



P.S. 39

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

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: Melissa Head

PRINCIPAL: Anita de Paz

UFT CHAPTER LEADER: Suzann Bassil

PARENTS' ASSOCIATION PRESIDENT: Susan Moesker

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 15 **CHILDREN FIRST NETWORK (CFN):** 409

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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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	
Susan Moesker	*PA/PTA President or Designated Co-President	
N/A	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Lynn Bernstein	Member/Teacher	
Semara Calhoun	Member/Teacher	
Melissa Head	Member/Teacher	
Susan Bockenbauer	Member/Parent	
Karen Herskowitz	Member/Parent	
Jim Ivey	Member/Parent	
Robyn Kissler	Member/Parent	

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

* Core (mandatory) SLT members.

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.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

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	Attendance - % of days students attended :								
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	36	38	36		94.6	94.7	TBD		
Kindergarten	51	48	58	Student Stability - % of Enrollment :					
Grade 1	58	57	54	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 2	59	50	57		98.0	99.0	TBD		
Grade 3	51	51	47	Poverty Rate - % of Enrollment :					
Grade 4	56	42	49	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 5	40	52	40		44.8	37.2	36.7		
Grade 6	0	0	0	Students in Temporary Housing - Total Number :					
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 8	0	0	0		1	1	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number :					
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		0	1	2		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	2	0	1	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Total	353	338	342						
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	9	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	7	Superintendent Suspensions	0	0	TBD		
Number all others	24	27	27	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Program Participants	0	0	0		
# in Transitional Bilingual Classes	0	0	0	Number of Staff - Includes all full-time staff:					
# in Dual Lang. Programs	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
# receiving ESL services only	22	17	18	Number of Teachers	26	25	TBD		

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	5	Number of Administrators and Other Professionals	4	4	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	61.5	68.0	TBD
				% more than 5 years teaching anywhere	53.8	60.0	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	77.0	80.0	TBD
American Indian or Alaska Native	0.3	0.3	0.3		74.1	0.0	TBD
Black or African American	24.9	21.3	16.7				
Hispanic or Latino	34.0	32.0	28.4				
Asian or Native Hawaiian/Other Pacific Isl.	3.7	3.0	5.0				
White	37.1	42.3	47.1				
Male	50.7	48.2	50.0				
Female	49.3	51.8	50.0				
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/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		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**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	√	√	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	√	√	-				
Multiracial	-	-	-				
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√	-				
Student groups making AYP in each subject	5	5	1				
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			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	18.8			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	54.2						
<i>(Comprises 60% of the Overall Score)</i>							
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			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				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.							
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

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/Teacher 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 your school’s 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
2009/2010 NYS TESTING DATA	<p>ELA</p> <ul style="list-style-type: none"> • 95% of students in Grades 3, 4, & 5 scored at Level 2 or above • 76% of students in grade 3 scored at Level 3 and above • 59% of students in grade 4 scored at Level 3 and above • 63% of students in grade 5 scored at Level 3 and above • Male students in grades 3 are scoring higher than female students • Female students in grades 3 & 5 are scoring significantly higher than male students <p>Math</p> <ul style="list-style-type: none"> • 98% of students in grades 3, 4, & 5 scored at Level 2 or above • 60% of students in grade 3 scored at Level 3 or above • 80% of students in grade 4 scored at Level 3 or above • 85% of students in grade 5 scored at Level 3 or above <p>ELA & Math</p> <ul style="list-style-type: none"> • Our school’s testing results follow citywide trends due to the new calibration of test scores • Due to change in cut scores, student performance decreased dramatically resulting in fewer students achieving Level 3 or above standards in ELA & math • Based on the 2008/2009 cut scores, the total number of students achieving Levels 3 and 4 would have significantly increased in ELA and math 	<p>ELA</p> <ul style="list-style-type: none"> • The number of students in Gr. 3 performing at Level 4 increased by 2.5 times (08/09 to 09/10) • The number of students in Gr. 5 performing at Level 4 increased by 1.5 times (08/09 to 09/10) <p>Math</p> <ul style="list-style-type: none"> • 13% increase in the number of Gr. 5 students who scored at Level 4 <p>ELA & Math</p> <ul style="list-style-type: none"> • 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 	<p>ELA & Math</p> <ul style="list-style-type: none"> • 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 reading comprehension

