Department of Education

P.S. 39

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 15K039
ADDRESS: 417 SIXTH AVENUE BROOKLYN, NY 11215
TELEPHONE: 718-330-9310
FAX: 718-832-2010

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 039 **SCHOOL NAME:** The Henry Bristow School

SCHOOL ADDRESS: 417 Sixth Avenue Brooklyn, NY 11215

SCHOOL TELEPHONE: 718-330-9310 **FAX:** 718-832-2010

SCHOOL CONTACT PERSON: Anita de Paz **EMAIL ADDRESS:** ADEPAZ2@ Schools.nyc.gov

POSITION/TITLE	PRINT/TYPE NAME
SCHOOL LEADERSHIP TEAM CHAIRPERSON:	Vassilia Cassens
PRINCIPAL:	Anita de Paz
UFT CHAPTER LEADER:	Suzann Bassil
PARENTS' ASSOCIATION PRESIDENT:	Jennifer Jacobs
STUDENT REPRESENTATIVE: *(Required for high schools)*	N/A

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: **15** **SSO NAME:** ESO #22

SSO NETWORK LEADER: Neal Opromalla

SUPERINTENDENT: Anita Skop

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). 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 revised Chancellor's Regulations A-655; 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 a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Anita de Paz	*Principal or Designee	
Suzann Bassil	*UFT Chapter Chairperson or Designee	
Jennifer Jacobs	*PA/PTA President or Designated Co-President	
N/A	Title I Parent Representative *(suggested, for Title I schools)*	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
N/A	CBO Representative, if applicable	
Vassilia Cassens	Member/Teacher	
Semara Calhoun	Member/ Teacher	
Amanda Pisino	Member/ Teacher	
Jim Sailer	Member/ Parent	
June Carleton	Member/Parent	
Tania Kleckner	Member/ Parent	
Jennifer Ivey	Member/ Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

At 130 years old P.S. 39 is one of the oldest elementary schools in New York City. Located in a landmark building, P.S. 39 has a unique "railroad" layout that fosters an intimate and exceptionally collaborative learning environment for students, staff and families. We are somewhat of a rarity in NYC – a small school with small classes. Physical necessity as well as educational philosophy has kept class sizes small in all grades, not just in early childhood and we're proud of the fact that students and teachers in all grades know one another by name. The quality of teaching and learning in our school has resulted in minimal staff turnover and our rare teaching vacancies are quickly filled by highly qualified candidates. The effective communication of our educational philosophy and successes to the local community has made P.S. 39 a neighborhood school of choice. For the first time 100% of PK students are zoned for our school. Additionally, 34 of 36 PK families chose to continue at P.S. 39 after PK as compared to 25 last year.

Although we are a physically antiquated building in the very best sense, P.S. 39 offers students a progressive and comprehensive educational experience. We utilize innovative teaching methodologies and curriculum such as workshop model instruction, balanced literacy, constructivist math, inquiry based social studies and science instruction and the School Wide Enrichment Model as a means to provide effective and responsive instruction to meet the needs of all students. We have long established arts partnerships with numerous organizations in order to provide students with a varied and enriching learning experience. The efforts of the school are reflected in the school's academic excellence: in 2008 95.1% of the our students in grades 3-5 scored at levels 3 and 4 on the NYS Math exam and 86.6% scored at levels 3 and 4 on the NYS English Language Arts exam. Our school earned an overall score of "A' on our 2008 Progress Report with "A's" in all three areas: School Environment, Student Performance and Student Progress.

P.S. 39's mission is to cultivate a climate of growth for all members of its community. To that end a high premium is placed on professional growth through professional development in order to provide instruction that is effective, relevant, engaging and well rounded and there is a strong culture of collaboration among teachers and the administration. Teachers at P.S. 39 receive on-going professional development from Teachers College and AUSSIE consultants in literacy and math and extensive professional development through the University of Connecticut to strengthen their understanding and application of SEM principles.

Parental involvement and support are integral to the successes of our school. The school sends home a monthly event calendar, Weekly Bulletin and monthly grade level curriculum newsletters to ensure that our families are well informed about the life of our school and to encourage their partnership in educating their children. Our PTA has been instrumental in supporting the school through its recent loss of Title 1 and Title 111 funding to ensure that service, program and material losses were minimal and play a key role in keeping instruction at P.S. 39 rigorous, stimulating and vibrant.

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 039 Henry Bristow				
District:	15	**DBN:**	15K039	**School BEDS Code:**	331500010039

DEMOGRAPHICS

Grades Served:	Pre-K	√	3	√	7		11	
	K	√	4	√	8		12	
	1	√	5	√	9		Ungraded	
	2	√	6		10			

Enrollment			
(As of October 31)	2006-07	2007-08	2008-09
Pre-K	36	36	38
Kindergarten	61	51	48
Grade 1	68	58	57
Grade 2	57	59	50
Grade 3	57	56	42
Grade 4	45	56	42
Grade 5	49	40	52
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded	0	2	0
Total	373	353	338

Special Education Enrollment:			
(As of October 31)	2006-07	2007-08	2008-09
# in Self-Contained Classes	0	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0
Number all others	28	24	27

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)			
(As of October 31)	2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	0	0	0
# in Dual Lang. Programs	0	0	0
# receiving ESL services only	30	22	17

Attendance - *% of days students attended*:			
(As of June 30)	2006-07	2007-08*	2008-09
	93.4	94.6	94.7

Student Stability - *% of Enrollment*:			
(As of June 30)	2006-07	2007-08	2008-09
	96.9	98.0	99.0

Poverty Rate - *% of Enrollment*:			
(As of October 31)	2006-07	2007-08	2008-09
	52.7	44.8	37.2

Students in Temporary Housing - *Total Number*:			
(As of June 30)	2006-07	2007-08	2008-09
	1	1	1

Recent Immigrants - *Total Number*:			
(As of October 31)	2006-07	2007-08	2008-09
	3	0	1

Suspensions *(OSYD Reporting) - Total Number:*			
(As of June 30)	2006-07	2007-08	2008-09
Principal Suspensions	7	0	9
Superintendent Suspensions	0	0	0

Special High School Programs - *Total Number:*			
(As of October 31)	2006-07	2007-08	2008-09
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

Number of Staff - *Includes all full-time staff:*			
(As of October 31)	2006-07	2007-08	2008-09
Number of Teachers	22	26	25

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	0	Number of Administrators and Other Professionals	5	4	4
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	2	1
Overage Students (# entering students overage for grade)				**Teacher Qualifications:**			
(As of October 31)	2006-07	2007-08	2008-09	*(As of October 31)*	2006-07	2007-08	2008-09
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	68.2	61.5	68.0
Ethnicity and Gender - *% of Enrollment:*				% more than 5 years teaching anywhere	45.5	53.8	60.0
(As of October 31)	2006-07	2007-08	2008-09	% Masters Degree or higher	77.0	77.0	80.0
American Indian or Alaska Native	1.3	0.3	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	73.3	74.1	0.0
Black or African American	24.9	24.9	21.3				
Hispanic or Latino	39.7	34.0	32.0				
Asian or Native Hawaiian/Other Pacific Isl.	3.8	3.7	3.0				
White	30.3	37.1	42.3				
Male	53.9	50.7	48.2				
Female	46.1	49.3	51.8				

2009-10 TITLE I STATUS					
	Title I Schoolwide Program (SWP)				
√	Title I Targeted Assistance				
	Non-Title I				
Years the School Received Title I Part A Funding:		2006-07	2007-08	2008-09	2009-10
		√			

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY					
SURR School (Yes/No)		If yes, area(s) of SURR identification:			
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:					
√	In Good Standing (IGS)				
	School in Need of Improvement (SINI) – Year 1				
	School in Need of Improvement (SINI) – Year 2				
	NCLB Corrective Action (CA) – Year 1				
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)				
	NCLB Restructuring – Year ___				
	School Requiring Academic Progress (SRAP) – Year ___				

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area Ratings:							
Elementary/Middle Level			**Secondary Level**				
ELA:	IGS		ELA:				
Math:	IGS		Math:				
Science:	IGS		Graduation Rate:				
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			**Secondary Level**		
Student Groups		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		√	√	–			
Other Groups							
Students with Disabilities		–	–	–			
Limited English Proficient		–	–	–			
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		5	5	2	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09		**Quality Review Results – 2008-09**	
Overall Letter Grade:	A	**Overall Evaluation:**	NR
Overall Score:	85.1	**Quality Statement Scores:**	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	11.3	Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	18.8	Quality Statement 4: Align Capacity Building to Goals	
(Comprises 30% of the Overall Score)		Quality Statement 5: Monitor and Revise	
Student Progress:	54.2		
(Comprises 55% of the Overall Score)			
Additional Credit:	0.8		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
$√^{SH}$ = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
– = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◊ = Outstanding
	NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not 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, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) 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 implications 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?

