese are the major language groups in our school. We notice a growing number of low incidence languages such as Tadjik and Uzbek. Even though we have a multilingual staff, we are not able to cover some low incidence languages when contacting a child's household, or for unexpected visits from parents who cannot communicate proficiently in English. Therefore we need to request the DOE Translation and Interpretation Unit to translate into the above-mentioned languages the documentation used for identification, parent survey, program choice, parent notification, and placement of newly admitted potential English language learners.

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.

The list of teachers and staff fluent in languages other than English is publicly displayed in the main office and brought to the attention of the school safety agent. We display the Welcome poster, Parents' Bill of Rights, Parents' Guide to Language Access, and Language ID Guide in the school lobby, main office, and at security desk. PS 139Q's Language Access Coordinators one of whom is a School Parent Coordinator and another one is a school ELL Coordinator, identify parents in need of translation services, and set up a schedule to accommodate them during Parent-Teacher Conferences, IEP meetings, Parent Orientation, and other functions. Parent volunteers, teachers and staff members, fluent in languages other than English, translate at various school functions and Parent Association meetings. We will use over-the-phone translation service provided by the DOE Translation and Interpretation Unit for low incidence languages.

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.)

In the beginning of the school year, we survey teachers and compile a list of volunteers to serve as in-house translators and interpreters. The school community is made aware of this in-house resource. Teachers are also made aware of specific language needs of the family through surveys and interviews with the child and the parents. The Parent Coordinator along with the school ELL Coordinator serve as Language Access Coordinators. They provide teachers with copies of Language ID Guide, and inform teachers about over-the-phone interpretation service provided by Translation and Interpretation Unit. Key personnel assist families to obtain those services based on need.

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

All parents are informed of their rights to translation services in writing. During each parent meeting, parents receive translation services. Posters giving information about Department of Education translation services are displayed in the main office and at the school entrance. A sign in each of the appropriate covered languages indicating the availability of language services is posted in the lobby. Parents are provided with translated versions of the Parent Bill of Rights and the Family Guide .

We maintain an appropriate and current record of the primary language of each parent, both in ATS and on the student emergency card. We keep accurate records regarding the provision of language assistance services in order to monitor progress when contacting a child's household. This system in place supports unexpected visits from parents who cannot communicate proficiently in English.

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)

We witness growing parental involvement and increased communication between parents and school

community. More parents are willing to come to school and get involved in their child's learning. The latest school survey indicates a high level of parent satisfaction with school. Minimizing the language barrier through the use of both internal and external language support systems has a positive impact on school culture. It strategically strengthens the home-school connection.