



**PUBLIC SCHOOL 39
FRANCIS J. MURPHY JR. SCHOOL**

**2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: (DISTRICT 31/ BOROUGH R/ NUMBER 31R039)
ADDRESS: 71 SAND LANE, STATEN ISLAND, NEW YORK 10305
TELEPHONE: 718-447-4543
FAX: 718-447-0599**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 31R039 **SCHOOL NAME:** Francis J. Murphy, Jr.

SCHOOL ADDRESS: 71 Sand Lane, Staten Island, New York 10305

SCHOOL TELEPHONE: 718-447-4543 **FAX:** 718-447-0500

SCHOOL CONTACT PERSON: Tracey Wright **EMAIL ADDRESS:** Twright2@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Julie Levine

PRINCIPAL: Tracey Wright

UFT CHAPTER LEADER: Nicole Sperrazza

PARENTS' ASSOCIATION PRESIDENT: Jennifer Tripp

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** 533

NETWORK LEADER: Nancy Ramos

SUPERINTENDENT: Erminia Claudio

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
Tracey Wright	*Principal or Designee	
Nicole Sperrazza	*UFT Chapter Chairperson or Designee	
Jennifer Tripp	*PA/PTA President or Designated Co-President	
Valerie Costello	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Nikki Black	Member/Teacher	
Elizabeth Garbie	Member/Teacher	
Florence Kane	Member/Teacher	
Julie Levine	Member/Teacher	
Maria Ferris	Member/Parent	
Lee Poerio	Member/Parent	
Mimoza Sela	Member/Parent	
Jennifer Dicks	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.

The Francis J. Murphy, Jr. School, Public School 39, is located in the town of Arrochar in the borough of Staten Island. Our student population of 539 children is ethnically diverse, consisting of students with a recent growth in émigrés from Albania, Russia, Asia and Mexico.

Our staff consists of 1 administrator, 33 state certified teachers, 5 school aides, 2 full time secretaries, 1 part time guidance counselor (2 days a week), 1 full time ESL teacher. Our part time Student Assessment Team, consisting of a school psychologist and school social who are here 2 days a week. We also have a full time speech teacher, IEP teacher, and a SETSS teacher who provides I.E.P related services to mandated children. We continue to implement the Uniform Curriculum in literacy and math in grades K to 5.

Our school has a federally funded morning and afternoon Universal Pre-K program. Each session has 18 children who are serviced by one state certified early childhood teacher and paraprofessional. We also have a Collaborative Team Teaching class in grade one which has transitioned up from kindergarten. In addition to our classroom teachers, we also have a teacher of computer lab, social studies, handwriting through literature and a hands-on science lab teacher. These teachers service the children in grades Kindergarten to 5. We also have 4 Academic Intervention/Enrichment teachers who work with at-risk and advanced students four times a week in Grades 1 to 5. One hundred percent of our staff is fully licensed with 87.5% having more than 2 years teaching in this school, 75.8% having more than 5 years experience and 100% holding a Masters Degree or higher.

The student population is comprised of 56.6 % White, 3.7% African American, 24.7% Hispanic and 13.3% Asian or others, with 48.4% males and 51.6% females. The average daily attendance at Public School 39 is 94.6%. Approximately 40 of our students have Individualized Educational Plans (IEPs) and 21 of them receive their mandated services from our Special Education Teacher Support Services teacher (SETSS), as a pull out program in an 8:1 ratio. Our CTT 1st grade contains 10 of these students and our K 12:1:1 class has the 9 remaining students. We also provide additional related services of speech, occupational therapy and counseling to mandated children as well as to those who are "At-risk Students". Our ESL program services 55 English Language Learners in grades K through 5. These students are mainstreamed into the general education program.

At Public School 39, we implement the philosophy of providing children with special needs with the least restrictive environment. In our attempt to provide the least restrictive environment for children of special needs, we will first look at other interventions the teacher and school can implement prior to evaluating a child for services. This includes, but is not limited to, providing at-risk services for potentially new referrals. If after review of these cases, it is determined that significant progress has not been made, then an evaluation will be implemented and the recommendations of the School Assessment Team will be presented and discussed with the parent.

