

American Management Association



THE REGO PARK SCHOOL

2008-09

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 28Q139

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Part B. School Demographics and Accountability Snapshot

SECTION IV: NEEDS ASSESSMENT

SECTION V: ANNUAL SCHOOL GOALS

SECTION VI: ACTION PLAN

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS

APPENDIX 8: CONTRACT FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2008-09

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 139Q **SCHOOL NAME:** The Rego Park School

DISTRICT: 28 **SSO NAME/NETWORK #:** ICI/11

SCHOOL ADDRESS: 93-06 63RD Drive, Rego Park, New York 11374

SCHOOL TELEPHONE: 718-459-1044 **FAX:** 718-997-8639

SCHOOL CONTACT PERSON: Monica Powers-Meade **EMAIL ADDRESS:** mpowers@schools.nyc.gov

POSITION/TITLE PRINCIPAL **PRINT/TYPE NAME** MONICA POWERS-MEADE

SCHOOL LEADERSHIP TEAM CHAIRPERSON Mrs. Diane Leibowitz

PRINCIPAL Monica Powers-Meade

UFT CHAPTER LEADER Mrs. Erin Hookim

**PARENTS' ASSOCIATION
PRESIDENT** Mrs. Diane Leibowitz

STUDENT REPRESENTATIVE
(Required for high schools) _____

**COMMUNITY SCHOOL DISTRICT
SUPERINTENDENT** Community District 28 Superintendent
Jeannette Reed

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: There should be one School Leadership Team (SLT) for each school. As per the *Chancellor’s Regulations for School Leadership Teams*, **SLT membership must include an equal number of parents and staff** (students and CBO representatives are not counted when assessing the balance), and ensure representation of all school constituencies. The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (*Refer to Chancellor’s Regulations A-655 on SLT’s; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>*). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.*

Name	Position/Constituency Represented	Signature
Monica Powers-Meade	*Principal	
Erin Hookim	*UFT Chapter Chairperson	
Diane Leibowitz	*PA/PTA President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative, if applicable	
Tricia Rabuffo	Parent	
Melanie Klein	Parent	
Alsina Perry	Parent	
Sarah Nikolic	Parent	
Vicki Rubman	Teacher	
Diane Tratner	Teacher	
Anne O’Connell	Teacher	

* Core (mandatory) SLT members.

Signatures of the member of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Public School 139 is located in the Rego Park section of Queens. The school is in District 28. The school community has more than 20 languages spoken among a population that is drawn from 75 countries or ethnic regions. In addition, to those students who live in the Rego Park area, students from Corona and East Elmhurst are also zoned to attend our school. This K-6 school serves an ethnically diverse population: 3.2% Black or African American, 26.4% Hispanic, 35.4% White, and 35% Asian students. The school includes 17.5% English Language Learners and 10% Special Education students. Boys account for 51.9% of the students enrolled and girls account for 48.1%. The average attendance for the school year 2007-2008 was 95.2 %.

Vision/Mission

We see our school as a diverse community where all children will acquire the tools to become effective independent members of society. Teachers, administrators, staff members, and parents will work together to provide a safe environment and quality education setting high standards for all students. We strive to develop the whole child: socially, intellectually and emotionally to become productive members of the school and world community. Each child will be able to set and achieve long term goals, while developing self-esteem, good communication skills, and respect for his/her fellow man. At P.S. 139, all students will be given the opportunity and guidance to achieve their maximum potential. Academic excellence and high standards are the goals for every student.

The student population is heterogeneously grouped within each grade with one Gifted (Kappa) class on grades 2-6 and supported by a pedagogical staff of 48 teachers. P.S. 139 is the home of two Special Education classes and one CTT class. Our Special Education students are predominately speech and language delayed, autistic, and physically challenged. There are approximately 27 students who receive the services of our full-time SETTS teacher. In addition, there are several students who are in general education classes but receive the services of itinerant providers, such as hearing, physical and/or occupational therapy.

PS. 139 has worked collaboratively with District 75 to provide an inclusion setting for 17 students from P.S. 177. These students have blended in with our students and enjoy the benefits of working and learning in the mainstream. Finally, this year we have introduced a Collaborative Team Teaching Kindergarten class to meet the needs of our general education students and students with IEPs.

We have approximately 144 ELL students who receive services through our ESL Program. We have three ESL teachers. The ESL classes offer a myriad of strategies, including, but not limited to, balanced literacy strategies, TPR (Total Physical Response), computer games, phonics, role-playing, dictations, and multicultural events. Parents are involved as much as possible to help as translators and to broaden the scope of our program. ESL is a federally funded mandated program. We are proud of the fact that 75% of our students reach proficiency on the NYSESLAT and exit the program in three years. This is a testimony to the caliber of instruction and home support our students receive.

At P.S. 139, we strive to provide the best quality education for all our students. Test score data currently available indicates the following results: 79.5% of students scored a level 3 and 4 on the

2008 ELA. 94.1% of our students scored levels 3 and 4 on the New York State Mathematics Test. This is above average when compared to city horizon schools.

All classes have a 90- minute daily block of literacy in the morning, followed by a 45-minute afternoon literacy based workshop revolving around science, social studies, and other areas of investigation. Grades K-6 follow Teachers College Balanced Literacy model using trade books to support ongoing instruction. A full time Literacy Coach pushes into classes to support the Balanced Literacy Program.

In addition, P.S. 139 is proud of its partnership with Columbia University's Teachers College for literacy professional development for its teachers. With the help of Teachers College Staff Developers, our teachers receive strong training on effective strategies that promote growth in literacy achievement using lab sites, reflection on professional teaching standards, and study groups. Teachers are encouraged to be reflective on student learning and often attend Teachers College Calendar Days to add depth to their knowledge base. All instruction is aligned with New York State Learning Standards. Mathematics in grades K-4 is focused around Everyday Mathematics. Teachers in grades 5-6 use Math Advantage except Kappa Grade 5 employs Everyday Mathematics. All students use math manipulatives to support investigations and problem solving. Small group instruction is emphasized. In addition, students in Grades 4 and 5 participate in the online pilot program First in Math.

We offer a plethora of enrichment instructional services through the arts that complement the curriculum and models of learning for Grades K-6. The arts empower the students to be actively engaged in utilizing new art techniques as they explore standard-based content. Teachers plan with professional artists and develop meaningful 10 week residencies for each classroom. P.S. 139's bulletin boards are a testimony to the art products and Learning Standards that children are able to master. These residencies include: puppet making, mask making, bookmaking, personal power banners, ballroom dancing, and music appreciation from around the world. Music is taught to Kindergarten through sixth grade where students learn a basic understanding of the language of music-including the elements of pitch, rhythm, tempo, dynamics, tone color, and harmony. In addition, we are proud of P.S. 139's Glee Club comprised of talented fourth, fifth and sixth grade students. In addition, we have a Junior Glee Club for First Grade students.

The Parents' Association of P.S. 139 is very effective in supporting the staff to provide a quality education for the children. Fundraisers are held twice a year, and the money collected is used to support students' learning environments. The Parent Coordinator works in conjunction with the Parents' Association and the Principal to increase parent involvement. Numerous evening workshops are offered to parents to shed light on the various state assessments and tips on supporting their children in the classroom. In addition, we offer numerous intergenerational hands-on workshops focused on arts and crafts. The Parents' Association has developed a strong After School Program for yoga, guitar, robotics, and karate. This program promotes enrichment activities for all students at a modest fee. In addition, we have spearheaded a successful Parent Book Club partnering with P.S. 144 and the UFT.

The Virtual Y Program is an arts and literacy-based after-school program housed in P.S. 139Q. It services approximately 250 students. The children are introduced to multicultural arts, photography, instrumental music, dance, chess, and computers. The program offers 2 ½ hours of quality after school care every day the school is open.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) will be available for download by each school on the NYCDOE website. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided. (The URL for download will be posted in the May 20th edition of “Principals’ Weekly.”)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	The Rego Park School				
District:	28	DBN #:	28Q139	School BEDS Code #:	342800010139

DEMOGRAPHICS									
Grades Served in 2008-09:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	12	<input type="checkbox"/> Ungrad. Ele.	<input type="checkbox"/> Ungrad. Sec.		
Enrollment:					Attendance:				
(As of October 31)	2006	2007	2008	(As of June 30 – % of days students attended)	2006	2007	2008		
Pre-K	0	0	0		95.0	95.5	95.2		
Kindergarten	97	98	120						
Grade 1	103	109	119						
Grade 2	111	98	102	Student Mobility: (% of Enrollment as of June 30)	2006	2007	2008		
Grade 3	136	103	104		95.8	96.7	95.9		
Grade 4	118	127	103						
Grade 5	110	118	130						
Grade 6	120	106	106	Eligible for Free Lunch: (% of Enrollment as of October 31)	2005	2006	2007		
Grade 7					44.9	45.9	49.3		
Grade 8									
Grade 9									
Grade 10				Students in Temporary Housing: (Total Number as of June 30)	2006	2007	2008		
Grade 11					0	0	2		
Grade 12									
Ungraded Elementary									
Ungraded Secondary				Recent Immigrants: (Total Number as of October 31)	2006	2007	2008		
Total					17	15	14		
Special Education Enrollment:					Suspensions:				
(October 31)	2006	2007	2008	(Online Occurrence Reporting System [OORS] – Number as of June 30)	2006	2007	2008		
Number in Self-Contained Classes	21	19	20						
No. in Collaborative Team Teaching (CTT) Classes	0	0	8	Principal Suspensions	16	6	8		
Number all others	51	48	28	Superintendent Suspensions	1	0	8		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
				Special High School Programs:			
English Language Learners (ELL) Enrollment:				(Total Number)	2006	2007	2008
(October 31)	2006	2007	2008	CTE Program Participants			
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants			
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	143	138	127	Number of Staff:			
# ELLs with IEPs	4	7	0	(As of October 31; includes all full and part-time staff)	2006	2007	2008
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	45	43	48
				Number of Administrators and Other Professionals	8	4	8
Overage Students:							
(# entering students overage for grade as of October 31)	2006	2007	2008	Number of Educational Paraprofessionals	1	N/A	4
	0	0	0				
				Teacher Qualifications:			
Ethnicity and Gender:				(As of October 31)	2006	2007	2008
(% of Enrollment as of October 31)	2006	2007	2008	% fully licensed & permanently assigned to this school	100.0	100.0	97.9
American Indian or Alaska Native	0.2	0.1	0.0	Percent more than two years teaching in this school	68.9	83.7	77.1
Black or African American	3.2	3.7	3.2	Percent more than five years teaching anywhere	66.7	62.8	64.6
Hispanic or Latino	27.0	25.0	26.4				
Asian or Native Hawaiian/Other Pacific Isl.	35.2	35.2	35.0	Percent Masters Degree or higher	89.0	98.0	92.0
White	34.3	36.0	35.4	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	99.5	97.4	100.0
Multi-racial							
Male	49.2	51.0	51.9				
Female	50.8	49.0	48.1				