	PERFORMANCE TRENDS	ACCOMPLISHMENTS	SIGNIFICANT AIDS OR BARRIERS
2008/2009 NYS SCHOOL DATA	**ELA** • **100% of students in Grades 3, 4, & 5 scored at Level 2 or above** • **78% of students in grade 3 scored at Level 3 and above** • **95% of students in grade 4 scored at Level 3 and above** • **90% of students in grade 5 scored at Level 3 and above** • **Male students in grades 3 & 4 are scoring higher that female students** • **Female students in grades in grade 5 are scoring higher than male students** **Math** • **The % of students performing at Level 3 or above has increased 4% from grade 3 to grade 4 (07/08 to 08/09)** • **100% of students in grades 3, 4, & 5 scored at Level 2 or above** • **94% of students in grade 3 scored at Level 3 or above** • **98% of students in grade 4 scored at Level 3 or above** • **94% of students in grade 5 scored at Level 3 or above**	**ELA** • **2% overall increase from the previous year in ELA** • **5% increase in students from grade 3 to grade 4 who scored at Level 3 or above** • **8% increase in students from grade 4 to grade 5 who scored at Level 3 or above** **Math** • **1.6% overall increase from the previous year in Math** • **2% increase in students from grade 3 to grade 4 who scored at Level 3 or above** • **1% increase in students from grade 4 to grade 5 who scored at Level 3 or above** **ELA & Math** • **AYP achieved in all Accountability Groups for each of the last four years** • **The Performance Index has significantly exceeded the Effective AMO each year in ELA, Math, & Science** • **No students performing at Level 1 in grades 3, 4, & 5**	**ELA & Math** • **Lack of in-house Literacy & Math coaches** • **Time constraints due to limited number of personnel** • **All teachers participating in Inquiry Team work with a focus on problem-solving skills in math**

	PERFORMANCE TRENDS	ACCOMPLISHMENTS	SIGNIFICANT AIDS OR BARRIERS
QUALITY REVIEW	• teachers and administrator regularly record formal/informal assessment data to measure student progress and plan appropriate instruction • assessment data is used to identify struggling students, create instructional groups, and select teaching points to improve student performance • joint planning amongst teachers is common practice • regular observations of classrooms by administration provides teachers with meaningful feedback regarding instruction • meticulous recording of student progress • greater articulation of goal setting amongst grades • teachers continuously monitor data to make appropriate changes to the curriculum	• identify higher achieving students and addressing their needs • greater communication with parents • greater differentiation and small group work • greater individualization of professional development • greater articulation amongst grades (IT/Curriculum Team)	**Aids** • scheduling of common planning time • extensive professional development • support of educational consultants in math and literacy • exceptionally collegial school culture **Barriers** • limited funds for full time literacy and math coaches • limited funds for support staff • long history of under budgeting due to size severely limits support resources (personnel, per session and materials)

	PERFORMANCE TRENDS	ACCOMPLISHMENTS	SIGNIFICANT AIDS OR BARRIERS
2008/2009 PROGRESS REPORT	• Increase in percentage of students at proficiency levels 3 and 4 in ELA • Increase in percentage of students at proficiency levels 3 and 4 in Math • 65% of students made at least 1 year of progress in ELA • 91.2% of students lowest third made at least 1 year of progress in ELA – an increase of 14.1% from the previous year • Increase in the percentage of Students Making at Least One Year Progress in math – an increase of 28.1% from the previous year • 0.12 average change in student proficiency for level 3 & 4 students in ELA • 79.1% of students made at least 1 year of progress in math	• 1.1% increase in percentage of students at proficiency levels 3 and 4 in ELA • 1.3% increase in percentage of students at proficiency levels 3 and 4 in Math • Overall grade of A (improved from overall grade of B in 2008 and overall grade of C in 2007) • Overall grade of A in the area of School environment (Increase of 1.5 in the calculated score) • Overall score of A in the area of Student Performance (Increase of 0.8 in the calculated score) • Overall grade of A in the area of Student Progress (Significant increase of 32.4 in the calculated score) • Increase of 34 in the calculated Overall score • 85.5% of students performing at levels 3 & 4 in ELA • 93.8% of students performing at levels 3 & 4 in math • There are no students performing at Level 1 in ELA and/or Math	• Inquiry team will work with grade level Action Research Teams to increase student proficiency • Formalize the student goal-setting process to move students toward achieving proficiency • Common planning time • Collaborative staff • T.C. consultant • Monthly grade meetings • P.M. per session for monthly planning time • No in-house coaches • Minimal budget for per session

	PERFORMANCE TRENDS	ACCOMPLISHMENTS	SIGNIFICANT AIDS OR BARRIERS
2008/2009 Learning Environment Survey	• Survey scores in the areas of academic expectations, communication, engagement, & safety and respect have increased each year • 85% of our parents completed the survey (4% increase from last year) • 100% of our teachers completed the survey (8% increase from last year)	• 4% increase in the number of parents who completed the survey • 8% increase in the number of teachers who completed the survey • 0.3 increase in the area of Academic Expectations • 0.3 increase in the area of communication • 0.5 increase in the area of Engagement • 0.3 increase in the areas of Safety & Respect • 97% of parents were satisfied or very satisfied with the education their child has received this year (1% increase from the previous year) • 97% of parents were satisfied or very satisfied with how well the school communicates with them (1% increase from the previous year) • 100% of teachers agree or strongly agree that the principal lets them know what is expected of them (17% increase from the previous year) • 83% of teachers agree or strongly agree that the principal involves teachers in setting goals and making important decisions for the school • 100% of teachers agree or strongly agree that order and discipline are maintained at the school	• Wednesday Bulletin • Monthly Curriculum-based newsletter to parents • Individual Assessment Summary Sheets including Student Goal Setting Sheets sent home in November, January, & March • Monthly Parent Workshops • Implementation of PBIS program • School website for increased communication and sharing • Weekly Notes to staff members • The school has created an environment where there are few conflicts based on culture, religion, sexual orientation gender or disabilities • Teachers work cooperatively • There is an extremely high teacher/parent interest and involvement in the school • Long history of under budgeting due to size that severely limits the number of available resources (personnel, per session and materials) • No access to our gym after school which severely limits our ability to conduct family and community outreach events and after school programming. • Small size severely limits program flexibility and scheduling
SPRING 2009 PREDICTIVE RESULTS	• 60% of grade 3 students scored > 70% in ELA • 70% of grade 4 students scored > 70% in ELA • 88% of grade 3 students scored > 70% in Math • 78% of grade 4 students scored > 70% in Math	• differentiated instruction in all classrooms to ensure at least one year's progress • enrichment for students in grades 2, 3, 4, and 5 • targeted intervention for assessed at-risk students	• insufficient funds for full time literacy and math coaches • insufficient funds for at-risk intervention and at-risk intervention support services • limited funds to provide for extra classes in grades four and five

	PERFORMANCE TRENDS	ACCOMPLISHMENTS	SIGNIFICANT AIDS OR BARRIERS
FORMATIVE ASSESSMENT DATA	• Classroom teachers regularly assess student work and collect data in all content areas using a wide range of assessment tools and templates • Formative assessment information is documented and student progress is tracked monthly using standard assessment summary sheets. • Assessment summary sheets are shared with all support providers and members of the Child Study Team in order to track the academic progress of both at-risk students and those receiving mandated support.	• Teachers have a more comprehensive understanding of assessment tools and their applications • Classroom teachers and service providers utilize assessment information to create instructional groups and determine teaching points and conferring topics • Teachers have created goal setting templates in reading, writing, and math in order to generate short-term goals and action plans toward the achievement of long-term goals	**AIDS** • Collaborative staff • Regular review of assessment data • Professional development to support teachers in interpreting data • Scheduled planning time **BARRIERS** • Lack of in-house coaches to support teachers • Lack of funding for additional per session and professional development
OBSERVABLE DATA	• More breaking down of curriculum to set specific and meaningful short-term goals for each student • Give parents more detailed information so they have a better understanding of their child's next step in learning • More regular review of student progress and setting of short-term, meaningful goals that build towards longer-term targets • Setting meaningful interim goals in order to give an early indication of success for individual students and the class • More detailed information would assist parents in giving their children more targeted support • Complete and implement the planned curriculum review to embed understanding of the expected learning through each grade and subject • Teachers need more experience in rigorously judging their reforms in order to determine precisely which changes have had a direct impact on performance • More work with higher achieving students	• The principal has promoted a clear, shared vision among all members of the school community, which has had a positive effect on student learning • A common system for the use of data throughout the school to monitor students' progress both within and between grades • The school leaders and faculty provide outstanding training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students • Teachers make changes to the curriculum appropriately, as they use data to good effect • Teachers consistently plan differentiated activities to meet varying needs and different learning styles in their class • The school has made very good use of rubrics to refine teachers' planning and assessment in math • Teachers value the feedback from the principal's classroom observations as it provides a strong focus on improving instruction • Individually structured professional development draws on an accurate understanding of student learning and; it's successful in helping teachers to improve • Students consistently behave well because they are well motivated and enjoy their work • The school's high expectations consistently reflect in practice, leading to considerable success of all its students • Inquiry team has been	• Long history of under budgeting due to size that severely limits the number of available resources (personnel, per session and materials) • Small size severely limits program flexibility and scheduling • Physical size of classrooms make reduced class size necessary in all grades for practical reasons as well as educational ones but limited funding makes this a difficult goal to maintain • Adjusting to working without support of AP, full time in-house coaches, limited intervention personnel • No access to our gym after school which severely limits our ability to conduct family and community outreach events and after school programming

		instrumental in investigating ways in which the curriculum may be adapted to suit the needs of some students better • **Lower performing students are progressing well** • **The school is particularly adept at identifying students whose performance is in greatest need of improvement** • **Inquiry team perceptively focused on those high-achieving students who were in danger of making less progress than their potential would suggest** • **Parents are very clear about, and support, the school's high expectations for their children's achievement** • **There are a wide range of enrichment and intervention classes available, some scheduled within the school day** • **Curriculum is broad and varied with some outstanding opportunities** • **The school views attendance very seriously and awards certificates for perfect attendance and communicate to parents the total time missed in terms of instructional lessons lost** • **The school's needs are the firm basis of all professional development**	

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 2009-10 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 improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.*

GOAL #1

65% of classroom teachers K-5 (10 out of 16 teachers) will demonstrate expertise in the effective use of data in order to provide differentiated reading comprehension instruction to improve targeted level 3 students' comprehension levels by June (with interim checkpoints in October and June) as measured by an internally created rubric.