Our aim to promote academic excellence and daily attendance are accomplished by the following initiatives:

- Parents as Reading Partners
- Student of the Month - academics, behavior and citizenship
- Principal's Honor Roll – academics
- Attendance – citizenship
- School Spirit Days – promotes school pride and community service
- Science Fair
- Physical Fitness Day (Blue and Gold Day)
- School Celebration Day
- Book of the Month Initiative
- Monthly Class Attendance Award
- March Madness – academics and fun
- START Program (Students Teaching and Reading Together) – a weekly program in which 5th grade students read to their Kindergarten partners and 4th grade students read to their 1st grade partners (March to June).
- Math Bee
- Spelling Bee
- 100th Day of School Celebration
- Annual Faculty Parent Softball Game
- Poem in Your Pocket Day
- Penny Harvest
- Enrichment Clusters Grade 4 and 5
- Grades 4 and 5 Club Program

Public School 39 has been recognized by the Board of Regents and the State Education Department as one of New York State's Title I schools designated as "high performing/gap closing" for three consecutive years. This designation is based on the school meeting all applicable State Standards for English Language Arts and Math during the 2003-2004, 2004-2005 and 2005-2006 school years. In addition, the school has made Adequate Yearly Progress (AYP) in English Language Arts, Math and Science from the 2002-2003 school year to the 2009-2010 school year.

Our school is immersed in the use of technology to improve instruction. Each classroom, the science lab, computer lab, ESL room, SETSS room, and Academic Intervention room have been equipped with a Smart Board. In addition, every teacher has received extensive training in their use and the Smart Board is used as part of their everyday teaching. This year we will again continue to focus attention on our environment by having the children in all grades become aware of how our physical world is being destroyed. Each grade has been programmed with a weekly **Eco Green Period** which is devoted to learning about our environment in the content areas and how we, as a school community, can take steps to improve the world in which we live in. On Friday's from 1:17 PM to 2:35 PM children in Grade 4 and 5 take part in Enrichment Club Activities which are driven by student interest.

This is the sixth year of our partnership with the YMCA, "Y After-School Program", which provides quality after school care in an applied learning setting, free of charge. This year "Y" Afterschool Programs will be servicing 130 students from grades K to 5. For the past five years, the United Activities Unlimited has provided an applied learning setting, for after school care for our students in grades K to 5 for a monthly fee of \$150.00.

At Public School 39, we are strong proponents of the home school partnership. It is our belief that parents must take an active role in their child's education by providing additional educational support at home and actively participate in school events. We will continue to communicate with parents through workshops, newsletters, encourage parent involvement in classroom activities and be a

resource for all, including our ESL parent group. In concert with the parent coordinator, school and family will work together to enhance the daily educational program that will support children's academic and social growth.

Our school motto, "Public School 39: A Bridge to Success" motivates academic achievement for the students, instills in them a sense of school pride and motivates them to become lifelong achievers and contributors to their community. On a daily basis, we reinforce with all the children the need to be kind to one another.

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.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 39 Francis J. Murphy Jr.				
District:	31	DBN #:	31R039	School BEDS Code:	353100010039

DEMOGRAPHICS									
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	36	36		94.1	94.6	TBD		
Kindergarten	74	75	74						
Grade 1	73	89	88	Student Stability: % of Enrollment					
Grade 2	87	72	87	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	69	87	71		92.3	93.3	TBD		
Grade 4	74	73	90						
Grade 5	59	74	73	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		58.6	55.5	69.4		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		5	5	TBD		
Grade 12	0	0	0						
Ungraded	0	0	0	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	472	506	519		2	6	9		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	0	Principal Suspensions	6	12	TBD		
No. in Collaborative Team Teaching (CTT) Classes	8	11	10	Superintendent Suspensions	1	4	TBD		
Number all others	23	35	42						

DEMOGRAPHICS							
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	38	47	51	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	3	9	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	32	33	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	5	7	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	1	TBD
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.2	0.2	0.0	Percent more than two years teaching in this school	87.5	81.8	TBD
Black or African American	3.2	3.8	3.7	Percent more than five years teaching anywhere	62.5	75.8	TBD
Hispanic or Latino	23.9	25.1	24.7				
Asian or Native Hawaiian/Other Pacific Isl.	12.5	13.0	13.3	Percent Masters Degree or higher	100.0	97.0	TBD
White	60.2	57.3	56.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	TBD
Multi-racial	0	0	0				
Male	50.2	47.4	48.4				
Female	49.8	52.6	51.6				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)	✓		
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	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	-	-	-				
Other Groups							
Students with Disabilities	-	-	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	✓	✓	✓				
Student groups making AYP in each subject	5	5	1				