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input checked="" type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2005-06	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2007-08):		<input checked="" type="checkbox"/> In Good Standing	<input type="checkbox"/> School in Need of Improvement (SINI) – Year 1
<input type="checkbox"/> School in Need of Improvement (SINI) – Year 2	<input type="checkbox"/> NCLB Corrective Action – Year 1	<input type="checkbox"/> NCLB Corrective Action – Year 2/Planning for Restructuring (PFR)	
<input type="checkbox"/> NCLB Restructured – Year ____	<input type="checkbox"/> School Requiring Academic Progress (SRAP) – Year ____		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level			Secondary Level		
	ELA:	IGS		ELA:		
	Math:	IGS		Math:		
	Science:	IGS		Grad. Rate:		

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
All Students	√	√	√			
Ethnicity						
American Indian or Alaska Native	-	-	-			
Black or African American	-	-	-			
Hispanic or Latino	√	√	√			
Asian or Native Hawaiian/Other Pacific Islander	√	√	√			
White	√	√	√			
Multiracial						
Other Groups						
Students with Disabilities	√	√	-			
Limited English Proficient	√	√	-			
Economically Disadvantaged	√	√	√			
Student groups making AYP in each subject	7	7	5	0	0	0

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2007-08		Quality Review Results – 2007-08	
Overall Letter Grade	B	Overall Evaluation:	Well Developed
Overall Score	58.1	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	6.8	Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 30% of the Overall Score)	15.7	Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 55% of the Overall Score)	34.1	Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	Proficient

Note: Progress Report grades are not yet available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III.) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and highlights of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Summary of Data Analysis/Findings- Early Childhood

The data gathered from Teachers College assessments, student portfolios, student published writing pieces, running records, conference notes, student folders, and bulletin boards reveals a trend demonstrating standard setting achievement in many areas. We are a school community making steady gains with literacy and mathematics.

However, teacher anecdotes, referrals to the SBST and classroom evaluations reveal the need for increased emphasis on basic sight vocabulary words, phonemic awareness, deepening writing stamina, and the development of critical thinking skills in all grades. The results of our early childhood Inquiry Team action research suggests a strong focus on decoding skills are necessary. This is based on results culled from the Teachers College assessments administered in grades K-2. In addition, our findings identifying trends reveal:

- There is a direct correlation between student performance and attendance. The children who are not meeting the standards often have poor attendance. These students lag in achievement. P.S. 139's attendance rate in 2006-2007 was 95.5% and dropped to 95.2% in 2007-2008. This learning lag is most notable in the early childhood grades.
- Children who enter Kindergarten with Pre-Kindergarten experiences tend to do better in all aspects of the learning experiences. We always urge our parents to register their children in Universal Pre-K. We are examining this data in greater depth to note variations with learning outcomes as recommended by the Quality Review 2007-2008. The TCRWP assessments online will assist us in this area.
- Standard assessments through Every Day Math Program in the early childhood grades indicate the need for reinforcement in critical thinking skills through problem solving. Students need additional support with computation skills and numeracy.
- Our assessments indicate that students need more opportunities to write and express themselves in Writers Workshop on a daily basis. Writing promotes a thinking curriculum. This is often the main entrance to strong reading. In terms of instructional programs, the curriculum already in place needs to be supplemented by additional materials to provide further instruction in writing, vocabulary, and critical thinking skills. To provide for these changes, school resources need to be reallocated to buy additional supplemental materials to support our students. Teachers in collaboration with our Teachers College Staff Developer are developing toolbox kits to lift the level of student work.
- Words Their Way will be introduced in Kindergarten.

- Literacy Buddy Partnerships with upper grade students will be established as an opportunity to promote literacy achievement.
- Grade 1 teachers will be trained in Foundations and use this rigorous intervention program for students at-risk in our Extended Day Program. ICI's Special Education Network Support Specialist will support the early childhood teachers with this intervention in order to raise student achievement.
- Ongoing assessments and differentiated instruction will be tied to preferred learning styles of our students. The data resource where this is highly recommended derives from P.S. 139's 2007/2008 Quality Review.

Upper Grades 3-6

We are proud of our students' performance on the New York State 2008 ELA. 79.5% of our grades 3-6 students scored level 3 or level 4 to meet or exceed state Learning Standards. This is a gain of 1.8% from 2006-2007 performance measures on the New York State ELA. For the 2008 New York State Mathematics Test, 94.1% of our grades 3-6 students achieved a level 3 or level 4. This is a gain of 2.3% from the student performance measures from the school year 2006-2007. While we scored a letter grade of A for Student Performance, our cut score on the DOE Progress Report indicated 15.7. We just made the letter grade A cut off for New York State Learning Standards. However, through data analysis and interpretation of the 2008 ELA results, the data indicated our students show a weakness with short and extended responses on this assessment. This is an area we need to address.

We made significant progress gains on the New York State ELA. The data revealed that 82.9% of students in the school's bottom third made one year's progress. This attests to the fact that P.S. 139's teachers are strategically using informative data to target explicit instruction. 56.5% of students in grades 3-6 made at least one year of progress gain on the 2008 New York State ELA.

In terms of the New York State 2008 Mathematics Test, 74.0% of our students made at least one year of progress. This is complemented by 74.3% of our students in the lowest third making at least one year of progress. We are making strong inroads to widen the scope of success for all students.

We are most proud of our affiliation with Columbia University's Teachers College for in depth literacy professional development for our teachers. Due to this dynamic partnership, our teachers have grown as a learning community and as a result are able to execute best practices in the classroom. Our students have benefited from the Balanced Literacy approach and are developing as strong readers and writers. This union has promoted a success story at P.S. 139.

The Inquiry Team was able to inform the staff and teachers on best practices that work effectively with students who learn differently. Small group instruction was the centerpiece for positive intervention services to accelerate learning for these students. In addition, our grade conferences focused on interpretation of data from ITAs and students' work. The Inquiry Team served as a catalyst in fine tuning instruction for our at-risk students. In addition, we implemented a rigorous after-school AIS Program for our struggling students. Intensive remediation in literacy was our focal point. The results speak for themselves. We succinctly aligned our instruction delivery and classroom environment to the California Professional Teachers Learning Standards. Our conversations with the staff promoted dialogue on how students learn best and how data reveals a compelling story about each student.

A review of the New York City Progress Report also indicated that 74.0% of students in grades 3-6 made at least one year progress as opposed to 50.9% of students' performance during the 2006-2007 state Mathematics Test. This is a significant gain for our students. Our strategies with our variable learners are reaping strong learning outcomes for our students.

However, the data on the Progress Report also indicated areas of concern that need to be addressed. On the New York State 2008 ELA the average change in student proficiency for Level 3 and Level 4 students was -0.05. This implies that we have not made significant gains and that indeed there is

slight slippage with our advanced learners. This is an area that needs to be addressed through data analysis of the New York State 2008 ELA. Preliminary results indicate that more effort needs to be targeted with the Performance Indicators of making predictions, drawing conclusions, making inferences, and evaluating information and opinions. These are high level cognitive skills. In addition, the data revealed the average change in proficiency for Level 3 and Level 4 students on the 2008 New York State Mathematics Test was 0.02. This is a minor gain that needs to be watched carefully to avoid dips in learning outcomes.

In addition, we did receive extra credit on the 2007/2008 Progress Report for the making exemplary gains with Hispanic students in the lowest third citywide with 44.0%. The cut score on the Progress Report for exemplary gains in this area is 43.8%. We need a renewed effort to strengthen and support this population. The Quality Review of 2007-2008 recommended stronger use of disaggregating data to note variations with learning outcomes with this group of students.

The performance trends revealed on the 2007-2008 New York State Report Card that our English Language Learners show significant barriers for meeting Learning Standards in Literacy. This is another area of concern. 23% of our Grade 3 ELL students scored a level 3 or above on the 2008 New York State ELA. 38% of Grade 4 ELL students scored Level 3 or above. 67% of Grade 5 ELL students scored a Level 3 or above. Finally, only 22% of our Grade 6 students achieved a Level 3 or above. More active engagement of our upper grade students by emphasizing preferred learning styles with the Balanced Literacy model, infusing a plethora of gender-based magazines for easy access for students, and strengthening the use of rigorous academic language in our ESL Program will be utilized. More alignment of professional development from Teachers College for our ESL teachers will be implemented. This is our challenge that we are moving forward with.