GOAL #2

By June (with an interim checkpoints in February) 65% teachers in grades 2-5 and clusters (9 out of 14 teachers) will facilitate 2 SEM enrichment clusters (one curriculum based, one interest based) to extend/expand the scope of School-Wide Enrichment Model instruction across our school resulting in a 5% increase in the total number of fifth grade students achieving levels 3 and 4 on the NYS Social Studies exam.

GOAL #3

65% Teachers in grades K-5 clusters and school aides (13 out of 20) will demonstrate consistent use of PBIS (PBIS-Positive Behavior Intervention and Support) strategies and supporting structures in observed lessons, walkthroughs and classroom environments to develop and implement a consistent school-wide behavioral system to promote a positive school environment. Their instruction will result in a .5% increase in the teacher score in the Safety and Respect section of the school's 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 2009-10 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 (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant): **READING**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**65% of classroom teachers K-5 (10 out of 16 teachers) will demonstrate expertise in the effective use of data in order to provide differentiated reading comprehension instruction to improve targeted level 3 students' comprehension levels by June (with interim checkpoints in October and June) as measured by an internally created rubric.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• **100% of K-5 teachers will engage in professional development around differentiated instruction that addresses the needs of students with varying reading levels** • **Core Inquiry Team members will provide professional development to K-5 teachers around assessment driven planning and targeting instructional skills and strategies** • **Data Specialist will work with teachers to access and analyze data on Acuity, ARIS, DRA2 and internal assessments in October, February and June** • **Allocate funding for teacher per session for teachers to meet monthly with Core Inquiry Team mentors after school** • **Administration will have benchmark conversations three times per year (October, February and June) to hold teachers accountable for use of assessments and small group planning** • **Classroom teachers K-5 will begin working with students to develop short term as well as long term goal targets in Reading based on internal assessments in November and February** • **Coaches and Administration will develop a targeted intervention program for all testing grade students. Groups will be formed based on prior proficiency in performance level scores and other internal assessments** • **Extended day time will be built into the school day providing time 3 times a week for this targeted small group instruction**

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• **Scheduled monthly grade meetings for Core Inquiry Team mentors to meet with grade level teams** • **2-5 scheduled common preps per week for meeting, debriefing, planning** • **Scheduled monthly faculty meetings for professional development** • **Budget allocation of $7,256 for per session for 6 Core Inquiry Team Members** • **Budget allocation of $2,550 for per session for Data specialist** • **Budget allocation of $4, 518 for per session for monthly staff meetings with Core Inquiry Team Mentors** • **Budget allocation of $30,000 for ELA professional development for teachers and administration through Teachers College**
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• **Tracking DRA2 reading comprehension results in October, February and June** • **Formal and informal observations with consistent feedback for teachers** • **Benchmark Conversations with teachers 3 times over the course of the year (October, February and June)** • **Regular review of teacher assessment binders and/or instructional planning tools** • **Regular collection of data templates and student goal setting sheets from each teacher (February and June)** • **Teacher lesson plans are evidently planned with differentiated strategies which consider students with varying reading comprehension levels** • **Teachers' conferring notes reflect flexible grouping**

After reviewing the results of gr.5 students' NYS ELA testing results we observed that although the vast majority were meeting grade level standards, a significant number of our level 3 and 4 students were not making adequate proficiency gains. As a result, we have made progress for our level 3 students a priority goal for the 2009-2010 school year.

Subject/Area (where relevant): **ENRICHMENT**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	**By June 65% teachers in grades 2-5 and clusters (9 out of 14 teachers) will facilitate 2 SEM enrichment clusters (one curriculum based, one interest based) to extend/expand the scope of School-Wide Enrichment Model instruction across our school resulting in a 5% increase in the total number of fifth grade students achieving levels 3 and 4 on the NYS Social Studies exam.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• **100% teachers in grades 2-5 and clusters will participate in on-going professional development around SEM principles and instructional practices** • **schedule 100 minute weekly enrichment cluster blocks in grades 2-5 for 2 enrichment cluster cycles** • **provide regular SEM professional development to support enrichment cluster planning** • **schedule 2 SEM Share Fairs (February and June) to share enrichment cluster products with students and their families** • **formal and informal observation of enrichment cluster instruction (February and June)** • **budget school funding to provide teachers with materials, supplies and resources to successfully facilitate 2 enrichment cycles**
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• **Budget allocation of $3000 for enrichment cluster supplies (2 cycles)** • **Budget allocation of $500 for per session for enrichment cluster planning** • **Schedule 2-3 professional development/planning sessions per enrichment cycle**
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• **Formal and informal observation of enrichment cluster instruction (February and June)** • **Specific enrichment cluster planning** • **Enrichment cluster student products (February and June)** • **Agendas and sign-in sheet from professional development sessions/meetings**

A review of our Progress Report data revealed that the sub group that needs the greatest attention in our school are our level 3 and 4 students. For this reason we have decided to focus on enrichment activities to challenge these students and better meet their needs as one of our CEP goals.

Subject/Area (where relevant): **SCHOOL SOCIAL ENVIRONMENT**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	• **65% Teachers in grades K-5 clusters and school aides (13 out of 20) will demonstrate consistent use of PBIS (PBIS-Positive Behavior Intervention and Support) strategies and supporting structures in observed lessons, walkthroughs and classroom environments to develop and implement a consistent school-wide behavioral system to promote a positive school environment. Their instruction will result in a .5% increase in the teacher score in the Safety and Respect section of the school's Learning Environment Survey.**
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	• **100% Teachers in grades K-5, clusters and school aides will participate in on-going professional development around PBIS principles and instructional practices** • **Schedule monthly PBIS team meetings to create curriculum and instructional support materials and assess program needs and progress** • **Regularly schedule professional development sessions with school aides** • **Utilize per diem funding to facilitate staff inter-visitations to other PBIS sites to observe and share best practices** • **Guidance counselor will provide on-going professional development to staff via faculty conferences and grade meetings** • **Plan and conduct two family workshops introducing PBIS and its components to build a family understanding of the program in order to support its success** • **Facilitate inter-visitations with other PBIS sites**
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*	• **Budget allocation of $1, 500 to purchase mentor texts to support PBIS work** • **Budget allocation of $100 for printing costs for PBIS "BEE BUCKS"** • **Budget allocation of $120 for classroom Bee mascots** • **Budget allocation of $300 for refreshments and child care for 2 PBIS parent workshops**
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	• **Lesson plans** • **PBIS structures (rubrics, student think sheets, teacher office referral sheets) evident throughout the school** • **February and June review of number of student "Think Sheets"** • **Informal/Formal observations to include focus and notation of PBIS work** • **Agendas and sign-in sheets from monthly PBIS team meetings** • **Specific PBIS professional development plan for school aides and Parent Coordinator 2x**

	month • **Agendas and sign-in sheets from parent workshops (October, February and May)** • **Agendas and sign-in sheets from faculty conferences**

A review of our LES results revealed that although all categories were rated as above average or excellent, teachers rated the category of safety and respect lower than other areas of the survey and lower than parents. For this reason we have decided to make the creation of a school wide system for discipline and behavioral support a priority CEP goal for the 2009-2010 school year.

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: *All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, 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 SCHOOLS IDENTIFIED FOR IMPROVEMENT

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 (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – 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	0	0	0	7
1	4	4	N/A	N/A	0	0	0	1
2	12	12	N/A	N/A	2	0	3	1
3	4	4	N/A	N/A	0	0	0	1
4	10	1	10	10	4	0	0	1
5	3	1	3	3	0	0	0	2
6								
7								
8								
9								
10								
11								
12								

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

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:	• Grades 1 – 3: AIS Teacher provides small group, differentiated instruction as a push-in or pull-out program 2X weekly during the school day • Grades 4 – 5: AIS Teacher provides small group, differentiated instruction as a push-in or pull-out program 3X weekly during the school day • Grades 3 – 5: Small group, differentiated instruction 2X week after school
Mathematics:	• Grades 1 – 3: AIS Teacher provides small group, differentiated instruction as a push-in or pull-out program 1X weekly during the school day • Grades 4 – 5: AIS Teacher provides small group, differentiated instruction as a push-in or pull-out program 2X weekly during the school day • Grades 3 – 5: Small group, differentiated instruction 2X week after school
Science:	• Science Teacher provides differentiated instruction in small groups during the school day once a week
Social Studies:	• Grades 4 & 5: AIS Teacher and classroom teachers provide differentiated instruction in small group during the school day
At-risk Services Provided by the Guidance Counselor:	• Grades K – 5: Small group or individual counseling sessions 1 – 2X weekly during the school day • NYU Intern provides small group or individual counseling 1 – 5X weekly during the school day • Both the guidance counselor and intern support PBIS
At-risk Services Provided by the School Psychologist:	**N/A**
At-risk Services Provided by the Social Worker:	• Grade 2 – Small group sessions with the Social Worker 2X weekly
At-risk Health-related Services:	• Grades K – 5: School nurse provides services as needed to students as indicated on their 504s

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 (2009-2010) LAP narrative to this CEP.