	PERFORMANCE TRENDS	ACCOMPLISHMENTS	SIGNIFICANT AIDS OR BARRIERS
2009/2010 PROGRESS REPORT	<ul style="list-style-type: none"> • Consistent increase in the receipt of extra credit • Special education students continue to make exemplary proficiency gains further closing the achievement gap • Due to change in cut scores, student performance decreased dramatically resulting in fewer students achieving Level 3 or above standards in ELA & math • Continue to make consistent gains in moving student from Level 3 to Level 4 in ELA • Based on the 2008/2009 cut scores, the total number of students achieving Levels 3 and 4 would have significantly increased in ELA and math 	<ul style="list-style-type: none"> • Overall grade of B • Special education students made exemplary proficiency gains in ELA & math • 0.5 increase in extra credit for exemplary gains for special education students in ELA • Exemplary gains were made in moving the lowest third in ELA & math resulting in extra credit • 20% of SETSS students are in the 75th growth percentile or higher in ELA • 46.7% of SETSS students are in the 75th growth percentile or higher in math 	<ul style="list-style-type: none"> • Inquiry team will work with identified students through grade level action research to increase student proficiency in reading comprehension • Inquiry team will also work with identified students in grades 4 & 5 with growth percentiles lower than 60 or predicted to be lower than 60 • Common Core PD Team will support teachers in aligning reading curriculum in grades K & 4 to the Common Core Standards • Common planning time • Partnership with Teachers College to provide professional development to teachers • Monthly grade meetings • P.M. per session for monthly planning time • No in-house coaches • Minimal budget for per session
2009/2010 Learning Environment Survey	<ul style="list-style-type: none"> • The changes in performance trends are not statistically significant from the previous year as there have been 0.1 – 0.2 changes in each of the four domains • 84% of our parents completed the survey (significantly above the city average) • 83% of our teachers completed the survey (significantly above the city average) 	<ul style="list-style-type: none"> • We received the highest possible level in the domain of Engagement as compared to all elementary schools • We received above average in the domains of Academic Expectations, Communication, and Safety & Respect as compared to all elementary schools • Parents surveyed gave the highest possible level in 2 of the 4 domains (Communication & Engagement) • Parents surveyed gave above average levels in the remaining two domains (Academic Expectations & Safety & Respect) • Teachers surveyed gave above average levels in all four domains • The school has created an environment where there are few conflicts based on culture, religion, sexual orientation gender or disabilities • There is an extremely high teacher/parent interest and involvement in the school 	<ul style="list-style-type: none"> • 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 • 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 making programming more enrichments a challenge

	PERFORMANCE TRENDS	ACCOMPLISHMENTS	SIGNIFICANT AIDS OR BARRIERS
--	---------------------------	------------------------	-------------------------------------