The 2007-2008 Quality Review recommends that the school examine data in more depth to identify variations in learning outcomes for different groups of students. The data on the progress and performance of various sub-groups within the school needs to be examined to address what variables are impeding their progress. We have made significant progress in tracking the performance and progress of our ELL students as an important sub-group. Instructional modifications need to be implemented more stringently. More attention to other sub-groups within the school population must also be analyzed. This year we are paying particular attention to our Hispanic/Latino sub-population.

The 2007-2008 Quality Review results suggested that we need to make greater use of students' preferred learning styles to maximize learning outcomes. Teachers need deeper professional development in established learning styles and learning modalities as important key elements in accelerating learning for all children. Delivery of instruction must take into account learning styles. We are facilitating professional development in this area through Teachers College study groups and our Science Japanese Lesson Study Groups led by our enthusiastic teachers and ICI's Science Network Support Specialist.

As cited from the recommendations on the 2007-2008 Quality Review, we need to compare the progress of students receiving different types of interventions and instructional approaches. By monitoring the students' academic growth in various targeted programs, we will be best able to discern the effectiveness of these support programs.

The results of the Environmental Survey as noted on the 2007/2008 Progress Report indicated a letter grade of B. Our calculated score was 6.8 out of 15. Communication with parents and establishing a more visible disciplinary process in motion with the staff are areas that are being addressed this year.

Barriers to P.S. 139's continuous improvement include budget concerns. Because we are a non- Title I school, our financial resources are more limited. In addition, because we have a large population of ELL students, language barriers communicating with parents is always a concern. We make ample use of the DOE Translation Unit for all parent letters and employ translators during Parent-Teacher

Conferences. We also have a staff with many teachers who are bilingual and often serve as translators for parents.

The Rego Park School is proud of its academic accomplishments, its note worthy art residencies, and our strong partnership with parents and cultural organizations. We are a multi-cultural school community that embraces the total child and strives for excellence through academic rigor. Our school motto epitomizes this belief, "P.S. 139, the place where dreams begin."

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2008-09 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Based on the findings and implications from the comprehensive needs assessment of P.S. 139, determinations of P.S. 139's instructional goals are listed below. These goals will serve as a priority for the school community in moving students forward.

1. To strengthen and improve the literacy performance levels of our students in Grades 3-6 on the New York State 2008 ELA from 79.5% to 81.09% on the New York State 2009 ELA. (This is a 2% gain.)
2. To deepen differentiation of instruction in ELA, Mathematics, and Science by incorporating student preferred learning styles in the planning and delivery of lessons in SY 2008/2009. 100% of K-6 classroom teachers will utilize preferred learning styles as measured by The William and Mary Classroom Observation Scales- Observable Evidence of Classroom Behaviors and the Santa Cruz Professional Teaching Standards for the SY 2008/2009.
3. To increase the participation rate and culture of inquiry among teachers involved in action/research plans in promoting student achievement from 11% in SY 2007/2008 to 26% in SY 2008/2009
4. To increase student attendance rates by .5% from 95.2% in SY 2007/2008 to 95.67% in SY 2008/2009 as measured by weekly ATS results and the DOE Learning Environment Survey in an effort to promote student achievement.
5. To increase by .5% a school tone where safety and respect for all stakeholders is valued from 7.600 in SY 2007/2008 to 7.638 in SY 2008/2009 as measured by the 2008/ 2009 DOE Learning Environment Survey

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Literacy- Thematic Units of Study

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To strengthen and improve the literacy performance levels of our students in Grades 3-6 on the New York State 2008 ELA from 79.5% to 81.09% on the New York State 2009 ELA (This is a 2% gain.)</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Strategies- Provide increased professional development and collaboration with Teachers College Literacy Staff Developers by broadening the base of pedagogical knowledge through study groups that reflect best practices with literacy. (20 visits during SY 2008-2009) The 3-6 grade teachers are exploring the professional text <u>Boy Writers</u> by Ralph Fletcher. Grade six teachers are also using personal writings as mentor texts for students to lift the level of their work. • Establishing Buddy Partners where upper grade students join in a partnership with early childhood students based on literacy appreciation. • Increase time on task with sustained silent reading to build literacy stamina during independent reading in the Balanced Literacy classroom. • The Inquiry Team will be sharing out to the faculty every month on instructional methods that improve proficiency with context clues and decoding skills. • Teachers will take part in weekly grade conferences with the Literacy Coach and or Principal and look solely at students’ work through the lenses of continual achievement. Student logs, post-its, running records, published writing pieces will be examined and next steps addressed. • Continual look at Acuity data from ITAs and the Predictives. Teachers will target students with critical needs and modify instruction. Teachers will sort and filter data from ARIS in order to advance student progress through small group work. • Teachers will establish measurable monthly instructional goals in reading, writing, and mathematics. These goals written with students will be carefully monitored to

	<p>track students' progress. Parents will affirm the importance of these goals by signing off on them three times during the year.</p> <ul style="list-style-type: none"> • Classroom teachers in K-6 will participate in Teachers College Calendar Days in order to deepen their own professional expertise in order to impact student learning • Teachers in grades K-6 will participate in intervisitation sessions within their grade and across their grades to impact next instructional steps and increase collaboration as a professional learning community
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • The Principal will provide funding in the school budget to support the hiring of substitute teachers to facilitate further professional development on literacy best practices in lab sites and study groups. Funding will also be available for Teachers College Calendar Days. • To access the resources of our Gifted Specialist and technology teacher to assist and support classroom teachers in supporting the arts and engaging technology learning activities for thematic units of study. • Our AIS teacher will target students at risk and provide explicit small group instruction to strengthen the literacy needs of our former ELL students and students that are struggling with literacy. Wilson and Foundation interventions will be employed. This funding was allocated through our Contracts for Excellence allocation. • The Academic Intervention Program for grades 3-6 will be implemented to add further support and target literacy assistance for our at-risk students twice per week after school for 90 minute sessions. • The Principal will continue to facilitate school programming to a seven period day to accommodate more planning and collaboration opportunities for the teachers and staff.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Weekly Formal Observations and daily Learning Walks will be conducted by the Principal and the Assistant Principal to assess the quality of instruction and implementation of literacy best practices in the classrooms. • It will be noted by increased participation rates of parents attending culminating literacy units of study like writing celebrations on a monthly basis. • The Administration will glean evidence from students' notebooks, writing folders, post-its, reading logs, student computer generated initiatives, and art projects on a daily basis. • The results from running records, ITA assessments, and TC assessments will be monitored monthly to note gains and lags in proficiency.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): ELA, Mathematics, and Science

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To deepen differentiation of instruction in ELA, Mathematics, and Science by incorporating student preferred learning styles in the planning and delivery of instruction in SY 2008/2009. 100% of K-6 classroom teachers will utilize preferred learning styles as measured by The William and Mary Classroom Observation Scales- Observable Evidence of Classroom Behaviors and the Santa Cruz Professional Teaching Standards in SY 2008/2009.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • To deepen our knowledge base of gender issues and preferred learning styles. Study groups have been formed to reflect on the literary work of <u>Boy Writers</u> led by our Teachers College staff developer and literacy coach. This initiative strengthens our bond as a professional learning community. (20 visits in 2008-2009) • Teachers in grades K-6 will be provided learning opportunities at least 5 times during the school year to expand their knowledge of preferred learning styles. • Interest surveys that explore student reading and writing lives will be developed in an effort to accelerate student learning. • To infuse our school and classroom libraries with literature that appeals to boys such as sports magazines, nonfiction texts, and graphic novels throughout the year. • To script student conversations in an effort to explore learning modalities. This strategy will be modeled to teachers by the literacy coach, science Network Support Specialist, and the Administration. • To target learning modalities in our teacher-led Science Japanese Lesson Study groups as a key point of entry for generating effective lesson studies with the support of our ICI Network Support Specialist.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • The Principal will provide funding in the school budget to support the hiring of substitute teachers to facilitate intervisitations and the final culminating lesson study activity. • The Principals will provide funding in the school budget to purchase professional texts for lesson study groups. • The Principal will provide support through effective scheduling that facilitates maximum collaboration among teachers.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Weekly formal observations and daily Learning Walks will be conducted by the Principal and Assistant Principal to assess the quality of instruction and its impact on student learning. It will be noted by increased participation and engagement of our students in the learning process. • The Administration will glean evidence from post-its, writers' notebooks, reading logs, published writing pieces, running records, and bulletin boards. • Accelerated progress will be noted by 75% of students in ELA, Mathematics, and Science as measured by the TC reading levels, Scantron performance series Math outcomes, and Science units of study.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Literacy

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To increase the participation rate and culture of inquiry among teachers involved in action/research plans in promoting student achievement from 11% in SY 2007/2008 to 26% in SY 2008/2009</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Data will be disaggregated into Hispanic, and ELL students by the school Data Specialist. Charts and bar graphs will represent the progress of students with literacy as measured on ELL Periodic Assessments, Scantrons, ITAs, and running records. Findings will be shared out to the school community. • The Inquiry Team will inform and track the performance of grade 4 sub-population of ELL students through running records, attendance data, Acuity performance on assessments, student and parent surveys, classroom teacher input, the ELA and Math Predictives, and Scantron. Benchmarks will be established and referred to frequently for comparison. Learning Targets will be identified. Interim goals and long term goals will be established • Students in the target populations for the Inquiry Team and for those teachers participating in the action research will show accelerated progress in their identified sub-skill and learning target. Findings will be shared out to the school community on Brooklyn Queens Day and will lead to a recommendation of at least one “school-wide instructional change” for the 2009-2010 school year. • Research- based instructional strategies explored by the Inquiry Teams will be implemented for our targeted sub-population in the classroom. Results and progress will be monitored and shared out to the school staff. • 90% of teachers will use expanded data sources to develop a tracking system to monitor student progress. • Grade conferences will serve as a forum to look at sub-populations and their growth. • 26% of teachers will participate in action research inquiry in a grade level case study

	<p>as an “Alternative to Formal Observations”.</p> <ul style="list-style-type: none"> • The Principal will support professional development of teachers through Lunch and Learns, common preps, and off site professional development in technology use to enhance data interpretation.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • The Principal will provide funding in the school budget to support the hiring of substitute teachers to provide additional professional development of our two Inquiry teams in the areas of data interpretation and technology enhancement through Excel, Microsoft Outlook, and Powerpoint. • The Principal will provide funding in the school budget to support the hiring of a substitute teacher to provide professional development to deepen the work of our Data Specialist in data interpretation and analysis. • The Principal through the DOE will provide funding in the school budget to provide per-session funding for the professional work of the Inquiry Team members. • The Principal will modify schedules to maximize collaboration with the Inquiry Teams.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Weekly formal observations and daily Learning Walks will be conducted by the Principal and Assistant Principal to assess the quality of teaching and to monitor the impact of student learning. Informal observations will be used to monitor differentiation of instruction with the various needs of students. • Increased participation and engagement of our targeted sub-populations in classroom activities • The Administration will glean evidence through conversations at faculty meetings, grade conferences, and one on conversations with teachers to make recommendations for instructional school-wide changes. • Projected gains will be noted through Acuity, running records, and writing published pieces.