Key: AYP Status

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

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	NR
Overall Score	75.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	16.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	45	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

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?
-

Teacher Teams

To continue to empower classroom teachers in Grades K to 5, teacher teams will be enhanced so that all teachers will continue to take ownership in the inquiry process in literacy and math. The teachers will continue the process of looking at data the within the grade and across grades to identify trends, discuss these trends and develop strategies that will improve academic performance in literacy and math. By the end of November 2010, we will put a programmed period for the Inquiry process and professional development in the schedule once a week.

Literacy and Math Grades 3, 4 and 5

A high percentage of the children in grades 3, 4, and 5 received levels 3's and 4's on New York State Standardized Tests in Literacy and Math (87.6 % in Literacy and 93.7% in Math) in 2009. In 2010 students scored significantly lower in both areas (52.7% in Literacy and 74.2% in Math). Even though student performance appears to be very good, we found that a large percentage of these students failed to make annual yearly progress. Although students maintained the similar scale score levels, in comparing the results of the students from our school to peer schools, they made significantly lower performance and progress. In a few cases, children who previously scored level 4's declined to level 3's. We also noticed that it is difficult to move the high 3's to 4's and in some cases, maintain the 4's at that proficiency level. In analyzing the data of our lowest performing students, we see that they are not making improvements despite the additional academic support that has been provided. We will take this initiative with an Inquiry Team and move toward effective research based interventions and away from remediation. We want to use new strategies and techniques to accelerate these students growth so that they can catch up to their peers.

In addition, each grade is scheduled a weekly Eco Green period which will provide all children with different learning modalities which will address multiple intelligences giving all students an opportunity to learn in non-traditional ways. To address our students most at risk, small group instruction with push in and pull out services will be provided.

Due to severe budget cuts, we have lost our support coaches. We are being very creative to make up the pd by instituting five ½ days, building capacities in our teachers, enlisting CUNY for Math in the City and our CFN 533 literacy coach one ½ day /week.

Literacy and Math Grade K, 1 and 2

The trends noticed in the lower grades suggest that many of the children do not have the automaticity in letter to sound and sound to letter recognition, sight words, fluency and the ability to self generate lists of words they know, through mental recall. In math, children in the lower grades also have difficulty with number recognition, number object correspondence, number facts and an understanding of basic math concepts. These factors create a gap in their proficiency for reading and math in their grade level. To that end, in consultation with all the constituencies, the need to continue to provide Academic Intervention Services to our early childhood grades will continue in both a pull out and push in mode. We will continue to use the Soudy Learning System and Good Habits Great Readers Program to address the needs of academically challenged children in the lower grades in literacy with improvements in the mini-lesson model, explicit instruction and guided reading groups and strategy groups in other subjects. There is a need to continue academic intervention in math in these grades, which will be addressed by continuing to use Smart Board technology, Exemplars and small group guided instruction with parallel topics in the pull-out model.

English Language Learners

We also have noted a continuing trend which shows an increased number of children entering the school for the first time are not proficient in English. Many of these children have academic deficiencies which makes it is very difficult for them to reach their grade standards even though they are provided with academic intervention services. Most of these children need additional exposure to speaking, listening, reading and writing in English. Their home environment does not provide them with the academic stimulus to be successful learners in English. There is a need to provide additional instruction, beyond the mandated requirements, to these children. The continuation of the ELL Before and After School Academy, will provide an additional 2 hours of instruction 3 days/week in the mornings and afternoons to the children in the Beginner, Intermediate and Advanced Levels. We have a continuing partnership with the Jewish Community Center which provides an ESL adult class, at our school, for parents of our non-English speaking students 3x/week, with two hours of instruction per session 2 days and entrepreneurial and job skills acquisition the remaining day. It is our expectation that when both student and parent acquire English proficiency, academic progress will improve which in turn will result in closing the gap in student performance.