<p>FORMATIVE ASSESSMENT DATA</p>	<ul style="list-style-type: none"> Classroom teachers continue to regularly assess student work and collect data in all content areas using a wide range of assessment tools and templates Formative assessment information is consistently 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Collaborative staff Regular review of assessment data Professional development to support teachers in interpreting data Scheduled planning time Lack of in-house coaches to support teachers Lack of funding for additional per session and professional development
<p>OBSERVABLE DATA</p>	<ul style="list-style-type: none"> In-depth analysis of curriculum to set specific and meaningful short-term goals for each student Providing parents, on a regular basis (4X yearly) with detailed assessment and progress information so they have a better understanding of their child's next steps in learning Consistent review of student progress and setting of short-term, meaningful goals that build towards longer-term targets for individual students and whole class Teachers rigorously judge adjustments to curriculum in order to determine precisely which changes have had a direct impact on student performance Teachers provide greater differentiation for higher achieving students Teachers maintain assessment binders to plan small group work and track student progress Informal observations are a means to gather information about instruction and plan professional development PBIS practices are fully integrated into the school community 	<ul style="list-style-type: none"> The principal has promoted a clear, shared vision among all members of the school community, which has had a positive effect on student learning The schools has created a common system for the use of data 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 effectively 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 	<ul style="list-style-type: none"> 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 Character education curriculum is being implemented regularly to support PBIS Regular special education professional development has been planned to assist teachers with differentiating instruction for special needs students in the general education classrooms Network personnel is mentoring inquiry team and core standard teams in the areas of aligning K and 4 reading curriculum to Core Standards

		<p>expectations consistently reflect in practice, leading to considerable success of all its students</p> <ul style="list-style-type: none"> • Inquiry team has been 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

GOAL #1

By June 2011, 28.6% of the schools multiple inquiry teams (2 out of 7 teams) will be focused on aligning the common core standards with the schools current reading curriculum.

GOAL #2

By June 2011, 65% of general education teachers will participate in professional development focused on techniques to provide students with special needs access to the general education curriculum while attending their community based school.

GOAL #3

By June 2011, 70% of teachers will demonstrate consistent use of a Character Education Curriculum to promote a positive school environment as evidenced by a 20% decrease in the total number of office behavioral referrals between October and May.

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 2010-11 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, PLA, 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

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Teachers will work collaboratively to align the reading curriculum with those of the Common Core Standards in grades K and 4. By June 2011, 28.6% of the schools multiple inquiry teams (2 out of 7 teams) will be focused on aligning the common core standards with the schools current reading curriculum.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • The Core Inquiry and Grade Specific Teams will continue to meet monthly to collect and analyze data and monitor student progress. • Data Specialist will provide data workshops to classroom teachers to access and analyze data on Acuity, ARIS and internal assessments. • The 2 out of 7 teams focused on aligning the common core standards to the current reading curriculum will be the Kindergarten and 4th grade teams. The Kindergarten team will focus on curriculum mapping while the 4th grade team will focus on common rubric/assessment development. • The core Inquiry Team will be regularly mentored by network personnel in the area of Curriculum Mapping • Selected team members will attend 3 days of network professional development in the area of curriculum mapping • All Inquiry Team members will create and maintain grade level binders to document the work of the team, reflections of the process and progress of targeted students. • Core Inquiry Team mentors will present progress reports at monthly faculty conferences.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • TL Children First Inquiry Team Funds: \$5,040 – Per Session – Core inquiry team meetings • TL Data Specialist: \$2,550– Per Session – Plan PD, File inquiry team data • TL FSF: \$2,404 – Per Session – monthly PD with Core Inquiry Team mentors • TL Children First Inquiry Team Funds: \$5,040 – Per Session – monthly PD with Core Inquiry Team mentors • Scheduling grade level common preps
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Revised reading curriculum maps to reflect alignment with Core Standards • Monthly Inquiry Team agendas and minutes • CFI Interface documentation

Subject/Area (where relevant): **SPECIAL EDUCATION
PROFESSIONAL DEVELOPMENT**

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To improve reading skills for our school’s IEP students By June 2011, 50% of general education teachers will participate in professional development focused on techniques to provide students with special needs access to the general education curriculum while attending their community based school.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • Special Education Reform team will meet once a month to discuss and plan for student needs, monitor student progress toward IEP goals and to serve as a liaison between classroom teachers and team. • Special Education Reform team members will plan and implement grade specific professional development to selected classroom teachers to support students with special needs. • Selected teachers will participate in 3 special education professional development days at TC. • Anticipated 2 calendar days changes to provide professional development through inter – visitation between PS 39 and PS 295. • Selected staff to attend monthly network professional development days around Phase I reforms. • Monthly ITT professional development sessions.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • TL FSF: \$3,000 – Additional Special Education Reform Phase-In Curriculum and Staff Development – TC • Scheduling monthly Special Education Reform Team meetings