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

- The Attendance Committee will meet on a monthly basis with the Principal and monitor closely the increased daily student attendance through evidence gleaned from ATS.
- The Principal will receive input from the School Leadership Team on the on-going progress with this initiative.

	<p>concerns in her News and Notes.</p> <ul style="list-style-type: none"> • The Administration will monitor the tone of the building through daily Learning Walks and weekly formal observations. • The Principal will rearrange school schedules to allot for Student of the Month Awards assembly programs six times during the year. This will serve as a vehicle to recognize exemplary student conduct. • The Principal will facilitate professional learning opportunities on classroom management with the support of ICI's Lead Instructional Mentor.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • The Principal will provide funding in the school budget to purchase the services of various cultural organizations that target bullying interventions through assembly programs. • The Principal will provide funding in the school budget to provide training to members of the School Response Team on crisis management. • The Principal will rearrange the school schedule in order to promote effective assembly programs and professional development for teachers.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • The school's Safety Committee members will actively monitor the success of our efforts through stronger communication with the staff and parents. • Gains will be measured with a decrease in student infractions and an increase in monthly commendation cards for each class.

REQUIRED APPENDICES TO THE CEP FOR 2008-2009

Directions: All schools must complete Appendices 1, 2, 3, 7 & 8. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools, NCLB Restructured Schools, and Schools Requiring Academic Progress (SRAP), must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SINI AND SRAP SCHOOLS

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (CFE) SCHOOL-BASED EXPENDITURES FOR 2008-09 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	0	0	N/A	N/A	8	1	4	7
1	0	0	N/A	N/A	10	1	4	5
2	0	0	N/A	N/A	14	2	1	9
3	58	30	N/A	N/A	15	1	3	3
4	54	43	15	22	25	0	2	5
5	48	47	0	28	20	3	1	9
6	47	32	0	20	21	3	15	4
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

UPDATED – OCTOBER 2008

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Pull-out/Push-In Reading: Students not meeting the standards are provided with weekly small group instruction in a pull-out and push-in model to assist them with acquiring strategies and skills needed to become independent readers during the school day three times per week during a 50 minute session.</p> <p>Extended Day Program: Students in Grades 1-6 receive academic support in Literacy and test-taking strategies during small group instruction in our after school extended day program. Materials include skill books and practice test materials. Foundations, Leap Frog, and Wilson are used four days per week for 37.5 minute sessions.</p> <p>Differentiated Instruction: Classroom teachers continuously assess students and provide remediation and enrichment to meet students' needs in Tier 1 settings during the school day.</p> <p>AIS After School Program: Students in Grades 3-6 in need of additional assistance to meet the standards participate in small group instruction designed by using data strategically to address strengths and weaknesses two days per week for 45 minute sessions.</p>
Mathematics:	<p>Pull-out Math: 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 more successful. Articulation with upper grade classroom teachers ensures congruence of instruction. This occurs three times per week during 50 minute sessions.</p> <p>Extended Day Program: Students in Grades 1-6 receive academic support in math and test-taking strategies during small group instruction in our extended day after school program. Instructional materials, manipulatives, and technology include "First in Math", computer assisted instruction, skill books, and practice testing materials. This occurs four days per week for 37.5 minute sessions.</p> <p>Differentiated Instruction: Classroom teachers continuously assess students and provide data-driven instruction for remediation and enrichment to meet student needs during the school day.</p> <p>AIS After School Program: Students in need of additional assistance in order to meet the standards participate in small group instruction designed to meet students' needs by using data strategically to support instruction. This occurs two days per week during 45 minute sessions.</p>
Science:	<p>Differentiated Instruction: Science support is provided through a hands-on experiment-based curriculum that focuses on vocabulary, scientific skills, and knowledge that can be applied toward the curriculum and state assessments in Science during the school day.</p> <p>AIS After School: Science support is given to students having difficulty meeting the state standards. This small group instruction meets twice per week for 90 minute intervals during</p>

	February-May. Hands-on investigations exploring the scientific process are explored. Scientific language and vocabulary are emphasized.
Social Studies:	Reduced Student-Teacher Ratio: Support in Social Studies is provided through content area literacy in whole class, small group, and individual (conferences) instruction. Students learn strategies for success in nonfiction content reading and writing and apply these strategies toward document-based essays.
At-risk Services Provided by the Guidance Counselor:	Non-mandated counseling: Individual, whole class, and small group counseling is provided to students to address social and academic skills, deficiencies, and needs to improve students' self-esteem and the school climate.
At-risk Services Provided by the School Psychologist:	Non-mandated counseling: As per PPT Team meetings and teacher recommendations, students are identified to receive at-risk, ERSSA, or Crisis-Intervention counseling
At-risk Services Provided by the Social Worker:	Non-mandated counseling: As per PPT Team meetings and teacher recommendations, students are identified to receive at-risk, ERSSA, or crisis Intervention counseling
At-risk Health-related Services:	Medication: As per 504's, medication is dispersed, as needed, to children with allergic reactions (EpiPen) and for asthma (albuterol) The school nurse provides small group instruction to chronic student asthmatics and meets once per week for 6 weeks during 50 minute sessions during the school day.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2008-2009) LAP narrative to this CEP.

2008-2009 LAP Narrative

IX. Completing the LAP (Attach narrative to this document and have it reviewed and signed by appropriate regional staff.)

School Principal – Monica Powers–Meade

Date October, 2008

Regional Instructional Specialist

Date

Local Instructional Superintendent

Date

P.S. 139 is a multi-ethnic and multicultural school. Our ethnicity is as follows: White: 35.4%, Black: 3.2%, Hispanic: 26.4%, Asian and others: 35.0%. 87.1% of the total school population speaks languages other than English at home. In the 2007–2008 school year 16.8% of our students were identified as Limited English Proficient. The main languages represented in our school are English, Spanish, Russian, Chinese–Mandarin, and over 30 other languages.

Our 3 ESL teachers hold Permanent New York State certificates in TESOL and Spanish. They speak Spanish, Russian, and Hebrew. They are highly committed to providing quality instruction to our ELLs. In their practices, they demonstrate knowledge about current scientifically based research in the field of ESL education, the impact of culture on learning and cognitive styles, and apply them daily. They use differentiated instruction to align with the students' prior knowledge, learning, and language needs. Our ESL teachers demonstrate self-learning and self-professional development by

attending off-site workshops, seminars and conferences, as well as membership in professional organizations related to teaching ELLs. Our ESL teachers attended a LAP Workshop in order to maximize their ability to formulate the current LAP. In order to finalize the LAP, a team comprised of the Principal, Assistant Principal, Literacy Coach, UFT Chapter Leader, IEP Teacher, PA President, Parent Coordinator, and ESL teachers observed ELLs in a variety of learning situations.

Our language allocation philosophy is total immersion in English with extra support which will help our ELLs acquire social and academic language quickly. The students' native languages are used to scaffold their learning. Bilingual libraries, dictionaries and glossaries are readily available. Students are paired together in common language groups whenever the need occurs. Parents are encouraged to maintain their native language use with the children, while modeling to the children the need to acquire English. In this effort, P.S. 139 has offered English classes for parents in the evening.

Our teachers and staff are determined to provide high quality instruction to the English Language Learners in order to enable them to meet the New York State Standards, while providing a nurturing and supportive environment.

IV Parent Program Choice

1 What structures are in place at your school to ensure that parents understand all three program choices?

At P.S. 139, there are several structures in place. At registration, every parent is required to fill out an appropriate Home Language Survey. At this time, whenever possible, a certified ESL teacher (our 3 ESL teachers are bilingual in Spanish, Russian, and Hebrew) explains the testing process, presents the program option survey, and explains the different choices. At Kindergarten orientation in June and again in September, the ESL teachers explain the

options and show the video to all interested parents. There is a general orientation for all grades after children have been identified and tested. (An ongoing orientation is provided for all newcomers to familiarize them with the program and show them the various program choices available to them) The surveys and explanations are written in all the major languages. A question and answer period is provided. In attendance at the orientations along with the 3 ESL teachers are: the Principal, Assistant Principal, Parent Coordinator, and staff members who speak Chinese and other languages in order to facilitate communication. The Parent-Coordinator e-mails parents both in English and also translated versions in their languages.

2. The surveys are distributed and returned. During the school year as new children are admitted, parents are contacted and given the orientation on an individual basis. Parents have an opportunity to view the video and ask questions at any time during the year.