Parents as Partners

We will make parents our partners in their child's education by informing them of their child's long range goals, and report progress towards meeting these goals for literacy and math. Making parents cognizant of their children's goals will make them active participants in their child's education which will ultimately help to improve academic performance in literacy and math. In addition, we will hold Learning Leaders Training to encourage parents to become recognized volunteers in the lunch room, at recess and classrooms offering assistance and tutoring to students.

Enrichment Clusters

We will continue to facilitate and further develop enrichment clusters in music, visual art and dance in order to improve student academic outcomes.

Accomplishments

Public School 39 is a small neighborhood school with a high percentage of students performing very well on all state assessments. Over the years, we have had many successes that have enabled our student body to continue to perform at a high academic level. Every classroom and supportive

program room is equipped with Smartboard technology. In addition, every teacher in the building has received advanced training in the use of Smartboards. Several of our teachers have been certified and have created their own Smartboard lessons and assessments. From 2003 to 2006, our school has received recognition as a high performing /gap closing school from the New York State Education Department. Our school has also received recognition in 2006, from The Community Education Council of District 31, as, The Most Improved School from 2002 to 2006.

Materials secured by a previous literacy grant, have allowed us to continue the use of the Winsor Souday Learning System, Good Habits Great Readers Program and has provided funding for professional development to further advance the use of Smartboard technology for our teachers.

Our school has received a Well Developed rating on their Quality Reviews in 2006 – 2007 and 2007-2008 school years and a B on both Progress reports for that same period. We received an A for school year (2008 -2009).

Barriers

Since we are a small neighborhood school our physical space is limited. We do not have an official gym; the capacity of our auditorium is limited and we do not have additional classrooms for cluster or AIS teachers. Our population is very transient, last year we discharged almost 7% of our students. and many of the families enrolling in our school are Non-English speaking who are recent immigrants. At times this results in minimal academic support received by these students at home due to the language barrier.

When completing evaluations on an at-risk student, many of the parents are reluctant to agree to special placement of their child diagnosed with special needs due to a fear of having their child labeled as a deficient learner. In our effort to provide the children with additional academic support and enrichment, there are often conflicts in scheduling these programs which may interfere with classroom instruction. This year the PPT will be exploring alternative interventions to assist these students with “at risk” interventions.

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 for Teacher Teams

By June 2011, all classroom teachers in Grades K to 5 will continue ownership of the inquiry process in literacy and math, by working on each grade in teacher teams, targeting specific grade needs as indicated by Everyday Math assessments and DRA-2.

Goals for Literacy and Math Grades 3, 4 and 5

By June 2011, it is our goal to have 5% of the students presently performing at high level 3 make one year of progress and to have students 5% of the students presently performing at level 4 maintain the level 4, as evidenced by State Assessments, Acuity and Scantron Performance Series (for new and at risk students).

It is our goal to provide differentiated instruction, evidenced by the use of multiple modalities in the classroom that will address the needs of both at-risk and high performing students throughout the school year. A measure of success of this goal will be indicated by a 1 year increase in student performance.

Goals for Literacy and Math Grade K, 1 and 2

By June 2011, it is our goal to provide academic intervention to 100% of our at-risk students, as measured by their performance on DRA-2 and Everyday Math.

By June 2011, it is our goal to also provide differentiation of instruction during a weekly scheduled Eco Green period using multiple modalities that will address the needs of both at-risk and high performing students.

This will result in a one year gain for 5% of all students.

Goals for English Language Learners

By June 2011, it is our goal to increase English proficiency in ELL students as evidenced by improvement in the number of children passing the NYSESLAT assessments. Of the 60 total students that will be tested 13 students (20%) will pass the NYSESLAT assessment.

Goal for Parent as Partners

By June 2011, it is our goal to continue parent participation in their child's education by informing 100% of our parent population of their child's long range goals in October 2010 and informing the parents upon the success towards meeting these goals.

Goal for Enrichment Clusters

Beginning in October 2010 all students in Grades 4 and 5 will continue to participate in enrichment clusters driven by student interest to ultimately improve in order to improve student academic outcomes.