Office of English Language Learners
Grades K–8 Language Allocation Policy
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District 15	School PS 39
Principal Anita de Paz	Assistant Principal n/a
Coach n/a	Coach n/a
Teacher/Subject Area Elana Rabinowitz/ESL Teacher	Guidance Counselor Kristin O'Rourke
Teacher/Subject Area Helen Hernandez/AIS	Parent n/a
Teacher/Subject Area n/a	Parent Coordinator Lidia Rosa
Related Service Provider Suzann Bassil /SETTS	SAF Anne Marie Lettierri/Baker
Network Leader Neal Opromalla	Other n/a

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	1	Number of Certified NLA/FL Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	335	Total Number of ELLs	21	ELLs as Share of Total Student Population (%)	6.27%

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native

language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Part III: ELL Demographics

A. ELL Programs

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown										
	K	1	2	3	4	5	6	7	8	Total
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0
Dual Language (50%:50%)										0
Freestanding ESL										
Self-Contained										0
Push-In	3	1	8	5	4	0	0	0	0	21
Total	3	1	8	5	4	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total

TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	10	0	2	11	0	3	0	0	0	21
Total	10	0	2	11	0	3	0	0	0	21

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0
Haitian Creole	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)																					
Number of ELLs by Grade in Each Language Group																					
	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian Creole																			0	0	
French																			0	0	
Other																			0	0	

TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): n/a	Number of third language speakers: ___
Ethnic breakdown of EPs (Number) African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language										
Number of ELLs by Grade in Each Language Group										
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	2	0	4	5	2	0	0	0	0	13
Chinese	1	0	1	0	0	0	0	0	0	2
Russian	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	1	0	1	0	0	0	0	2
Haitian Creole	0	0	0	0	0	0	0	0	0	0
French	0	1	0	0	0	0	0	0	0	1
Korean	0	0	0	0	1	0	0	0	0	1
Punjabi	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	1	0	0	0	0	0	0	1
Other	0	0	1	0	0	0	0	0	0	1

Programming and Scheduling Information										
TOTAL	3	1	8	5	4	0	0	0	0	21

1. How is instruction delivered?
    a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
    b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for Long-Term ELLs (completed 6 years).
    e. Describe your plan for ELLs identified as having special needs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
FOR ALL PROGRAM MODELS			
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS			
Native Language Arts	90 minutes per day	90 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	

50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Part IV: Assessment Analysis

A. Assessment Analysis

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)										
	K	1	2	3	4	5	6	7	8	TOTAL
Beginner(B)	2	0	2	0	1	0	0	0	0	5
Intermediate(I)	0	1	3	3	1	0	0	0	0	8

Advanced (A)	1	0	3	2	2	0	0	0	0	8
Total	3	1	8	5	4	0	0	0	0	21

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	3	0	0	3
4	0	0	0	0	0
5	0	0	2	0	2
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	0	0	1	0	2	0	1	0	4
4	0	0	0	0	0	0	0	0	0
5	0	0	1	0	1	0	0	0	2
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	0	0	0	0	2	0	0	0	2
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights does the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
    a. 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?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
    a. How are the English Proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

6. Describe how you evaluate the success of your programs for ELLs.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
Lidia Rosa	Parent Coordinator		
Elana Rabinowitz	ESL Teacher		
	Parent		
Helen Hernandez	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Kristin O'Rourke	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

Signatures	
School Principal	Date
Community Superintendent	Date
Reviewed by ELL Compliance and Performance Specialist	Date

Language Allocation Policy 2009 – 2010

The Language Allocation Policy Team Composition is as follows for PS 39:
Anita de Paz – Principal, Elana Rabinowitz - ESL Coordinator and Instructor, Kristin O'Rourke - Guidance Counselor, Lidia Rosa - Parent Coordinator, Helen Hernandez - Academic Intervention Specialist with Bilingual Common Branch license.
PS 39 has one permanently certified ESL teacher who services all the English Language Learners in the school.
In addition, there is one part time AIS teacher who possesses a Bilingual license.

PS 39 is located in the Park Slope section of Brooklyn, New York. At present the school serves approximately 335 students, 6.27% are ELLs. The school's ethnic population is as follows: 46.56% White, 28.65% Hispanic, 16.11% Black, .29% American Indian and 5.67% Asian/Other. In compliance with the wishes of parents as expressed in the parent survey, PS 39 has a freestanding ESL (English as a Second Language) program for grades K-5. In the 2009-2010 school year PS 39 identified 21 ELLs (English Language Learners): 13 native Spanish speakers, 2 Chinese speakers, 2 Arabic speakers, 1 Korean speaker, 1 French speaker, 1 Danish speaker and 1 Albanian speaker. Some of these ELLs include special education students from a CTT class. Based on the results of the 2009 NYSESLAT the school has 5 students at the Beginning level, 8 at intermediate and 7 as advanced. The ELL population at PS 39 performs lowest in the reading and writing strand of the NYSESLAT.

For the 2009-2010 school year, the numbers of students who receive ESL services by grade are as follows:

Grade	Number of Students
K	3
1	1
2	8
3	5
4	4
5	0

The parents of ESL students at P.S. 39 chose for their children to be enrolled in a Freestanding ESL program rather than a bilingual or dual language program based on the information obtained from the Home Language Survey. The choice for ESL instruction has been consistent across grades and within various language backgrounds.

The process for the identification of ELL students is as follows:
Once a child is admitted to the NYC school system, the parents are then involved in the decision-making process of the children. First, parents are given a Home Language Survey (HLIS) to identify the child's language proficiently. This survey is given in the language the parent or guardian in most proficient in by a licensed pedagogue. Translators are available to assist parent's who may need assistance in filling out the questions. A licensed pedagogue then conducts an informal interview (with the help of a translator if need be) to determine if a formal assessment is necessary. If the child is identified as being dominant in a language other than English, the child is given the Language Battery Assessment (LAB-R) within 10 days of enrollment by a pedagogue to determine if the child should receive ESL or Bilingual services. In addition, if a child is deemed eligible for ESL services, they are evaluated annually using the New York State English as a Second Language Achievement Test (NYSESLAT) to determine their level of proficiency. The child takes the NYSESLAT exam until they are proficient in the English Language.

To assist the parents in making the most informed choice, an orientation is given by the ESL teacher in conjunction with the Parent Coordinator. This orientation describes the various programs available in New York City. These programs include: Free standing ESL, Dual Language and Bi-lingual. Parents are able to view a parent information video, where the various programs are presented in their native language. Translators are also available to answer parent's questions. Parent brochures are given out in a myriad of languages to assist in understanding of each available program. Parents then complete the parent selection form and parent survey and the school assists in finding the appropriate programs. If a parent is unable to attend the orientation a private meeting is set up with the ESL teacher to discuss the options available. These orientations are given twice a year.

The parents of ESL students at P.S. 39 chose for their children to be enrolled in an ESL program rather than a bilingual or dual language program based on the information obtained from the Home Language Survey. The choice for ESL instruction has been consistent across grades. If a parent prefers for their child to be enrolled in a bilingual or dual language program, information on these schools is presented as well.

During the 2009-2010 school year, the ESL teacher at P.S. 39 services 21 ELL students. The students are grouped by their level of English language proficiency and grade level, and are serviced by a combination of pull-out/push-in methods. This ESL program provides students with an ESL instruction, in addition to 120 minutes of literacy instruction in their mainstream classrooms. The ESL classes did not interfere with the ELA instruction already taking place in the mainstream classroom, but instead supplemented and scaffolded the materials already being covered by the mainstream classroom teachers.

PS 39 uses a Free-standing English as a Second Language Program. The main goal of this program is to assist the students in achieving English Language proficiency within three years. The ESL classes are grouped primarily by English language proficiency level (i.e. beginner, intermediate, advanced), as determined by students' scores on the LABR\NYSESLAT exams. The students' grades, learning styles, and needs are also taken into consideration when forming groups. Group times are based on mandated hours.

The ESL curriculum, which is administered through a push-in and pull-out program, is based on the Teachers College curriculum; that is, ESL instruction corresponds with units of study. For students in the beginning stages of language acquisition, the focus of instruction is on acquiring basic interpersonal communication skills (BICS). The emphasis of instruction is on language input, using strategies to help make input meaningful to students, and tapping prior knowledge to help students connect new language to familiar topics. The ESL teacher also uses the Balanced Literacy model of instruction by engaging student activities, such as guided reading, read aloud, and shared writing. Real objects, props, visuals and facial expressions or gestures are used to provide contextual support, helping to make messages in English more comprehensible. In addition, poems, chants and songs are used to involve students with language in a low-risk environment. These scaffolds give students ample opportunity to hear and internalize vocabulary, language patterns and structures.

The instructional materials used to support the learning of ELLs vary depending on grade and level. With more advanced ELLs, we mostly use the same classroom materials as the mainstream class. The ESL room contains additional instructional materials, including a large leveled library. Beginning ELLs use lower level books and the Leapfrog Learning Program for vocabulary development. Beginners also participate in games and small group activities that help with such skills as initial and ending sounds, rhyming words, and other phonics skills.