Indicators of Interim Progress and/or Accomplishment

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

- Creation of a specific professional development plan to support Phase 1 special Education Reforms
- Meeting agendas and sign-in sheets
- Observed use of special education instructional techniques by teachers in general education classrooms

Subject/Area (where relevant): BUILDING SCHOOL COMMUNITY

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To utilize a consistent school wide behavioral system that supports PBIS principles and promotes a positive school environment which fosters safety, respect, responsibility and preparedness. By June 2011, 70% of teachers will demonstrate consistent use of a character education curriculum to promote a positive school environment as evidenced by a 20% decrease in the total number of office behavioral referrals between October and May.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Community Building Team will meet monthly to create theme of the month, plan assemblies, assess instructional program and make necessary revisions to curriculum. • Facilitate inter-visitations to other PBIS sites using per diem funds. • Conduct two parent workshops to educate families and offer ways for parents to support the program at home. • Provide monthly on-going PD to staff via faculty and grade conferences. • Classroom teachers will implement character education curriculum lessons once per week. • Set tri-annual benchmarks to review, analyze and share office behavioral referral data with staff at faculty conferences in order to assess the effectiveness of instruction.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> • TL FSF - \$930 per diem for inter-visitations to other PBIS sites. • TL FSF - \$336 per session to conduct two parent workshops to educate families and offer ways for parents to support the program at home. • \$4, 761.00 to purchase character education curriculum kits for K-5 teachers.

Indicators of Interim Progress and/or Accomplishment

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

- Implementation of Caring School Community curriculum in grades K-5
- 20% reduction in total number of office behavioral referrals
- Formal and informal observation of Caring School Community lessons
- Staff feedback on curriculum at faculty conferences
- Mid-Year and year end teacher curriculum survey results

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

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				
K	0	0	N/A	N/A	2	0	0	2
1	1	1	N/A	N/A	6	1	2	2
2	1	1	N/A	N/A	0	0	0	4
3	3	3	N/A	N/A	1	0	0	1
4	11	19	11	11	0	0	0	3
5	17	8	3	17	2	0	2	1
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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • Science Teacher provides differentiated instruction in small groups during the school day once a week
Social Studies:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • Grade 1 – Small group or individual sessions 1 – 2X weekly during the school day
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • Grades K – 5: Small group sessions with the Social Worker 2X weekly
At-risk Health-related Services:	<ul style="list-style-type: none"> • 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 (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011 NOT APPLICABLE

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

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

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

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, 25% 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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	0	0	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	n/a	n/a	n/a
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	n/a	*	
4. Enter the anticipated 10% set-aside for Professional Development:	n/a	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%

6. 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.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

Directions: Attach a copy of the school’s **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- 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.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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 \$2,612.00.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

The student served under this program participates in all of the regular programs at our school and receives 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;

See Part V, Part VI, and Appendix 1, Part B

4. Coordinate with and support the regular educational program;
See Appendix 1, Part B

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;

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; and

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.

8. Coordinate and integrate Federal, State and local services and programs.
Our guidance counselor provides referrals to outside agencies as requested by parents.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING
NOT APPLICABLE

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

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.

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: 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>

Part A: FOR TITLE I SCHOOLS

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 your Children First Network.

Our school received \$2, 612.00 in funding.