3. After Reviewing Parent Survey, what is the trend?

In the last few years, the general trend has been the request for English as a Second Language classes. This year, we have had approximately 41 new ELL admits to PS.139 qualifying for English Language services. All 41 were advised of the different options and all 41 requested English as a Second Language as their first choice. Although infrequent, we have transferred students to bilingual programs In the last two years, only two parents expressed an interest in a bilingual class. One of these students did, in deed, transfer to another school which offers a bilingual program and is closer to the student's residence. The other parent, after reflection, decided to reject the transfer.

The Surveys are regularly reviewed to ensure that we comply with each Parent's choice. As required under CR Part 154, we will service our ELLs for no less than 180 minutes per week

for our Advanced level students and 360 minutes for our Beginning and Intermediate students.

4. Are the Programs offered at your school aligned with parent requests?

In accordance with the Parental Selection Surveys, ESL is offered at P.S.139 and serviced by 3 certified ESL teachers. We are aligned with parent choice and program offerings. Our ELLs will continue to be provided with equal access and opportunities to participate in all school programs, extracurricular activities, and services.

Our ELLs participate in Student Government, have been winners at the Science Fair, are members of the school's Chorus, are part of athletic teams, are classroom and lunchroom monitors, as well as participating in all the small group intervention services. We will continue to support our students' home languages by offering them children's literature in English and their native languages. This will enhance the transition from native language skills to English language skills and give comfort to our newly arrived students. We will continue to provide language support to increase communication between school and parents.

V. Part A

1. What is revealed by the data patterns across proficiency levels and grades?

All of the 25 Kindergarten ELLs were tested with the F'2008 LABR. 56% of our Kindergarten ELLs tested at the beginning level and need assistance in the listening and speaking modalities before they can begin to meet the standards in reading and writing. The remaining 44% of our Kindergarten ELLs, while needing practice in listening

and speaking, will receive increased attention in the reading and writing modalities.

An analysis of our 1st through 6th grade ELLs, excluding the newcomer population, indicates that although the 4 modalities must be addressed, the greatest areas of weakness are in reading and writing. Paradoxically, the majority of our 2nd Grade ESL students scored Proficient in Reading and Writing, but remained in the advanced stage in the Listening modality. Our teachers, at grade conferences and during faculty conferences, have been apprised of the trends and are being offered support in adjusting their lessons to the needs of the particular ELLs in their classes. We must work intensely with the newcomers to increase their speaking and comprehension skills while keeping them abreast of the academic skills and knowledge (especially Social Studies in the 5th grade). An examination of the data on our 3, 4, 5, and 6th grade ELLs reveal that 93% of 3rd grade ELLs, 100% of 4th grade ELLs, 90% of 5th grade ELLs and 77% of 6th grade ELLs fall into the Intermediate and Advanced levels.

80% of the ELL population has been in the program for 3 years or less. 28 students have been receiving ESL services for 4 years or more. We have only one child who has been in the program for more than 6 years, and he is in a self-contained Special Ed. class. The number of students entitled to Special Services (SETSS) is spread evenly between those who have been in the ESL program for 3 years or less and those who have been in the program from 4 to 7 years.

We further studied the data for our 3rd to 6th grade students, analyzing their scores from one year to another to determine whether they are showing improvement or

little or no growth on the NYSESLAT. Our second grade ELLs showed an overall increase in points from the S'2007 to the S'2008 NYSESLAT exams in three of the 4 modalities. However, we found that several of the students scored lower on the Listening portion from one year to the other. We found, furthermore, that the same held true for the 3rd grade ELLs. Although there was improvement from most students in all 4 modalities, several of them went down in the Listening section. Based on this data, we conclude that more emphasis must occur on dictations, listening games, and other activities which will enhance our ELLs skills in the listening modality. 14 3rd Grade students in the 2007–2008 school year took the State English Language Arts Assessment (ELA): 6 students received a score of Level 3, 8 students received a score of Level 2, 1 student received a score of Level 1 and 1 student was exempt. 3 of the 3rd grade ELLs are receiving mandated services and 1 student is in a self contained Special Ed classroom. Based on an analysis of the S'2007 and S'2008 NYSESLAT exams our third grade had an overall increase in all 4 modalities from one year to the next.

2. How will patterns across the four modalities affect instructional decisions?

24 of our 25 Kindergarten ELLs have been in an English language school system for less than one year. We will encourage parents to become involved in parent workshops and to enroll their children in after-school English language programs such as the Virtual Y. We work with LeapFrog programs and other technological materials to continually assess our Kindergarten and 1st grade ELLs' skills and to increase their active use of English. A push-in model has been developed to give

more support to our kindergarten and 1st grade ELLs during Readers and Writers Workshops in order to improve phonemic awareness and writing skills. As for our other grades, we will work on all four modalities, but focus on the areas of need, which are reading and writing.

We find that after 2 to 3 years in an English Language system, our 3-6 grade ELLs (with the exception of Special Ed) have mastered the listening and speaking modalities. Their reading and writing skills are weak. A beneficial decision would be to continue to offer before and after school support classes for these grades. In addition, the 37 ½ minutes added to the end of the day will help these children receive additional instruction and increase their scores. Our school will continue to invest in the Leap Frog system and other computer programs (Rosetta Stone, etc.) designed for ELLs providing assistance in all the modalities through technology.

Our additional 37.5 minutes of small class tutorial service has been structured to help the struggling ELLs. We have carefully planned and assigned our licensed ESL teachers to support the groups that have the most ELLs. At this time, the children with similar needs receive differentiated instruction in very small groups that target their specific needs. Children who need the most help in the different modalities are grouped together. The small groups encourage these usually reluctant students to participate at a rate that they are able to handle.

To our 3, 4, 5, and 6th grade ELLs, we will continue to offer Academic Intervention Services during the school day and after school in small group instruction.

We believe that the Balanced Literacy approach used in the classroom, scaffolded by the ESL teachers and other support staff will continue to raise the number of proficient ELLs at P.S. 139.

Part B

1. Examine student results. What are the patterns across proficiencies and grades?

How are ELLs faring in tests taken in English as compared to the native language?

After examining the data from the TC Assessment, it was determined that those ELLs achieving the lowest levels were newcomers and those who have been identified as having processing difficulties are receiving SETSS and Special Ed. services.

An examination of the ELL Interim Assessments reveals that 3rd and 4th grade ELLs scored heavily in Level 1, while a higher percentage of 5th and 6th grade ELLs scored at levels 2 and 3. This indicates that the majority of our upper grade students are approaching or meeting the standards for ESL. During Grade conferences and during articulation opportunities, the ESL teachers have articulated the results of the ESL Interim exams, and are developing strategies and differentiated instructional activities to help these children.

Our Title III program gives great emphasis to vocabulary and strategies that ELLs would need to know to be successful on the State Math Assessment. This year 5 ELLs (2 in Grade 4 and 3 in Grade 5) scored a Level 1 on the State Math Assessment. Of the 5, 2 are in self-contained Special Ed classes and 1 ELL entered this

country in March. 85.2% of ELLs in grades 3–6 received Level 3 and 4 on the State Math Assessment

Finally, the results of the 5th grade NYS State Social Studies (2008) test showed a minimal improvement over the previous years results. Three of the 17 ELLs scored on a Level 1 (one of the ELLs receiving a 1 is in a self-contained Special Ed. Class); 6 scored a Level 2 and 8 scored a Level 3. This year we focused on increasing our level of attention to the acquisition of vocabulary and writing skills to address the needs of our 5th grade students in the area of Social Studies, and we see that our efforts led to successful outcomes. During our Title III program, a mainstream 5th grade teacher teamed with the ESL instructor to give the 5th grade ELLs added practice on DBQs and the vocabulary needed to be successful on the Social Studies exam. This proved to be so successful that it will become a permanent component of the Title III program for 4th and 5th graders

2. Describe how the school leadership and teachers are using the results of the ELL Interim Assessments.

Copies of the ELL interim assessment were made available to teachers and the School Leadership Team. The individual reports were essential in targeting each child's specific strengths and weaknesses. The ESL teachers will work with the classroom teachers to differentiate instruction in order to maximize support.

3. What are the implications for the school's LAP and instruction? How is the Native Language used?

Our students display appropriate development in Basic Interpersonal Communicative Skills. We need to put

more emphasis on developing and enhancing Cognitive Academic Language proficiency through designing and implementing a more rigorous approach to teaching writing and reading to our English Language Learners, along with providing high quality maintenance to ensure mastery in Listening and Speaking. We will need more collaboration with the classroom teachers to achieve our goal. We will need to expand professional development in order to expose our classroom teachers to ESL methodologies and techniques. We will focus more on articulation and the sharing among the teachers to ensure congruency of instruction.

P.S. 139 provides “just right’ books for children who are at the preproduction stage. In addition, we use their native language to assess the child in the content areas of math and science. We provide native language dictionaries, books, and support staff to scaffold instruction. We pair ELLs of like languages when support is needed.

Our psychologist and social worker are bilingual and conduct their interviews, when necessary, in the child’s native language.

Part VI

1 How is instruction delivered in each program?

Our organizational model of ESL delivery has traditionally been the Pull-Out model. We are experimenting this year with several Push-In classes in Kindergarten and 1st grade. The LAP team is formulating a plan for the 2009–2010 school year to organize 2 classes per grade with the predominance of

our ELL population in order to achieve a Push-in model for all grades. Our students are placed in age appropriate ESL classes and with students of the same proficiency level. Even within this model, we differentiate instruction for individual needs.

Explicit ESL occurs during the ESL period where emphasis is placed on the acquisition of social and academic vocabulary taught through ESL strategies such as TPR, language experience approach, and sheltered English. Since P.S. 139 is a Teachers College school and uses the Balanced Literacy approach, the ESL teachers also follow the Balanced Literacy and Workshop models. Teacher's conference with the students and plan differentiated instruction informed from the data of the ELL interim exams, the NYSESLAT, and the State tests and Predictives that the students take in their classrooms. The classroom teacher is additionally provided with supplementary materials as well as useful internet web sites.