The Balanced Literacy Workshop Model is used as a guide in ESL instruction, in addition to other content instruction throughout the school. The program is modified to serve the needs of specific ELL students based on their LAB-R results and other assessments. The following is a summary of the methods used in ESL instruction:

We provide large quantities of comprehensible input: visual aids, concrete objects, contextual clues, and gestures
We emphasize communication skills wherein the new language is used in meaningful context
We incorporate engaging and relevant topics to encourage communication
We communicate using gestures, graphics, and pantomime when appropriate
We use Total Physical Response (TPR) wherein the child acts out the language being acquired
We use technology such as computers and audio-visual equipment to aid in instruction

We integrate ESL methodologies within content area themes as well as ELA

The ESL teacher works in conjunction with the mainstream classes to ensure that teacher's differentiate instruction based on a child's level of proficiency.
In addition, the use of a bilingual Intervention Specialist assists specific students during enrichment to use the child's native language to improve math and literacy skills. This same teacher works to assist ELLs with special needs as well as long term ELLs in giving them extra help and assessments.

When newcomers arrive they are immediately receive an informal orientation. They have access to a special listening center with user friendly materials as well as are given "language buddies" to help them in their initial stages of language development.
There are currently no students who are termed SIFE at PS 39.

Long terms ELLs are a large number of Ells in the upper grades. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves:

- An after school program, targeting literacy and math two days during the week
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- ELL students who reach proficiency in English continue to receive testing accommodations for two additional transitional years. They are also provided with bilingual dictionaries and glossaries for assistance on exams

We have one class of special needs ELLs in our ESL program. Our policy for special needs students includes:
Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
Collaboration between the ESL teacher and IEP contact person.
Monitoring newcomer and SIFE student for possible special needs status

The goal of the ESL program at P.S. 39 is to scaffold mainstream instruction to aid in the English language development of ELLs. We focus on improving the accessibility of content through graphic organizers, visuals, hands-on activities, and the development of general and academic language. We believe that a combination of push-in/pull-out, designed to meet the English proficiency, grade level, and individualized needs of students, allows for a more cohesive learning process in which mainstream classroom content creates the base of all additional ESL instruction and students can miss as little as possible of their mainstream coursework.

In addition to the mandated hours already specified for our ELLs via the ELL push-in pull-out program, PS 39 also provides intervention services to all ELLs. We have designated a lower and upper grade Intervention Team to address the individual needs of our ELL population. They receive these additional services during the school day, three times a week.

Our ELLs, as well as our ELLs who have reached proficiency on the NYSESLAT, also participate in our after-school intervention program geared towards math and literacy that is offered twice a week. All programs are conducted in English.

Our transitional ELLS also continue to receive testing accommodations that include extended time and separate location on statewide exams.

All classroom teachers have laptops and smart boards that provide additional visual and technological support to our ELLs.

PS 39 recognizes that ELLs require specialized materials. The ESL teacher uses books that are rich in content to promote language and conceptual development, and they are made accessible through the pictures or the print so that students at all levels can benefit. The ESL teacher uses large visuals, graphic organizers, and other materials essential to making content comprehensible. To ensure the effectiveness of ESL instructional delivery, the ESL teacher administers periodic assessments in which the students' products are compared with the standards. This information is also shared with the classroom teachers in an effort to create a support team for effectively meeting the needs of ELLs.

The instructional materials used to support the learning of ELLs vary depending on grade and level. With the more advanced ELLs, we mostly use the same classroom materials as the mainstream classes and supplement with graphic organizers and varied literature. Beginning ELLs use lower level books and various programs to increase language development. Numerous language games, visuals, music and computer programs are used to focus on beginning and ending sounds, rhyming words and basic phonic skills.

Bi-lingual teachers, parent volunteers, parent coordinator and translation services are used to assist in providing native language support. Grade/age appropriate Bi-Lingual dictionaries, computer programs and dual language books are available for all students. Additional materials are provided in student's home languages when deemed necessary.

PS 39 currently does not offer any Dual Language Programs

Staff at PS 39 engages in ongoing professional development to improve their instructional strategies and align instruction with NYS learning standards. All mainstream classroom teachers attend ongoing professional development provided by Teachers College that emphasizes differentiated instruction and targeted strategy lessons within the literacy curriculum. This professional development includes in-school mentoring and strategic planning with a trained instructor, in addition to out of school seminars related to the literacy curriculum. Teachers at PS 39 also participate in ongoing professional development through AUSSIE, which includes mentoring on the Everyday Mathematics curriculum and specifically focuses on differentiated instruction for students at different math levels. Teachers of testing grades at PS 39 also engage in long-term professional development related to NYS testing standards. This professional development includes in-school meetings and strategic planning as well as inter-school seminars on test preparation techniques.

The ESL instructor at PS 39 also participates in ongoing professional development related specifically to ESL instruction and NYS learning standards for ELLs. Throughout the 2009-2010 school year she will participate in meetings and seminars offered by PS 39's Empowerment School Network, the topics of which include State requirements for identifying and placing ELLs, effective instruction through the push-in and pull-out ESL models, ELLs preparation for State testing on the NYSESLAT and content-area exams, and effective instructional strategies within the Balanced Literacy workshop model. The dates and times of these meetings are TBA, but they will take place on a regular basis throughout the school year. The ESL instructor will take part in all school-level professional development concerning content-area curriculum, test preparation, and Enrichment activities so that she can align her planning with the instruction-taking place in mainstream classrooms at PS 39.

Students at P.S. 39 are offered academic intervention, resource room, speech, guidance counseling, psychological services, occupational therapy, and nurse care as additional support services, and all services are available to ELLs as well as native English-speaking students.

PS 39 has an involved parent community. Each year in addition to the required orientations, we host meetings of all the ELL parents (past and present) to discuss the specific needs of their children as well as offer advice to newcomer parents. The parents work together to troubleshoot ideas and make suggestions for the program.

Our parent coordinator is bilingual and often checks in with the parents in the community and assists them in meetings, translating all school documents as well as serving as a liaison within groups in the community.

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including holiday luncheons, international festivals and cultural days. At these events, the school and community can come together to recognize student achievements in arts and academics.
- Afterschool: Our Parent Coordinator conducts various workshops throughout the school year to help the ELL community.

Curriculum Orientation Night is one of the most important events offered to all PS 39 parents at the beginning of the school year. During this event, the staff explains to parents/caregivers the instructional programs that will be covered during the course of the year for each grade level, and they offer advice on students' homework and other academic expectations for the school year. Parents of ELLs attend this Curriculum Orientation Night along with parents of native English-speaking students. In addition to Curriculum Orientation, parents of ELLs at PS 39 are also offered an ESL Parent Orientation meeting at the beginning of each school year. During this orientation the ESL instructor shows an informational video provided by the NYC Dept. of Education, informs parents/caregivers of their program options, describes the ESL curriculum at PS 39, and addresses any questions/and or concerns.

In addition to parent orientations, PS 39 also offers a number of events throughout the year to involve parents/caregivers in their children's education, and all parents are encouraged to attend. In order to involve parents of ELLs in the school community, many parent events and services are designed specifically to address issues related to ELLs. All parent events are organized principally by the parent coordinator, in collaboration with the ESL instructor and mainstream classroom teachers. A translator is available at any of these events when necessary to assist parents who do not understand English. The following is a list of the events and services offered to parents at PS 39 during the 2009-2010 school year:
Family Fridays (parents read with students every Friday morning)
Nutrition workshop
Pediatric dental care workshop
Emergency medical care workshop
Alphabet Soup (reading strategies workshop)
Writing process workshop
Workshops on state testing and promotional policy
Asthma awareness workshops
Learning Leaders training (training for parents to work with small groups of children)
Everyday Math training (workshop for parents on math curriculum)
School bulletin
Parent handbook (available in Spanish)
Weekly school-wide newsletter
Monthly newsletter by grade level
Curriculum explanations for ESL parents
ESL parent workshop on helping your child at home
ESL parent workshop on summer homework exercises
ESL parent workshop on technology

PS 39 uses a variety of assessment tools to gather information regarding the needs of its students, including ELLs. The primary assessment tools are: DRA2, Fountas & Pinnell, TCRWP, and E-PAL. Once a year, the NYSESLAT exam is administered to assess the progress of the ELL population.

The NYSESLAT data shows that many ELLS are making incremental gains and moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly newcomers or in the early grades (K-1).
After careful review of the NYSESLAT data, the patterns revealed were:

- 70% of students are Advanced or Proficient in Speaking and Listening
- Students generally score higher in Speaking and Listening than in reading and writing
- Students who are former ELLs are on grade level and in many cases outperforming non-ells
- Long-term Ells are making minimal progress on the NYSESLAT

The implications for instructional decisions based on the assessment data are as follows:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement
- Additional support for Newcomers, using technology and language buddies
- Provide additional support to long term ELLs through an afterschool academic intervention program
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Differentiated instruction in the classrooms to work with the varied learning styles and needs of ELLs

The ESL program at PS 39 relies on data provided by the LAB-R, NYSESLAT, and New York State ELA and math exams to provide additional support to students identified as limited English language proficient, as well as students who require transitional academic intervention services after passing the NYSESLAT. At PS 39 there are currently 21 students who receive direct ESL services and 6 students who receive supplemental academic intervention for a transitional period after recent passage of the NYSESLAT exam.

Based on the data collected from the NYSESLAT exam, the majority of students (excluding long term ELLs) have increased at least one level of proficiency each year. This progress demonstrates that the free standing ESL program is benefiting the needs of our ELLs.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010 – NOT APPLICABLE

PS 39 did not qualify and therefore did not receive any Title III funds.