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): Literacy and Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To further empower classroom teachers in Grades K to 5, to continue their work in the inquiry process in literacy and math, by having teachers on each grade work in teacher teams.</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>	<ol style="list-style-type: none"> 1. Teacher will be provided weekly common planning periods 2. During common planning time, teachers will look at and analyze individual student data as well as grade data enabling teachers to focus on a targeted group of students 3. To expand the Instructional Teams to include a representative from each grade team to share findings, and discuss trends across the grades with the principal and the Inquiry Team <p><u>Responsible Staff</u> Classroom Teachers Cluster Teachers SETSS Teacher IEP Teacher ESL Teacher Related Service Providers Academic Intervention Teachers</p> <p><u>Implementation Timelines</u> By June 2011, 92% of all classroom teachers will be involved in the inquiry process.</p>

<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>	<p><u>Funding</u> Classroom and Support teachers: TL Fair Student Funding, TL DRA Stabilization, TL FSF General Hold Harmless, School Support Supplement, Contract for Excellence, TL Children First Network, TL One Time Allocation, TLFSF Legacy Teacher Supplement, Title SWP , Idea Arra</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Teacher Teams will be in place. Student goals will be discussed and revised as an outgrowth of Teacher Team meetings. Teams will develop instructional solutions based on topics discussed. Instructional solutions will be analyzed and or modified. Teachers will become cognizant of grade and cross grade trends. Parents will be notified of individual student goals for math and literacy and acknowledge receipt of those goals.</p>

Subject/Area (where relevant): Literacy and Math Grades 3, 4, & 5

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, it is our goal to have students presently performing at high level 3 progress to level 4, while maintaining students presently performing at level 4 as evidenced by State Assessments, Acuity and Scantron Performance Series (for new and at risk students).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Based on the Item Skills Analysis for each child as indicated by Acuity, DRA 2, Scantron Performance Series and individual student work, differentiation of instruction will take place for each student in Literacy and Math. Systemically, there is an emphasis on vocabulary in Grades Pre K- 5, which developed from last year's Inquiry Team work across all content areas.</p> <p>The following activities are implemented for Math: Math Workshop, Exemplars, Enrichment Clusters, Everyday Math Online Games, the Eco Green Period, Math Fun Night, Math Bee, 100th Day Celebration, and Extended Day Tutorial.</p> <p>The following activities are implemented for Literacy: Reader's and Writer's Workshop, which includes Guided Reading and Writing, individual reading and writing conferences, independent reading with leveled texts based on student's reading levels determined from the DRA 2 assessments, Good Habits Great Readers Program in grades K to 5, Sondag Learning System in grades 3 and 4, Extended Day Tutorial grades 3, 4 and 5, Bedtime Story Night, P.S. 39 Spelling Bee, School wide Floor Word Walls and Eco Green Period. These activities will be implemented by classroom and cluster teachers, SETSS teacher, and AIS Teachers.</p>
<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>	<p>Academic Intervention Teachers – Title I SWP, TLFSF, Contract for Excellence, Title I ia Supplement, TL Children First Network Support SETSS Teacher – TL Fair Student Funding Math Fun Night and Bedtime Story Night – Title III LEP Funding Teachers in the Extended Day Tutorial – TL Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Progress will be monitored using the following instruments of measure: Teacher created assessments, Everyday Math Unit assessments, Exemplars, Kid Watching, Skills Tutor, Scantron Performance Series, Acuity, NYS Exams and DRA 2 Assessments Projected Gains would be met if the students make one year of progress by June 2010. The interval of periodic review will be administered during the following timetable. Scantron</p>

	<p>Performance Series every 12 weeks, Acuity Predictive Assessment twice a year, NYS Assessments grades 3-5 every year, Everyday Math Unit Assessments and Exemplars approximately once a month, DRA 2 Assessments 3 times a year in grades 3 to 5. Between marking periods, parents are notified as to the progress their child is making towards meeting their June goal.</p>
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Subject/Area (where relevant): Literacy/ Math Grades K,1 and 2