2. Our students all receive the mandated minutes for their proficiency level. During the ESL classes our teachers use a Balanced Literacy approach. In addition, students receive individual attention to listening and speaking skills. Our students are not pulled out during ELA and Math instructional time in their classroom in order for them to receive this instruction from the classroom teacher. Our ESL teachers meet regularly with mainstream teachers in order to align their instruction with that of the classroom and successfully scaffold education for our ELLs. Our ESL teachers confer with the Science and Social Studies teachers as well in order to support Content vocabulary and concepts for the ELLs.

We ensure that the mandated instructional minutes are provided according to proficiency levels in each program by grouping together upper graders of similar levels and mandates. Students are not taken from their classes during literacy, word work, or mathematics.

They receive scaffolded instruction for the different units of Readers and Writers Workshop. In addition, pertinent thematic units are taught.

Beginner and Intermediate level upper graders are grouped at a separate time to provide for more social language development, in order to improve their listening and comprehension skills.

The lower grades also receive scaffolded instruction so as to align with State Standards and Balanced Literacy. During the extra mandated time for Beginners and Intermediate level students, a greater emphasis is placed on oral and aural development.

3a. Describe your plan for SIFE students?

Presently, there are no SIFE students registered at P.S. 139. We have devised a plan, however, if at any time the need should arise, all children will be placed in age appropriate classrooms. We would pair a SIFE with a peer who speaks his/her language. Parent volunteers would be asked to work with the child on an individual basis. The SIFE would attend all appropriate Title III and AIS services and would receive the support of the Guidance Counselor.

3b. Describe your plan for ELLs in US schools less than three years (newcomers).

Our plan for ELLs in the U.S. school system for less than 3 years is very successful. Our Parent Coordinator reaches out to the parent and pairs him/her up with a same language speaking parent to help familiarize the parent with the American school system. Notices and other materials are translated and parents are invited to attend ESL classes in the evening through our Title III Grant. We provide before and after school classes for newcomers and provide them with Leap Frog programs devised to maximize instruction.

3c. Describe your plan for long term ELLs.

Our plan for long term ELLs is to offer continued support in the form of AIS instruction. At P.S. 139, one of our ESL teachers is a member of the PPT team. Those children who exhibit long-term learning lapses and behavioral problems would be discussed at monthly meetings where the Guidance Counselor, Psychologist, Social Worker, and other service providers could suggest appropriate strategies to help these struggling students. These students are placed in small group supplemental classes, attend our 37.5 minute academic intervention with teachers trained in ESL methodology, are offered SETSS, whenever needed, and are enrolled in our after school AIS classes.

3d. Describe your plan for ELLs identified as having special needs.

Our ELLs with Special Needs are mainstreamed into age appropriate ESL classes. Some of our ELLs have alternate placement paras who aid in their instruction. We offer AIS, Title III programs, and after school

tutorials to these children to aid in their meeting the ESL standards.

4. Our school has a variety of targeted intervention programs for ELLs in ELA, math and other content areas. Our ESL teacher in many cases pushes in to the mainstream class during Reader's and Writer's Workshop to differentiate instruction for the ELL. Small group instruction is given to target ELLs by the Literacy Coach and reading and Math specialists. Our Title III before and after school program offers instruction not only by a licensed ESL teacher, but also by a classroom teacher knowledgeable in the instructional strategies needed for these specialized content areas. Our ELLs are regular participants in the 37.5 minute academic enrichment program and AIS after school programs in Reading and Math. Whenever needed, our ELLs also participate as At-Risk or Mandated SETSS students.

5. Describe your plan for continuing transitional support for students reaching proficiency on the NYSESLAT.

We offer transitional support to our ELLs as they exit the ESL program. They are invited to attend AIS programs. In addition in collaboration with the classroom teacher and Reading Teacher, an assessment is given to determine whether these children would also benefit from AIS instruction to improve vocabulary development, inferential reading skills, and writing skills. ELLs who exit the program will have extended time and separate location modifications, in addition to listening passages being read a third time for 2 years after passing the NYSESLAT.

Part VII

1. What instructional materials are used to support the learning of ELLs?

The instructional strategy for all students at P.S. 139 is Balanced Literacy, using the Workshop model in reading and writing. The Read Aloud is a component which is most beneficial to the ELL students. Appropriate books have been provided through school and Title III funds. Using Big Books and poetry the ESL teacher is able to reach a wide range of students. Our ESL teachers have also been given access to multiple copies of books facilitating Book Club formats. Our libraries have “Just Right Books”, native language materials, dictionaries both English and native language as well as a wide variety of Leap Frog materials. Each of our 3 ESL teachers has multiple computers with Internet access and computer programs.

We have Scott Foresman and Hampton Brown leveled ESL textbooks. Our teachers were provided with leveled books and Big Books from both Rigby and Mondo. We continue to update our materials with monies from the Title III Grant. ESL teachers have also been provided with a variety of books intended to improve both Math skills and test taking skills.

Each ESL teacher has an overhead projector in order to model and demonstrate from children’s work.

2. Describe the Professional Development Plan for all Personnel of ELLs at the school.

Professional Development for all classroom teachers and service providers of ELLs is ongoing at P.S. 139. ESL teachers meet with each grade to provide ESL strategies and ways to include newcomers and developing language learners. Our Staff is provided with the 7.5 hours of ELL training during staff development days, during their Lunch and Learns, and Grade Conferences. Our ESL Network Support Specialist also facilitates professional opportunities for the staff.

The ESL teachers attend Calendar Days at Teachers College on an ongoing basis. Here they learn and disseminate their newly acquired strategies and skills.

Classroom libraries of native language materials are provided to mainstream classes as well as the school library and the ESL classrooms. Dictionaries and Glossaries are available in all the major languages. We have a variety of languages represented among P.S. 139 staff members available to help the ELLs. Our SBST team is comprised of a bilingual Social Worker and a Bilingual Psychologist. Our 3 ESL teachers are able to give native language support in Spanish, Russian, and Hebrew.

3. How is native language support delivered in each program model ?

Whether the model is Push-In or Pull-Out, our ESL teachers are sensitive to the native language benefit for the ELLs. All classrooms have native language materials; teachers provide content area materials relevant to

current topics in the native language of the particular ELLs of a class, the use of glossaries and dictionaries are taught and encouraged; children are paired with others of like native languages whenever the need arises, and parents are encouraged to be active participants and are enlisted to be volunteers to aid in the transition of newly arrived ELLs. P.S. 139 is very fortunate to have a staff fluent in many different languages. Our teachers, paras, aides, secretaries, and lunchroom staff speak a variety of languages including, but not limited to Korean, Chinese, Hebrew, Russian, Spanish, Serbian, Italian, Portuguese, Bulgarian, Urdu and Hindi. Whenever the need arises these members of our staff speak to and comfort the ELLs of their particular language group.

4. What support do you provide staff to assist ELLs as they transition from elementary to middle school?

We are a feeder school to Russell Sage Middle School. There is articulation between the staff of both schools including the Guidance Counselor. Besides an Orientation for both students and parents in the afternoon and evening, meetings are aligned to the needs of the ELLs. They are conducted with the staff of the Middle School and the 6th grade teachers, the Guidance Counselor, the Assistant Principal, and the Principal.

VIII. Program Descriptions:

Our school implements both a Push-In and Pull-Out model of ESL instruction this year. Our LAP team is developing a plan to increase the Push-In model in the 2009–2010 school year to include all grades. To that end, we are studying the feasibility of putting a preponderance of ELLs into 2 classes

on each grade. This academic year our Push-In model is available only to a few classes on the Kindergarten and 1st Grade levels. Our ESL teachers align their instruction with the classroom teacher thereby enriching the experience of both the ESL student and the general population as well. Teachers articulate with one another and the ESL teacher attends Grade Conferences.

The teachers using the Pull-Out model also align their instruction with the needs of both the ELLs and the mainstream teachers and the lessons occurring in the classroom. They scaffold the instruction providing additional vocabulary and content support, while advancing the linguistic and cultural needs of the ELLs. The students are not pulled-out during Math or ELA instruction. The ESL teacher parallels the Balanced Literacy approach in order to maintain a consistent approach within the school.

Part B: CR Part 154 (A-4) Bilingual/ESL Program Description

Type of Program: ___ Bilingual ____ ESL ___ Both

Number of LEP (ELL) Students Served in 2007-08:

133

(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction.
- II. During the 2007-2008 school year, we serviced a total of 143 ELLs. Our ESL program is an English language only program. Our ESL program follows both the push-in and pull-out models. We are in compliance with the CR Part 154 regulations. Our Beginning and Intermediate level students receive a minimum of 180 minutes. Our Special Ed and Inclusion ELLs are mainstreamed into age and level appropriate classes. We have 4 classes of push-in instruction on the K/1 grades and 74 classes of pull-out instruction for grades K/6. We follow a Balanced Literacy approach. P.S. 139 is a Teachers College School, and, as such, students receive scaffolded instruction for the different units of Readers and Writers Workshop. Pertinent thematic units are taught, as well as Leap Frog Assessments. LeapFrog software and other computer software (e.g. Rosetta Stone) designed for ELLs are used for individualized and differentiated instruction, particularly for the newcomers. Our ESL teachers are constantly engaged in articulation with classroom teachers and other providers to ensure cohesive education for all of our ELL students. The ESL teachers along with the Administration regularly monitor progress of our ELL students on the ESL periodic assessments, running records, writing pieces of students, ITAs, and NYSESLAT results. By carefully monitoring students' progress we are able to address the next instructional steps and strategically sharpen student learning.
- III.
 - A. Curricular: Briefly describe the school's literacy, mathematics and other content area programs and explain ELLs' participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies). Our ELLs are participants in AIS classes after school with small group instruction in Literacy and Mathematics twice per week. Struggling ELLs are in the Extended Day Program four days per week and have been placed in classes with teachers trained in ESL methodology. In addition, we infuse ESL techniques in our Teachers College workshop models for literacy. In mathematics our ELL students participate in Every Day Mathematics in Grades K-4 and Math Advantage in Grades 5 and 6. First in Math online program is utilized in Grades 4 and 5.
 - B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

ELLs are members of the school's Chorus, the Student Council, as well as lunch-time monitors. The school has a basketball team to which all ELLs have the opportunity to try out. Our ELLs are Reading Buddies and participate in our International Festival. All extracurricular activities are open to our ELLs. Many of our ELL students participate in our after school Virtual Y Program or the Parents' Association Enrichment Program.