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

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	38	36	36		94.6	94.7	94.7
Kindergarten	48	58	63				
Grade 1	57	54	59	Student Stability - % of Enrollment:			
Grade 2	50	57	49	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	51	47	57		98.0	99.0	97.0
Grade 4	42	49	47				
Grade 5	52	40	46	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		44.8	36.7	33.7
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	1	1
Grade 12	0	0	0				
Ungraded	0	1	3	Recent Immigrants - Total Number:			
Total	338	342	360	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	1	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	0	9	6
# in Collaborative Team Teaching (CTT) Classes	0	7	16	Superintendent Suspensions	0	0	0
Number all others	27	27	26				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	26	25	23
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	4	4
# receiving ESL services only	17	18	TBD				
# ELLs with IEPs	0	5	TBD	Number of Educational Paraprofessionals	2	1	3

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	61.5	68.0	78.3
				% more than 5 years teaching anywhere	53.8	60.0	60.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	77.0	80.0	82.6
American Indian or Alaska Native	0.3	0.3	0.0	% core classes taught by "highly qualified" teachers	74.1	0.0	100.0
Black or African American	21.3	16.7	14.2				
Hispanic or Latino	32.0	28.4	24.2				
Asian or Native Hawaiian/Other Pacific	3.0	5.0	5.8				
White	42.3	47.1	55.8				
Male	48.2	50.0	46.1				
Female	51.8	50.0	53.9				

2009-10 TITLE I STATUS

	Title I						
v	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v	-				
Multiracial	-	-	-				
Students with Disabilities	-	-	-				
Limited English Proficient	-	-					
Economically Disadvantaged	v	v	-				
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	52.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	7.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	34.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.8						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = 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.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 409	District 15	School Number 39	School Name Henry Bristow
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		Other Sarah Parker Green /IEP	
Network Leader Neal Opromalla		Other n/a	

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language 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	360	Total Number of ELLs	19	ELLs as Share of Total Student Population (%)	5.28%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- 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.

Overview

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.

PS 39 has one permanently certified ESL teacher who services all the English Language Learners in the school.

PS 39 is located in the Park Slope section of Brooklyn, New York. At present the school serves approximately 360 students, 5.67% are ELLs. The school's ethnic population is as follows: 55.83% White, 24.44% Hispanic, 14.16% Black, and 5.55% Asian. 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 2010-2011 school year PS 39 identified 19 ELLs (English Language Learners): 9 native Spanish speakers, 6 Arabic speakers, 2 Chinese speakers, 1 Danish speaker and 1 Russian speaker. Some of these ELLs include special education students from a CTT class as well as students with IEPs. The majority of ELLs are placed in the same class to facilitate an ESL push-in/ pull-out program. Based on the results of the 2010 NYSESLAT and LAB-R the school has 7 students at the Beginning level, 6 at intermediate and 6 as advanced. The ELL population at PS 39 performs lowest in the reading and writing strand of the NYSESLAT.

For the 2010-2011 school year, the numbers of students who receive ESL services by grade are as follows:

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

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.

1. 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 is most proficient in by a licensed pedagogue. Translators are available to assist parents who may need assistance in filling out the questions. A licensed pedagogue then conducts an informal interview (with the help of a translator if needed) 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.

2. To assist the parents in making the most informed choice, an orientation is given by the ESL teacher in conjunction with the Parent Coordinator within the first few weeks of school. 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 parents' 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.

3. Entitlement letters are sent home in the ELL's home language after receiving tabulating the results of the LAB-R exam. Parent surveys

are sent out as well, and also distributed at the orientation. If the parent still has not returned these forms, additional follow up to obtain these materials is done via the parent coordinator via telephone. The ESL coordinator will meet individually with parents to assist them in filling out the parent survey and program choice form.

4. 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. A translator is available to assist parents in any questions they may have regarding specific programs and the paper work related to them.