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>It is our goal to provide academic intervention to at-risk students in the bottom third of each grade in all sub groups throughout the school year. This program is designed to improve academic performance as evidenced by a 1 year increase in student performance by June 2011</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>It is our goal to provide whole class enrichment during a weekly scheduled Eco Green period throughout the year. The instruction and activities are designed to use multiple modalities that will address the needs of both at-risk and high performing students.</p> <p>Based on the Item Skills Analysis for each child as indicated by the DRA 2, Scantron Performance Series and individual student work, differentiation of instruction will take place for each student in literacy and math. Systemically, there is an emphasis on vocabulary in Grades Pre K- 2, which developed from past year’s Inquiry Work across content areas.</p> <p>The following activities are or are in the process of being implemented for Math: Math Workshop, Math Literature, Grade- wide Exemplars problem of the Month, the Eco Green Period, Math Fun Night, 100th Day Celebration, and Everyday Math Games online.</p> <p>The following activities are implemented for Literacy: Reader’s and Writer’s Workshop, which includes Guider Reading and Writing, individual reading and writing conferences, independent reading with leveled texts based on student’s reading levels determined from the DRA 2 assessment, Good Habits Great Readers Program in grades 1 and 2, Sondag Learning System in grades 1 and 2, The Sondag System’s Let’s Play and Learn in kindergarten and Literacy Intervention Program in grade 1, Bedtime Story Night, School Wide Floor Word Walls and Eco Green Period.</p> <p>These activities will be implemented by classroom and cluster teachers, IEP teacher, AIS Teachers, and SETSS teacher</p>
<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>	<p>Academic Intervention Teachers – Title I SWP, TLFSF, Contract for Excellence, Title I ia Supplement, TL Children First Network Support SETSS Teacher – TL Fair Student Funding Math Fun Night and Bedtime Story Night – Title III LEP Funding</p>

Indicators of Interim Progress and/or Accomplishment

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

The process will be monitored by using the following instruments of measure: Teacher created assessments, Everyday Math Unit assessments, Exemplars, Kid Watching, Everyday Math Games Online. and Scantron Performance Series for new and at risk student and grade 2 students, DRA 2 and Sonday Learning System.

Projected gains will be accomplished if the students make one year of progress by June 2011. The interval of periodic review will be administered during the following time table: , Everyday Math unit assessments and Exemplars approximately once a month, DRA 2, 3 times a year grades 1 through 5 and twice a year in kindergarten.

Between marking periods, parents are notified as to the progress their child is making towards meeting their June goal.

Subject/Area (where relevant): English Language Learners

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, it is our goal to increase English proficiency in ELL students as evidenced by improvement in the number of children passing the NYSESLAT assessments. Of the 54 total students that will be tested 12 students (22%) will pass the NYSESLAT assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Based on the Item Skills Analysis for each child as indicated by Acuity, DRA 2, Scantron Performance Series and individual student work, differentiation of instruction will take place for each student in literacy and math. Systemically, there is an emphasis on vocabulary in Grades Pre K- 5, which developed from last year's Inquiry Team work across all content areas. The following activities are or will be in the process of being implemented for Math: Math Workshop, Grade- Wide Exemplars Problem of the Month, the Eco Green Period, Math Fun Night, Extended Day Tutorial, Everyday Math Games Online, Math Bee, and the 100th day Celebration.</p> <p>The following activities are implemented for Literacy: Reader's and Writer's Workshop, which includes Guided Reading and Writing, individual reading and writing conferences, independent reading with leveled texts based on student's reading levels determined from the DRA 2 assessments, Good Habits Great Readers Program in grade 1 to 3, ELL pullout program, Sondag Learning System in grades 1,2 and 4, Extended Day Tutorial grades 3, 4 and 5, Bedtime Story Night, P.S. 39 Spelling Bee, School wide Floor Word Walls add ELL After school Academy</p> <p>These activities will be implemented by classroom and cluster teachers, ELL teacher, Academic Intervention Teachers, IEP Teacher and SETSS teacher.</p>
<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>	<p>ELL Teacher- TL Fair Student Funding Math Fun Night and Bedtime Story Night – Title III LEP Funding Extended Day Tutorial- TL Fair Student Funding SETSS teacher – TL Fair Student Funding</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Teacher created assessments, Everyday Math Unit assessments, Exemplars, Kid Watching, Scantron Performance Series, Acuity Assessments, Lab-R, DRA 2, and ELL Interim Assessments</p> <p>Projected Gains would be to make one year of progress.</p> <p>The interval of periodic review will be administered during the following time table – Everyday Math Unit Assessment and Exemplars approximately once a month, DRA 2 times a year in</p>