Form TIII – A (1)(a)

Grade Level(s) K - 5 Number of Students to be Served: 22 LEP _____ Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program N/A

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.

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.

Form TIII – A (1)(b)

School: _____ BEDS Code: _____

Title III LEP Program
School Building Budget Summary

Allocation Amount:		
Budget Category	**Budgeted Amount**	**Explanation of expenditures in this category as it relates to the program narrative for this title.**
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., $9,978)	**(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x $49.89 (current teacher per session rate with fringe) = $9,978.00)**
Purchased services - High quality staff and curriculum development contracts.	(e.g., $5,000)	**(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)**
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	(e.g., $500)	**(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)**
Educational Software (Object Code 199)	(e.g., $2,000)	**(Example: 2 Rosetta Stone language development software**

		packages for after school program)
Travel		
Other		
TOTAL		

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.

   Our Parent Coordinator informed us of a need for Spanish translations for our Spanish-speaking community. As indicated in our School Report Card, 36% of our school population is Hispanic. Many of our Spanish-speaking parents/guardians have expressed a need for language translations and interpretations during our Parent-Teacher Conferences and at various school functions. They have also stated that they are reluctant to attend PTA meetings and other school activities because of their inability to speak and/or understand English.

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 informed the school community of the need for Spanish translation and interpretation at various PTA meetings.

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.

   Spanish translations and interpretations will be provided detailing pertinent information in the following areas:
   - Curriculum areas
   - Parent Workshops, Parent Curriculum Orientation
   - Testing dates and information regarding testing
   - Registration
   - School policies and procedures

   Written translations will be done by an in-house school staff member.

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.

   Oral interpretations will be provided by an in-house staff member and the Parent Coordinator as follows:
   - Individual parent-teacher conferences, meetings, phone calls, etc.
   - PTA monthly meetings

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf.

   The school will fulfill the translation requirements by utilizing parent volunteers and those staff members with the ability to provide oral and written translations and/or interpretations. Most written translations will be completed by school staff members. Larger scale written translations will be completed by the DOE division of translations.

   Parents have been notified via the PS 39 Parent Handbook and by the Parent Coordinator that there are translation and interpretation services available through the DOE as well as through the school. Our Safety Plan also provides information for those parents requiring these services. There is a sign posted outside of our Parent Coordinator's Room indicating that translation services are available at our school and through the DOE.

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

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	0	0	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	n/a		n/a
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		n/a	n/a
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	n/a		n/a
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		n/a	n/a
6. Enter the anticipated 10% set-aside for Professional Development:	n/a		n/a
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		n/a	n/a

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: _____100%___

9. If the percentage of high quality teachers during 2008-2009 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 – NOT APPLICABLE (We are not a Title 1 School)

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 on the NYCDOE website.

Title I Parent Involvement Policy
2009-2010

1. PS 39 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

   Along with input from the School Leadership Team, the Principal, Parent Coordinator and the PTA President will schedule meeting times. They will then outreach to the school community through flyers and monthly PTA meetings to form a committee to develop the involvement plan. The committee will work together to develop the plan.

2. PS 39 will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

   On a bi-annual basis, our active School Leadership Team will devote part of a meeting to the assessment and reflection. Periodic parent workshops will provide a forum for parents to voice their individual concerns.

3. PS 39 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: Using such programs as

   Universal Pre-K, we will encourage parent involvement in classrooms.

PS 39 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- The evaluation will be conducted by the School Leadership Team and Executive Board of the PTA. They will assess attendance at meetings, workshops, Parent Teacher conferences and school involvement in general.
- Members of the School Leadership Team in conjunction with the Parent Coordinator will be responsible for evaluating the current programs and reaching out to the community to increase parent involvement.

4. PS 39 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

    a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
        i. The State's academic content standards;
        ii. The State's student academic achievement standards;
        iii. The State and local academic assessments including alternate assessments;
        iv. The requirements of Title I, Part A;
        v. How to monitor their child's progress; and
        vi. How to work with educators.
        vii. We will continue to build parent knowledge and empower parents with tools to assist their students by conducting Parent Workshops. These workshops are held during the day or at night and are translated for our Spanish speaking population.

    b. P.S. 39 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

    We will continue to encourage parents to attend monthly workshops. We will continue to invite parents into classrooms for celebrations and assistance. We will continue to provide parents with information at monthly PTA meetings.

    c. PS 39 will, with the assistance of the district and parents, educate its teachers, pupil personnel services, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and usefulness of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:

    Parent outreach and involvement remains a priority at PS 39. We will provide teachers with ongoing professional development, which will address content, pedagogy and how to engage parents as partners. September Curriculum Night and monthly newsletters will

inform parents of grade curriculum and expectations. Bi-Monthly grade newsletters will keep parents informed of specific needs of class and how they can assist as well as keeping them up to date on the curriculum. Parent liaisons and class parents provide a conduit for communication between home and school. Monthly calendars will inform parents of important trips and school events.

d. PS 39 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Family Fridays, Parent Learning Leaders, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

Parents will be encouraged to attend Author Visits, book clubs or just volunteer.

e. PS 39 will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parent of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Monthly calendars, and flyers prepared by our Parent Coordinator are distributed to the entire community and translated to meet the needs of our Spanish-speaking parents.

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by meeting with The School Leadership Team and Parent Coordinator.

This policy will be adopted by PS 39 and will be in effect for the period of September 2009-June 2010. The school will distribute this policy to all parents of participating Title I Part A children on or before January 2010.

Principal's Signature: Anita de Paz
Date: July 22, 2008

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

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 on the NYCDOE website.

School Responsibilities/PS 39 will:

⇒ Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

By providing small class size where possible in heterogeneously grouped classes, as well as intensive professional development for teachers, we will provide our students with a child centered, arts enriched, risk free learning environment that encourages independence and fosters academic achievement.

⇒ Provide parents with frequent reports on their children's progress and hold parent-teacher conferences to discuss the individual child's achievement. Specifically, the school will provide reports as follows:

Three report cards in November, March and June with report card grades and a narrative on individual progress as well as two additional progress reports that will include student goals in October and February.

⇒ Provide parents reasonable access to staff and means for communication. Specifically, staff will be available for consultation with parents as follows:

Parents can contact staff through the school secretary or the parent coordinator to schedule meetings. Using the orange communication folder, parents can also send in a note to the teacher. Additionally, the school is in the process of developing a school web-site with valuable information along with DOE emails of staff members to support consistent communication. Every other month teachers create a grade newsletter to update parents on special events and curricular initiatives.

⇒ Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

Each month parents receive a Grade Level Monthly Newsletter that details the Units of Study in each curriculum area as well as any special activities, and trips that will take place that month. Our Art program has several exhibits during the school year. Parents are also invited to volunteer by sharing an expertise in our Enrichment program. Each month grades engage in publishing parties to share their writing with families. We also encourage and invite parents to attend holiday celebrations, class trips and help with special classroom projects. Our residencies with Making Books Sing, the NY Philharmonic School Partnership Program, ARTS Connection, the Jewish Museum, allow parents view their children's work in these programs and/or to engage in hands-on activities with their children. Monthly parent workshops provide parents with learning opportunities to support their child's academic progress.

Parent Responsibilities

We as parents will support our children's learning in the following ways:

⇒ Make education a priority in our home by:
- making sure my child is on time and prepared every day for school;

- promoting good attendance;
- talking with my child about his/her activities every day;
- scheduling daily homework time;
- providing an environment conducive for study;
- making sure that homework is completed.

⇒ Volunteer in my child's classroom when possible;
⇒ Participate, as appropriate, in decisions relating to my children's education;
⇒ Participate in school activities on a regular basis;
⇒ Stay informed about my child's education and communicate with the school by promptly reading all notices from the school or the DOE either received by my child or by mail and responding as appropriate;
⇒ Read together with my child every day;
⇒ Communicate positive values and character traits, such as respect for others, hard work and responsibility;
⇒ Help my child accept consequences for negative behavior;
⇒ Be aware of and follow the rules and regulations of the school;
⇒ Support the school's discipline policy;
⇒ Express high expectations and offer praise and encouragement for achievement;
⇒ Communicate pertinent information to school in regards to social and academic achievement.

School Staff-Print Name	Signature	Date
Parent(s) – Print Name		
Student (if applicable)- Print Name		

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS – NOT APPLICABLE

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:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - 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.
    - 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.
   We only receive Title I funds for students in temporary housing. The amount received was $2,887.00.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
   The students served under this program participate in all of the regular programs at our school and receive academic intervention services.

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;
   See pages 15 – 19 and Appendix I, pages 21 – 22.

5. Provide instruction by highly qualified teachers;

   Every teacher in the school is state certified to teach in their particular area. We will continue to provide professional development for the staff through TC staff developers, calendar days at TC, Regional calendar days, and in-house staff development.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff; and
   Our teachers attend and participate attend professional development at TC and the TC staff developer also provides in-house professional development. The principal participates in a study group with colleagues at Teacher's College and attends all regional conferences and workshops. All teachers and paraprofessionals are included in all aspects of professional development. We will continue our partnership with Teachers College.

7. Provide strategies to increase parental involvement

We will continue to provide monthly parent workshops, send a weekly newsletter (Wednesday Weekly) to keep parents informed, send a monthly grade level newsletter, and invite families to participate in Family Fridays. Our parent coordinator will continue to outreach to the families of students in temporary housing and will provide any support needed.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT – NOT APPLICABLE

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT - NOT APPLICABLE

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State's new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR[1] Phase/Group *(If applicable):*** _____

Part A: For All Schools Identified for Improvement

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 Identified for Improvement

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. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) 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) – NOT APPLICABLE

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.