- IV. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

P.S. 139 emphatically believes that the successful education of our ELLs depends on a genuine and constant collaboration between the school and the home community. Our ESL teachers, the administration, and our Parent Coordinator reach out to parents in a variety of ways. Teachers and the Parent Coordinator pair non-English speaking parents up with a same language speaking parent to help familiarize the parent with the American school system. Notices and other materials are translated by Central, and parents are invited to attend ESL classes in the evening through our Title III Grant. All Parents' Association meetings provide not only childcare, but also translators. There are workshops provided specifically for parents of ELLs to familiarize them with: Parent Choice for Language Learning, for State and City assessments in Math, Social Studies, Science, and the NYSESLAT. At each of these, there are translators in all the major language groups. The Principal and teachers provide these workshops at which an ESL teacher is in attendance to inform the parents regarding state standardized testing. In June the ESL teachers meet with the parents of incoming Kindergarten students. At this time the 3 licensed ESL teachers hold group meetings explaining the Home Language Survey and the Parent Options for English language services. The LABR entrance exam is explained, and the parents are informed of a future orientation in September. The LAB Coordinator reviews each Home Language Survey in order to ensure compliance and to determine LAB eligibility. All new entrants to the City system who are LAB eligible are tested within 10 days of their entrance. After the administration of the LABR, parents of all newcomers eligible for ESL services are required to attend an orientation meeting. There are general meetings scheduled for the morning and evening, in order to ensure maximum parent attendance. Any parent who cannot attend the general meeting is given a one to one meeting with the ESL teacher. This orientation provides an explanation of the Parental Choice form, a viewing of the video, an explanation of the ESL classes, and is able to give the parent a voice in the PS 139 community. During the school year, the Parent Coordinator, classroom teachers, Literacy and Math specialists, along with the ESL teachers hold a variety of workshops designed to familiarize the parents of our ELLs with the State standardized tests, the interim assessments, graduation, our dance program, and any other program that involves ELL participation. ESL teachers frequently serve as a bridge between the classroom teachers and our ELLs. Our ESL teachers are bilingual in Russian, Spanish, and Hebrew, which are major language groups in our school.

- V. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
Not Applicable

- VI. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.

Our ESL teachers actively engage in staff development during the course of the school year. During the year our ESL teachers attend monthly grade conferences where they are able to assist the monolingual classroom teacher develop lessons and strategies to successfully include the LEP students in the classroom. These meetings also give the ESL teacher the opportunity to be sure that their lessons are in congruence with the lessons of the grade and classroom. In addition, the teachers will be trained in the use of our LeapFrog system. This system is made available to teachers for "newcomers" in their own classrooms. Our ESL teachers regularly attend Teacher's College workshops designed to familiarize them with the Balanced Literacy approach for ELLs. Our ISC Network Support Specialist for ESL will be at P.S. 139 during January and February to give workshops and support to both the mainstream teachers and the ESL staff. Our December 1st Faculty Conference will include a

workshop entitled: *Preparing the ELLs for the ELA* and our March 2nd Faculty Conference will include a Workshop entitled: *Closing the Opportunity Gap for ELLs*. During our 37.5 minutes of academic intervention, our ESL teachers are paired with monolingual teachers who have large numbers of ELLs in their group. This support enables the students to be active members of the group and affords the classroom teacher an opportunity to learn ESL strategies in order to differentiate and scaffold instruction.

- VII. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.
Our ELLs, upon recommendation and need can receive a plethora of support services. They are invited to our SETSS program, both At Risk and Mandated; they receive Speech when needed; they can receive Counseling, when needed, it is provided for them in Spanish. There are ELLs who receive OT and PT. One of our ELLs receives classes from a Visually Impaired Specialist.
- VIII. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program. Not applicable

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2007-08

School Building: PS 139 District 28

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2007-2008				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
	3					3

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template.

UPDATED – OCTOBER 2008

SAMPLE STUDENT SCHEDULE 2008-09 (ESL)

ESL Program Type: ___ Free-Standing ___ Push-in ___ Pull-out
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: _____

School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
2	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
3	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
4	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
5	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
6	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
7	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
8	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

SAMPLE STUDENT SCHEDULE 2008-09 (Bilingual)

Bilingual Program Type: ___ TBE ___ Dual Language
 Indicate Proficiency Level: ___ Beginning ___ Intermediate ___ Advanced

School District: _____ School Building: _____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
2	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
3	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
4	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
5	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
6	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
7	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
8	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
9	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					
10	From:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
	To:					

Part E: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2008-2009

Grade Level(s) 2-6 Number of Students to be Served: 80 LEP _____ Non-LEP _____

Number of Teachers 23 Other Staff (Specify) Administrator, Parent Coordinator

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Our Title III Program has been very successful, both in terms of attendance and in terms of academic improvement. We intend to continue our program as it was last year. With a total school population of approximately 817 students, the school community has more than 20 languages spoken among a school population that is drawn from more than 80 countries or ethnic regions. The predominant languages are Spanish, Russian, and Chinese. In addition to those students who live in the Rego Park area, students from Corona and East Elmhurst are also zoned to attend our school. P.S. 139 is also a site for 17 inclusion children from District 75.

Because of the high volume of non-English speaking children, who are either immigrants themselves or the children of immigrants, the LEP population is very large. Every year we service more than 140 ELL students, and we also mainstream our Special Education and Inclusion children. The children are grouped according to chronological age and ability level.

Our goal is to have the children become proficient in listening, speaking, reading, and writing, therefore successfully meeting the New York State Standards in Language Arts and the content areas. Our ESL program is aligned with the Balanced Literacy Approach.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional development for all teachers and service providers of ELLs is ongoing at P.S. 139. Our ESL teachers attend professional development through Columbia Teachers College, ProTraxx, and QTELL. Our ESL Network Support Specialist not only conducts workshops for our ESL staff at which ESL teachers from other schools within the Network can offer support and suggestions, but also gives support to mainstream classroom teachers by modeling ESL strategies, sheltered English, and differentiated instruction. Our ESL teachers have instructed mainstream teachers in the use of LeapFrog programs and other software that can be used to support and augment the time on task of a new ELL entrant. Our staff is provided with the requisite 7.5 hours of ELL training during Staff Development Days and during their Lunch and Learns. An ESL teacher is present at Grade Conferences, not only to align ESL instruction to the classroom instruction, but also to provide suggestions and strategies for particular areas of content studies that would be useful for the teacher of ELL students. At least 5 of our monthly Faculty Conferences include ESL staff development on topics that include: Closing the Gap for ELLs, Integrating Language and Literacy, Using the ELL Interim Assessment Data to Develop Differentiated Instruction, and The Use of Idioms and Other Cultural References in the Classroom and the Implications for ELLs.

Form TIII – A (1)(a)

Form TIII – A (1)(b)

**Title III LEP Program
School Building Budget Summary**

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$14, 500	Per session for teachers, secretary, and supervisor
Purchased services such as curriculum and staff development contracts	0	

UPDATED – OCTOBER 2008

Supplies and materials	\$5, 073	Printers, consumables, and instructional supplies
Travel	0	
Other	0	
TOTAL	\$19, 573	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We look at home language surveys, the ATS printout of languages spoken by students, holistic assessment through social interaction with parents and interviews with students and members of their families. A questionnaire is also sent to parents to find out which language they are most comfortable with.

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

We collaborated with the Parents' Association, the Parent Coordinator, ESL teachers, and other providers to determine the results of the needs assessments. We then determined the major language groups represented in our school. (Spanish, Russian, and Chinese)

Part B: Strategies and Activities

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

The Parents' Association and the SLT developed a strategy. We identified people who were capable and willing to translate from our staff and parents. We have a multi-cultural staff proficient in many languages and as well parent volunteers. In addition, we regularly use the services of Central's Translation Unit to translate letters to parents.

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

We will provide translations at Parent-Teacher conferences as well as daily conferences in our school. Before Parent-Teacher Conferences, we make a list of students whose parents need translators and set up a schedule to accommodate them. During our everyday routine in house translators are always available to meet the needs of our parents. Parent volunteers regularly translate.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>. We have translated all important letters that go home to identified parents who require them. We have also begun to conduct PA meetings in other languages. There is always a translator available at every meeting.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

1. Enter the anticipated Title I allocation for the school for 2008-2009_____
2. Enter the anticipated 1% allocation for Title I Parent Involvement Program_____
3. Enter the anticipated 5% Title I set-aside to insure that all teachers in core subject areas are highly qualified_____
4. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2007-2008 school year_____
5. If the percentage of high quality teachers during 2007-2008 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

UPDATED – OCTOBER 2008

2. School-Parent Compact - Attach a copy of the school's Parent Involvement Policy.

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available at the NYCDOE website link provided above.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI) AND SCHOOLS REQUIRING ACADEMIC PROGRESS (SRAP)

This appendix must be completed by all Title I Schools in Need of Improvement (SINI) – Year 1 and Year 2, Title I Corrective Action (CA) Schools, NCLB Planning for Restructuring Schools (PFR), NCLB Restructured, Schools, Schools Requiring Academic Progress (SRAP), and SURR schools that have also been identified as SINI or SRAP.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All School Improvement Schools (SINI and SRAP)

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools that Have Been Identified for School Improvement (SINI)

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified.
 - (a) Provide the following information: 2008-09 anticipated Title I allocation = \$_____ ; 10% of Title I allocation = \$_____.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR).