The trend for PS 39 is that 100% of the parents have chosen the free standing ESL program. This year of the 6 newly enrolled students all of the families chose the free standing ESL option for their children.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	4	3	2	5	2	3								19
Total	4	3	2	5	2	3	0	0	0	0	0	0	0	19

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	13	Special Education	6
SIFE	0	ELLs receiving service 4-6 years	6	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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0									0
Dual Language										0
ESL	13	0	3	6	0	3	0	0	0	19
Total	13	0	3	6	0	3	0	0	0	19

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	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Dual Language (ELLs/EPs) 9-12																			
Number of ELLs by Grade in Each Language Group																			

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	Hispanic/Latino:
	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish		2	1	3	2	1								9
Chinese		1		1										2
Russian			1											1
Bengali														0
Urdu														0
Arabic	3			1		2								6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													1
TOTAL	4	3	2	5	2	3	0	0	0	0	0	0	0	19

Part IV: ELL Programming

A. Programming and Scheduling Information

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.

1. a. During the 2010-2011 school year, the ESL teacher at P.S. 39 services 19 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 do not interfere with the ELA instruction already taking place in the mainstream classroom, but instead supplement and scaffold the materials already being covered by the mainstream classroom teachers.

b. 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.

2. Our ESL teacher works with students in groups based on proficiency levels of the NYSESLAT. They receive mandated instruction based on these levels.

3. 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

4. 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.

4a. Currently we do not have any SIFE students.

4b. 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.

4c ELLs receiving 4 to 6 years of service are a larger 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. In addition, we monitor the progress of students in all content areas to differentiate instruction for literacy needs.

4d. Currently PS 39 does not have any Long-Term ELLs

4e 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. 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.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
--	------------------	---------------------	-----------------

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.
14. What language electives are offered to ELLs?

5. After an analysis of ELL's scores on the NYSESLAT, ELA and Math assessments, as well as teacher feedback, we place students in intervention services in addition to ESL instruction. ELLs may receive Academic Intervention Services using the push-in model with a part time AIS teacher. If a child has an IEP, they meet in small groups or individually with an IEP teacher, SETTS teacher or Speech teacher to assist them with their specific needs. We have two classes 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. There is a collaboration between the ESL teacher and IEP contact person. We also monitor newcomer and SIFE student for possible special needs status. All of our interventions are given in English. We do, however, have a bi-lingual parent coordinator and translators used when we have specific meetings.

6. Our transition students are still monitored carefully for 2 years following the passing of the NYSESLAT. These students continue to receive testing accommodations for two additional years. These include a separate testing location, time and a half, with an 8:1 student to teacher ration. They are also provided with bilingual dictionaries and glossaries for assistance on exams. PS 39 currently offers testing modification for up to two years for students who have passed the NYSESLAT exam. In addition, they are able to participate in after school and test preparation to assist in math and literacy.

7. We have started some new programs to increase community development and awareness at our school. We will be implementing a series of diversity workshops as well as working with character education as part of a community building program entitled Caring School Community. This is a research based K-6 program that builds classroom and school wide community. It provides specific lessons and activities that integrate community-building efforts across the school day and throughout the school year. The program consists of four components designed to work together to build community in the classroom and the school. These include: class meetings, a cross-age buddies program, home side activities and school wide community building activities.

The Caring School Community curriculum also includes home side activities designed to link the program between home and school. Home side activities give children an opportunity to share their school lives with their parents as well as allowing parents an avenue for communicating with their children about what happens at school. All home side activities are provided in both English and Spanish.

In addition to the Caring School Community Program, we will be using the Comprehension Toolkit. This program was designed by Stephanie Harvey and Anne Goudvis to help teach reading comprehension. The program provides lessons geared to the ELL's on all grade levels.

8. Presently, we have closed ELL targeted afterschool due to cuts in funding, these students are however, allowed to attend other afterschool classes offered to all students at PS 39.

9. These programs include supplemental instruction in ELA and math for grades 3 – 5: Small group, differentiated instruction 2X week after school. In addition ELLs Grades K – 5 can participate in: Small group or individual counseling sessions 1 – 2X weekly during the school day.

10. All of our classrooms have access to computers and laptops that have access to specified programs for ELL enrichment. Classroom and cluster teachers utilize technology, visual aids and differentiated learning to assist ELLs.