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, these 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: 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 also 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.

[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.

- **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.

- **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.

PS 39's Curriculum Team reviewed Key Finding 1A and found that our ELA curriculum is aligned to NY State standards.

- Gaps in the Written Curriculum – A New York State Curriculum Alignment committee was formed to assess the school's existing curriculum maps in the area of writing and their alignment to New York State standards. If it is found that the maps are misaligned, said committee will update maps and training will be provided to the staff to discuss implementation requirements.
- Curriculum Maps – The New York State Curriculum Alignment Committee will review the school's existing curriculum maps representing all grade levels to update the content to include skills to be mastered, strategies to be utilized, and student outcomes to be attained. Student action plans in the areas of reading and writing will be reviewed to ensure alignment with content specific standards-based expectations.
- Taught Curriculum - Formal and informal observations will include a focus on teachers' attention to writing, critical analysis, speaking and listening.
- ELA Materials – The results of the 2008/2009 Learning Environment Survey will be used to ascertain whether teachers have the materials they need to adequately deliver instruction, particularly, to sub populations of students including: English Language Learners and students with special needs.
- English Language Learners – All classroom teachers and service providers, including ESL and teachers of bilingual education classes will be given the ESL Standards. These Standards will be reviewed at grade and department meetings in order to ensure alignment with the school's ELA curriculum and ELA standards.

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

☐ Applicable √ Not Applicable

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?

PS 39 uses a standards-based Balanced/Comprehensive Literacy program of study for all students including those for whom English is not their first language and for students who have special learning needs. Balanced Literacy stresses the essential dimensions of reading through explicit teaching of phonics, phonemic awareness, fluency and expressiveness, vocabulary, and comprehension. Daily read-alouds, independent reading time, reading workshop, writing workshop, and systematic word study instruction are key features of the approach. Teachers demonstrate the habits and strategies of effective reading and writing through a variety of structures: read-aloud, guided reading, shared reading, interactive writing, and mini-lessons in reading and writing. By coaching students in individual or small-group conferences, teachers allow students to successfully and independently apply those strategies to their own reading and writing.

Classroom libraries are the centerpiece of Balanced Literacy. These libraries allow teachers to organize instruction around authentic literature. Extensive use of classroom libraries encourages students to read and write about a variety of topics they know and like. The libraries are designed so that each grade will have a common core of books that span a range of reading levels and cover all kinds of literature from picture books, chapter books, and novels to poetry and nonfiction.

Furthermore, our most recent test results in ELA show growth:

				Mean										
			Number	Scale	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
School	Grade	Year	Tested	Score	#	%	#	%	#	%	#	%	#	%
039	3	2006	48	678.4	1	2.1	12	25.0	29	60.4	6	12.5	35	72.9
039	3	2007	53	674.4	0	0.0	12	22.6	36	67.9	5	9.4	41	77.4
039	3	2008	50	684.4	0	0.0	5	10.0	36	72.0	9	18.0	45	90.0
039	4	2006	51	650.4	11	21.6	8	15.7	30	58.8	2	3.9	32	62.7
039	4	2007	45	665.3	0	0.0	13	28.9	29	64.4	3	6.7	32	71.1
039	4	2008	55	669.6	2	3.6	8	14.6	43	78.2	2	3.6	45	81.8
039	5	2006	58	652.5	6	10.3	20	34.5	28	48.3	4	6.9	32	55.2
039	5	2007	44	659.2	1	2.3	16	36.4	27	61.4	0	0.0	27	61.4
039	5	2008	40	671.4	0	0.0	6	15.0	33	82.5	1	2.5	34	85.0
039	Total	2006	157		18	11.5	40	25.5	87	55.4	12	7.6	99	63.1
039	Total	2007	142		1	0.7	41	28.9	92	64.8	8	5.6	100	70.4
039	Total	2008	145		2	1.4	19	13.1	112	77.2	12	8.3	124	85.5

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.

NA

1B. Mathematics

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.

<u>Please respond to the following questions for Key Finding 1B:</u>

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.

- *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.*

PS 39 is an elementary school. The findings speak to gaps in middle school curriculum and, therefore, do not apply to our school.

- *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.*

This school supplements the mathematics curriculum with constructivist problem solving opportunities for students on all grade levels. Regular and ongoing evaluations using problems that are aligned to the process strands allow the school to determine whether students have a conceptual understanding of mathematical content. Students' constructed responses are assessed using grade appropriate rubrics. Student work is discussed at grade meetings and the math program is adjusted, as necessary, based on students' ability/inability to problem solve. Furthermore, the New York State Curriculum Alignment Committee will review curriculum maps representing all grade levels to update content to include skills to be mastered, strategies to be utilized, and student outcomes to be attained

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

☐ Applicable √ Not Applicable

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?

PS 39 uses *Everyday Mathematics,* which is a research-based curriculum developed by the University of Chicago School Mathematics Project. UCSMP was founded in 1983 during a time of growing consensus that our nation was failing to provide its students with an adequate mathematical education. The goal of this on-going project is to significantly improve the mathematics curriculum and instruction for all school children in the U.S.

Several basic principles that have guided the philosophy of *Everyday Mathematics* include:

- Students acquire knowledge and skills, and develop an understanding of mathematics from their own experience. Mathematics is more meaningful when it is rooted in real life contexts and situations, and when children are given the

opportunity to become actively involved in learning. Teachers and other adults play a very important role in providing children with rich and meaningful mathematical experiences.

- Children begin school with more mathematical knowledge and intuition than previously believed. A K-6 curriculum should build on this intuitive and concrete foundation, gradually helping children gain an understanding of the abstract and symbolic.

- Teachers, and their ability to provide excellent instruction, are the key factors in the success of any program. Previous efforts to reform mathematics instruction failed because they did not adequately consider the working lives of teachers.

The scope of the K-6 *Everyday Mathematics* curriculum includes the following mathematical strands which are aligned to the NYS standards:

- Algebra and Uses of Variables
- Data and Chance
- Geometry and Spatial Sense
- Measures and Measurement
- Numeration and Order
- Patterns, Functions, and Sequences
- Operations
- Reference Frames

Furthermore, our most recent test results show growth:

				Mean										
			Number	Scale	Level 1		Level 2		Level 3		Level 4		Levels 3+4	
School	Grade	Year	Tested	Score	#	%	#	%	#	%	#	%	#	%
039	3	2006	50	689.7	0	0.0	3	6.0	31	62.0	16	32.0	47	94.0
039	3	2007	54	706.1	0	0.0	2	3.7	24	44.4	28	51.9	52	96.3
039	3	2008	50	694.0	0	0.0	2	4.0	34	68.0	14	28.0	48	96.0
039	4	2006	53	671.7	4	7.5	8	15.1	30	56.6	11	20.8	41	77.4
039	4	2007	43	680.9	0	0.0	4	9.3	30	69.8	9	20.9	39	90.7
039	4	2008	55	693.2	1	1.8	3	5.5	30	54.6	21	38.2	51	92.7
039	5	2006	58	656.9	3	5.2	17	29.3	35	60.3	3	5.2	38	65.5
039	5	2007	44	669.7	1	2.3	9	20.5	29	65.9	5	11.4	34	77.3
039	5	2008	39	676.1	0	0.0	3	7.7	31	79.5	5	12.8	36	92.3
039	Total	2006	161		7	4.3	28	17.4	96	59.6	30	18.6	126	78.3

039	Total	2007	141		1	0.7	15	10.6	83	58.9	42	29.8	125	88.7
039	Total	2008	144		1	0.7	8	5.6	95	66.0	40	27.8	135	93.8

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.

NA

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.

<u>Please respond to the following questions for Key Finding 2A:</u>

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.

Formal and informal observation will be used to confirm that all teachers are using the workshop model of implementation for both reading and writing.

Informal observation will be used to assess student engagement.

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

☐ 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?

As stated, PS 39 employs a workshop model of instruction for English Language Arts instruction. The architecture of the mini lesson component of both the Reader's and Writer's Workshops includes:

Teacher directed mini lesson	10-15 minutes (20%)
Active engagement	5-10 minutes (13.3%)
Share	5 minutes (6.6%)
Independent practice	30-45 minutes (depending on grade level) (60%) During this time, teachers are either conferring with individual students or working with groups of students for guided practice and/or small group strategy instruction. Student independent practice does not include "busy work." At this time, students are reading independently from and responding to their "just-right" books. During writing, students are drafting or editing and revising their genre-specific pieces.