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed

within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum (SEC)*² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum (SEC)*. Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

- **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

As a school community, we scrutinize the New York State Learning Standards and ensure that they play a primary role in the curriculum. Teachers pay particular attention to New York State Performance Indicators in the delivery of instruction and in monitoring the progress of their students. Students are carefully monitored with running records assessments, and teachers are provided an ample amount of instructional resources to differentiate instruction by matching students with "just right" texts. Struggling readers and ELL students are given strong interventions through small group work over sustained periods of time. However, this is an area that as a school community we need to strengthen.

A Curriculum Committee will address Key Finding 1A to search for gaps in our written curriculum, curriculum maps and the consistency of our instruction with our ELL students. In particular, we will look at effective strategies to support ELL students in a balanced literacy classroom. These future results will be shared out to the staff. Naturally, we are a school with a large ESL population. We are always looking for effective strategies to help ELL students in the Balanced Literacy environment.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable . Not Applicable (To be determined.)

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? The answer to this finding has not yet been determined.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. The answer to this finding has not yet been determined.

1B. Mathematics

UPDATED – OCTOBER 2008

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. As a school community, we are deeply engaged in the process strands as delineated in *Everyday Mathematics* and New York State Learning Standards. The staff scrutinizes the performance indicators and assess carefully on a daily basis problem solving strategies and numeracy representations, and understanding mathematical relationships through investigations that promote math literacy. The Curriculum Committee will look closely at the findings mentioned in Key Finding 1B and share out its investigation.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable (To be determined)

UPDATED – OCTOBER 2008

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? This is to be determined.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. This is to be determined.

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. We are a Teachers College Project School for literacy. We closely follow Teachers College research-based based practices that promote literacy in our students. We match students to 'just right' text and students receive explicit instruction through modeling of successful reading strategies. Students practice these reading strategies with partners, through accountable talk and independent reading. This raises the level of comprehension through the construction of meaning. The teacher differentiates instruction by facilitating one on one conferences with students to strengthen what they do well and model a new Teaching Point. Strategy lessons are formulated for small group instruction.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

UPDATED – OCTOBER 2008

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Through daily Learning Walks and conducting meaningful conversations with the Cabinet on Key Finding 2A and formal observations, the Administration and the Cabinet are able to gather evidence that dispels the assertion listed above. Students are frequently engaged in independent work reading their "just right" books and practicing good reading strategies on their own. Increased stamina for silent reading is promoted. Progress is noted through the establishment of literacy measurable goals that are child-centered and through growth measured with running records. Teachers meet individually with students to lift the level of each child's work as a reader. Students practice their strategies through accountable talk and strong partnerships. This is very interactive and student led. Engagement in the literacy classroom is very high.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM³) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Through the Quality Review process we have been carefully evaluated by an outside organization that observed and monitored our mathematics delivery of instruction. In addition, the administration along with the Cabinet examined Key Finding 2B. We have developed mathematics communities that encourage strong use of problem solving through partnership work/ group work. This facilitates mathematics

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

language, a reverence for divergent thinking with problems and concepts, and the ability to write about one's findings integrating literacy. Investigations are student based and often involves partnership work or cooperative learning components. Student engagement is high.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Qualitative data through administrative Learning Walks, conference notes, and formal observations support the premise that the delivery of instruction and the practice of engaging techniques often take place in small group work. We recently took advantage of the opportunity to participate in the first in Math online program to support our students using technology.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Quantified data about P.S.139Q from the New York City school demographics and accountability snapshot indicate that as of 2007-2008, 77.1% of educators have been teaching in this school for more than 2 years. This data indicates that we have a consistent, dedicated staff. We have strong professional development and supervision to support and retain our teachers. Because this is a school of excellence, we attract high quality teachers. High turnover rate does not exist at P.S. 139.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Please reference the New York City school demographic and snapshot that cites our strong retention rate. We have no new teachers this year. Our staff is steady and openings are few.

UPDATED – OCTOBER 2008

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The Cabinet and a Curriculum Committee will examine the depth of professional development provided to our classroom teachers regarding ESL instruction.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable (To be determined)

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? To be determined

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. (To be determined)

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not

UPDATED – OCTOBER 2008

disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The Curriculum Committee will examine closely Key Finding 5 and report to the school community its conclusions.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable (To be determined)

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? (To be determined.)

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. (To be determined.)

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Due to the Chapter 408 compliance, the teachers are very familiar with the testing requirements, accommodations and goals of our Special Education students. They are very familiar with each child's IEP and their responsibilities in carrying out the student's accommodation. However, the Cabinet and Administration examined closely Key Finding 6 closely and concluded that general education classroom teachers need more tools and a stronger knowledge base in the delivery of instruction with students who are at –risk.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? We were recently audited by the New York State Education Department regarding compliance with Chapter 408. We were in full compliance and general education teachers were interviewed by a state official regarding knowledge of the IEP and understanding its implications. We received exemplary comments by the reviewer. In addition, we recently provided professional development through ISC on writing quality IEPs for our related service providers. Nevertheless, we are in need of systematic professional development to strengthen our focus on Special Education students. We are a work in progress.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue. We will establish more professional development opportunities for our general education teachers teaching special education students in the classroom. In addition, the utilization of Tier II strategies by the classroom teachers needs to be expanded through professional development opportunities facilitated by Central.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. Through formal and informal data collection, we are constantly scrutinizing the writing of our IEPS so that they address modifications for the classroom environment and behavioral goals for the students. Classroom teachers are informed and understand their responsibilities in implementing the child's IEPS. This procedure is implemented on a daily basis and memorialized with the staff. The School Based Support Team drives this system in place process. Teachers receive communications from the administration regarding the importance of the IEP.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

UPDATED – OCTOBER 2008

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? This is evidenced by talking points at faculty meetings, grade conference notes, and written communication between the administration and the teachers. The importance of the IEP is constantly mentioned. The appropriate protocol to follow when a newly admitted student enters the school with an IEP has been memorialized for the staff.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

CEP Appendix 8: Contracts for Excellence

This electronic version of the CEP Appendix 8 allows you to submit details about your proposed 2008-09 Contracts spending within the six eligible program areas.

1. This form must describe your preliminary plans to use the total amount of funds allocated to your school in the Excellence allocation category in Galaxy. If you do not know this amount, please refer to Galaxy.
2. The sum of the allocations you list in each program area must match the total amount allocated to you in G
3. Please provide all of the information requested for each of the program strategies to which you've allocated fund requirements.

This survey must be completed by Tuesday July 15 at 6pm.
Thank you!

Submit date: **Jul 10, 2008** Email address: **mpowers@schools.nyc.gov**

Please provide the following information about your school. You must complete all of the fields on this page in or survey to be valid.

School DBN	28Q139
School Name	The Rego Park School
Total Amount of "Contracts for Excellence" Allocation in Galaxy	\$ 81,723
Principal Name	Monica Powers-Meade
Principal Email	mpowers@schools.nyc.gov
Principal Phone	7184591044

Does your school plan to use FY09 C4E funding to reduce class size?

- Yes
 No

Does your school plan to use FY09 C4E funding to increase student time on task?

- Yes
 No

How much do you plan to allocate for each of the following program strategies?

Before- and After-School Programs	
Summer School Programs	
Dedicated Instructional Time	\$ 66,000
Individualized Tutoring	\$ 15,723

Does your school plan to use FY09 C4E funding to support new or expanded before- or after-school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded summer school programs?

- Yes
- No

Does your school plan to use FY09 C4E funding for new or expanded efforts to increase dedicated instructional time instructional blocks for core academic subjects, additional instructional periods for areas of greatest student need Intervention (RTI) and/or intensive individual intervention, etc.)?

- Yes
- No

Please describe the program.

This new program will be geared for students who are at risk for not meeting the New York State Learning Standards in Reading, Writing, and Math. We will form small group instruction and individual tutoring to target explicit and remedial intervention to strengthen literacy and problem solving skills.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty
- Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Does your school plan to use FY09 C4E funding for new or expanded efforts to offer individualized tutoring (provided by qualified staff as a supplement to general curriculum instruction and targeted to students not meeting State standards in language arts)?

- Yes
- No

Please describe the program.

We will provide individual tutoring for ELL students who have exited the program but clearly lack academic language proficiency to successfully meet the language demands of the classroom. These students need individual assistance in terms of language support to make both gains in language and content areas. This tutoring instruction will include explicit vocabulary instruction, alternate reading texts, and scaffold writing activities across content areas.

Please indicate the student population(s) you intend to target via this initiative.

- English Language Learners
- Students with Disabilities
- Students in Poverty

Students with Low Academic Achievement / at Risk of Not Graduating

Is the program described above a first-time implementation of the program/strategy, or an expansion of an existing program/strategy?

- New implementation
- Program Expansion

Does your school plan to use FY09 C4E funding for teacher and principal quality initiatives?

- Yes
- No

Does your school plan to use FY09 C4E funding for middle and high school restructuring efforts?

- Yes
- No

Does your school plan to allocate FY09 funding to implement a new full-day pre-kindergarten program, or to expand a pre-kindergarten program at the school?

- Yes
- No

Does your school plan to allocate FY09 funding to expand and/or replicate a model instructional program for English Learners (ELLs)?

- Yes
- No