11./12. All of our support is delivered in given in English and correspond to ELLs ages and grade level.

PS 39 currently only offers an ESL program at our school. Children are given dictionaries and glossaries in their native language to assist them academically. In addition, we have a collection of books in Spanish that are available to the students if they choose. We also use the Internet to access materials in other languages that will assist students and that will help the ESL teacher communicate with the ELL's.

13. Prior to the beginning of the year classrooms are set up to receive ELL students. At 39 we try to place our ELL students in one class. Classroom teachers are given materials and training on how to best work with the individual needs of their ELL students.

14. Currently, all of our electives are offered in English only.

C. 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)?

n/a

D. 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.

1. The 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 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.

We are focusing on increasing professional development to all staff at PS 39.

We currently have the ESL teacher conduct meetings throughout the year to discuss with staff strategies and methodologies to use in their classrooms. In addition, we will be providing professional development from trainers to focus on areas and subtleties of our ELL learners.

We will also be ordering content books specifically for ELLs so that they will be able to work with the current curriculum on a level that is appropriate for them.

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 2010-2011 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.

2. Transitioning from elementary to middle school can be a challenging time. ELLs and their families work with our guidance counselor to determine the best choices for their students. Translators are provided to assist with filling out necessary paper work. Workshops are offered throughout the year to discuss problems of adjustment, academics as well as services and options available in their new schools. The ESL teacher meets with the teacher's of students who are transitioning to mainstream classes. They provide materials and methodologies that will assist the students in their transitions.

3. Our staff members attend numerous conferences and professional development that address the needs of ELLs and/or other special need children in their classrooms. Our ESL teacher provides professional development (7.5 hours) to the staff to inform them of the needs and requirements for the ELL population. These workshops are given mainly in the beginning of the year, with follow-up meetings throughout.

E. 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?

1. 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.

2. PS 39 offers a variety of workshops and services for our ELL parents. Our parent coordinator spearheads the workshops and either personally translates materials or provides information in their Native Languages. The following are some of the workshops we offer. 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) Curriculum explanations for ESL parents, ESL parent workshop on helping your child at home ESL parent workshop on summer homework exercises and ESL parent workshop on technology.

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.

3. Our parent coordinator holds meetings throughout the year to discuss the needs of our students. Specifically, she attends the ESL Orientation and hands out a survey to compile information that we can use to assist our students and their families. She is bi-lingual and able to translate the information as well.

The Parent Coordinator surveys the parents and plans workshops according to their responses. In addition, the ESL teacher meets with the parents of ELLs to come up with specific strategies to better work with the ELLs in the community.

4. 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 2010-2011 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

Part V: Assessment Analysis

A. Assessment Breakdown

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	9	10	11	12	TOTAL
Beginner(B)	3													3
Intermediate(I)	0													0
Advanced (A)	1					1								2
Total	4	0	0	0	0	1	0	0	0	0	0	0	0	5

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	1	0	0	0	0	0							
	I	2	0	0	0	0	0							
	A	0	0	4	0	1	0							
	P	0	1	4	5	3	0							

READING/ WRITING	B	2	0	1	0	0	0							
	I	1	0	2	1	1	0							
	A	0	0	3	1	1	0							
	P	0	1	2	3	2	0							

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	1	0	2	0	2	0	6
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	0	0	0	0	0
8	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	
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

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

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

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 do 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.

1. 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.

2. 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:

- 53% 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

3. 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

4. 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 19 students who receive direct ESL services and 7 students who receive supplemental academic intervention for a transitional period after recent passage of the NYSESLAT exam.

5. PS 39 currently does not have a dual language program.

6. 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.

□□□□

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may

Additional Information

attach/submit charts. This form does not allow graphics and charts to be pasted.

Our students do not take the Native Language Reading Tests.
Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		
	Other		
	Other		
	Other		