Student engagement is informally assessed using the following student engagement checklist:

Student Engagement Checklist 2008/2009
School-wide Informal Observations

Category	Observation	Comments
Whole Class Instruction: Rug Area -All students are attentive and looking at teacher(s) -Students sit on rug in purposeful ways depending on task -Various students participate when questions are posed – not the same hands all the time -Student responses to queries are positively validated	_____ Yes to all _____ Yes to some _____ Not really	
Independent Work	_____ Yes to all	

-All students are working productively on assigned task -Students know what to do when "they are done" -Students seek the assistance of a teacher or a peer when they are confused or need direction -Students use environmental print for self-direction	_____ Yes to some _____ Not really	
Transitions -Are quick and smooth -Require little direction -Students go from point A to point B without interruption -Students are prepared with required materials	_____ Yes to all _____ Yes to some _____ Not really	
Organization of the Day -Morning meeting sets the tone for the day: children are part of an interactive conversation concerning the flow of the day -Children know what they will be learning / what is being taught -Children know what is expected of them at all times -Children know why they are part of a small group experience	_____ Yes to all _____ Yes to some _____ Not really	
Student Accountability -Students are held to a high standard: good is not good enough -Students know what work that is good enough looks like -Students are given opportunities to improve their work -Students know the behavioral expectations in the room and act appropriately	_____ Yes to all _____ Yes to some _____ Not really	
Metacognition -Students are given opportunities to share their	_____ Yes to all	

thinking -Students are held accountable for their learning – they are asked to articulate or write what they know and understand -Incorrect answers are not validated or simply ignored – being "right" is important and misunderstandings are discussed	_____ Yes to some _____ Not really	
Self Esteem – Building Toward Intrinsic Motivation -Children are self-directed and self-motivated -Children who need to be "pushed" are pushed in subtle, nurturing ways -Children do not sit next to peers who disrupt or interrupt learning (including friends) -Children feel good about their learning and are excited to share new experiences -Children who need behavioral plans have them and these are used in consistent ways -There is never a "why should I?" attitude – children perform because they understand that learning is important	_____ Yes to all _____ Yes to some _____ Not really	

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.

NA

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. Observations 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.

Formal and informal observation will be used to confirm that all teachers are using the workshop model of implementation for mathematics instruction.

A student engagement checklist will be used to assess teachers' awareness of student intrinsic motivation and metacognition.

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?

This finding is not relevant to PS 1 for the following reasons:

PS 39 employs a workshop model of instruction for Mathematics instruction. The architecture of the mini lesson component of the Math Workshop includes:

Teacher directed mini lesson	10-15 minutes (20%)
Active engagement	5-10 minutes (13.3%)
Share	5 minutes (6.6%)
Independent practice	30-45 minutes (depending on grade level) (60%) During this time, teachers are either conferring with individual students or working with groups of students for guided practice and/or small group strategy instruction. Student independent practice does not include "busy work." At this time, students are working alone, in partnerships or in groups to practice their computation and/or conceptual skills.

Formal and informal observation will be used to confirm that all teachers are using the workshop model of implementation for mathematics instruction.

At this school, SMART boards are often used for demonstration during the mini lesson.

Student engagement is informally assessed using the following student engagement checklist:

Student Engagement Checklist 2008/2009

School-wide Informal Observations

Category	Observation	Comments
Whole Class Instruction: Rug Area -All students are attentive and looking at teacher(s) -Students sit on rug in purposeful ways depending on task -Various students participate when questions are posed – not the same hands all the time -Student responses to queries are positively validated	_____ Yes to all _____ Yes to some _____ Not really	
Independent Work -All students are working productively on assigned task -Students know what to do when "they are done" -Students seek the assistance of a teacher or a peer when they are confused or need direction -Students use environmental print for self-direction	_____ Yes to all _____ Yes to some _____ Not really	
Transitions -Are quick and smooth -Require little direction -Students go from point A to point B without interruption -Students are prepared with required materials	_____ Yes to all _____ Yes to some _____ Not really	
Organization of the Day -Morning meeting sets the tone for the day: children are part of an interactive conversation concerning the flow of the day -Children know what they will be learning / what is being taught -Children know what is expected of them at all times -Children know why they are part of a small group experience	_____ Yes to all _____ Yes to some _____ Not really	

Student Accountability -Students are held to a high standard: good is not good enough -Students know what work that is good enough looks like -Students are given opportunities to improve their work -Students know the behavioral expectations in the room and act appropriately	_____ Yes to all _____ Yes to some _____ Not really	
Metacognition -Students are given opportunities to share their thinking -Students are held accountable for their learning – they are asked to articulate or write what they know and understand -Incorrect answers are not validated or simply ignored – being "right" is important and misunderstandings are discussed	_____ Yes to all _____ Yes to some _____ Not really	
Self Esteem – Building Toward Intrinsic Motivation -Children are self-directed and self-motivated -Children who need to be "pushed" are pushed in subtle, nurturing ways -Children do not sit next to peers who disrupt or interrupt learning (including friends) -Children feel good about their learning and are excited to share new experiences -Children who need behavioral plans have them and these are used in consistent ways -There is never a "why should I?" attitude – children perform because they understand that learning is important	_____ Yes to all _____ Yes to some _____ Not really	

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.

NA

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.

Year-to-year teacher turnover rate is evaluated by the school's administrative Cabinet. To date, this school does not have a high turnover rate with a minimal number/percentage of new teachers joining the school's organization each year.

If the turnover rate becomes high, i.e., more than 10%, over a three-year period, the school will contact staffing pools such as Teach for America and/or NYC Teaching Fellows in order to recruit teachers with greater sustainability.

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?

Over the past three years, the school has welcomed the following number and percent of new teachers:

2008	1	3.7%
2007	2	7.4%
2006	0	0%

These numbers are insignificant. New teachers at this school receive professional development and support from the school's internal coaches, external staff developers as well as from their UFT mentors.

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.

NA

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.

This school engages in teacher goal setting. When meeting with teachers who work with students for whom English is a second language, the administration will develop professional development plans aligned to those teacher's expressed and anticipated needs.

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

☐ Applicable ☑ Not Applicable

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?

PS 39 is an Empowerment Support Organization School. In addition to the professional development each teacher receives in the school from internal and external coaches, the ESO also customizes 1:1 PD for all ELL teaches. These sessions are planned and facilitated by the Network's Special Services Manager and delivered either at the school or in a venue for Network collaboration. Finally, this school year, the ESO has contracted an ELL Specialist, Catherine Brown, from *Accelerating Minds with Language*. Ms. Brown will be conducting five full-day workshops for the Network's ELL and bi-lingual teachers.

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.

NA

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 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 school will use Quality Statement 1 from its most recent and its upcoming Quality Review to determine whether or not this finding is relevant.

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

☐ Applicable ☑ Not Applicable

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?

PS 39 received an overall score of well-developed for SQ1: "School leaders consistently gather and generate data, and use it to understand what each student knows and is able to do and to monitor the students' progress over time." and a score of well-developed for sub criteria 1.3: "School leaders and faculty provide an objective, constantly updated understanding of the performance and progress of English Language Learners."

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.

NA

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.

The school will use formal and informal observation to assess the teacher's understanding of appropriate differentiated instructional practices.

The school will use Quality Statement 3 from its most recent and its upcoming Quality Review to determine whether or not this finding is relevant.

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?

PS 39 received an overall score of well-developed for SQ3: "The school aligns its academic work, strategic decisions and resources and effectively engages students around its plans and goals for accelerating student learning, and an overall score of well developed for sub criteria 3.4: "The school ensures that teachers use school, class and student data to plan for and provide differentiated instruction that meets the specific needs of all students in their charge."

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.

NA

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.

The school's Administrative Cabinet, along with the IEP Teacher, will review all IEP's in order to determine whether or not the NYS performance standards for English Language Arts and Mathematics were used on each grade level when determining, based on classification, student cognition and the results of both formative and summative assessments, the percentage each child with an Individualized Educational Plan must achieve in order to be promoted. Furthermore, the Administrative Cabinet and IEP Teacher will ensure that these performance outcomes have been incorporated into the IEP's and that short term goals were aligned to the performance/promotional outcomes.

Finally, the Administrative Cabinet and IEP Teacher will review IEP's for behavioral plans for those students who are Emotionally Handicapped and/or who, based on the school's data, have exhibited behaviors that deter from that child's educational and social/emotional growth and development.

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

☐ Applicable ☑ Not Applicable

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?

PS 39 teachers have received extensive professional development in the area of student goal setting and writing correct, appropriate and educationally sound IEP's. This training has been provided to them at the school level by the Empowerment Support Organization's Special Services Manager. Teachers at this school use the NYS standards when making promotional decisions prior to writing an IEP at annual review. All students with special needs at this school have promotional goals that clearly reflect a percentage of their current grade level's performance outcomes. We aspire to have each classified student achieve proficiency in both ELA and mathematics.

Teachers at PS 39 have received Mel Levine training and know how to write and use functional behavioral plans for students for whom this is a necessary intervention.

Finally, PS 39 is a PBIS school. Positive Behavior Intervention and Support is a foundational behavioral philosophy shared by the staff, students and parents. All students at PS 39 know what is expected of them behaviorally and academically and also know the consequences for not being prepared, safe, respectful or responsible. Parents support the school's efforts and teachers do not belittle, berate or admonish

children at this school. We understand that all behaviors are precipitated by an internal or external stimulus. We try to understand why children choose certain behaviors and work with them to understand those behaviors, as well, so as not to repeat them in the future.

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.

NA

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

PREVIOUSLY SUBMITTED

All schools that receive C4E funding in FY'09 must complete this appendix.

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:
- *All* Title I schools must complete Part A of this appendix.
- *All* Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf

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Part A: FOR TITLE I SCHOOLS – NOT APPLICABLE

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

2. Please describe the services you are planning to provide to the STH population.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   We currently have one student in temporary housing.

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

   We will provide the student with at-risk counseling, academic intervention provided by the AIS teacher three times weekly, and one period of enrichment weekly. In addition, our Parent Coordinator has reached out to the family and provided them school supplies and other materials needed by the child.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

Our school received $2, 887.00 in funding for two students. Half of the funding will be put aside for use in the event the other student should return.