	<p>grades 2 to 5 and ELL Interim Assessments 2 times a year, and Scantron Performance Series will be administered twice a year. Between marking periods, parents are notified as to the progress their child is making towards meeting their June goal.</p>
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Subject/Area (where relevant): Literacy and Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, it is our goal to maintain and continually improve parent participation in their child’s education by informing 100% of our parent population of their child’s long range goals in November 2010 and informing the parents upon the success towards meeting these goals.</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>	<ol style="list-style-type: none"> 1. To utilize and improve upon a parent friendly template which outlines each child’s goal for literacy and math which will include a return sign off from the parent, indicating that they are aware of these goals. 2. To have the classroom teachers and the Parent Coordinator follow up on all parents who fail to return the goal’s sign off. 3. Parent Coordinator will continue to conduct workshops on the importance of the “School Parent Connection” where goals will be highlighted <p>Responsible Staff Classroom teachers Academic Intervention Teachers Parent Coordinator</p>
<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>	<p>Funding Classroom : TL Fair Student Funding, TL DRA Stabilization, TL FSF General Hold Harmless, School Support Supplement, Contract for Excellence, TL Children First Network, TL One Time Allocation, TLFSF Legacy Teacher Supplement, Title SWP , Idea Arra Parent Coordinator TL Parent Coordinator Use of 1% Parent Involvement Title I funding to conduct parent workshop by the Parent Coordinator</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>By November 2010, 100% of the parents will be aware of their child’s individual goals for literacy and math.</p> <p>By June 2011, 60% of the parents will have communicated back to their child’s teacher that they are aware of and understand the goals that have been set for their child.</p>

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	0	2	6	0
1	19	9	N/A	N/A	0	1	3	0
2	15	6	N/A	N/A	0	0	2	0
3	30	30	N/A	N/A	0	1	0	0
4	30	30	0	0	5	0	0	0
5	30	30	0	0	4	0	0	0
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:	<p>In grades 1 to 3, services are provided in a push in and pull out model. The program includes small group instruction using the Soliday Learning System and guided reading/writing administered four times a week during the school day.</p> <p>During the 37 ½ minutes of additional instruction during the school day for our at risk children, the Soliday Learning System is also used to meet the needs of students in grades 1 to 5 in a small group setting along with additional guided reading and writing, Great Leaps, Linda Mood Bell in Visual Comprehension.</p> <p>The Extended Day Tutorial, which operates from February through the first week in May, also offers small group instruction for the children in grades 3 to 5 for reading and math in preparation for the NYS standardized assessments. Write! (Foundations and Models for Proficiency), is a reading and writing intervention program used for our English Language Learners, Leap Track is used to provide additional academic support to those children receiving SETSS in addition to Great Leaps.</p>
Mathematics:	<p>Students will receive AIS services in a variety of programs including but not limited to; Pull-out services- 4 times per week for 50 minute periods of small group instruction utilizing the Exploring Math program as well as other resources determined necessary by the AIS teacher to help build mathematical foundations. Small group, guided instruction taught by the classroom teacher that correlates to lessons in the Everyday Math program for students struggling that are not eligible for pull-out AIS. Additionally, students may attend the Extended Day Tutorial which is a 23 week program. This program groups students according to ability. Several resources are used including Kaplan and Coach programs. At risk students designated to receive the 37 ½ minutes are provided small group instruction during the school day. Great Leaps Math is also used in grades 3, 4, & 5.</p>
Science:	<p>The classroom teachers share Scantron Performance Series when applicable and Acuity with all content area teachers so that literacy and math strategies are implemented. This is accomplished by monthly articulation with all teachers through grade meetings on common preps. All academic intervention teachers are also in receipt of this information. In addition, the science teacher uses test analysis to determine weaknesses in the area of Science.</p>
Social Studies:	See above

At-risk Services Provided by the Guidance Counselor:	Counseling on a 1 to 1 ratio and “at risk” groups for academic and emotional issues.
At-risk Services Provided by the School Psychologist:	If available, the school psychologist provides assistance with crisis management.
At-risk Services Provided by the Social Worker:	Counseling on a 1 to 1 ratio and “at risk” groups for academic and emotional issues.
At-risk Health-related Services:	The school nurse provides health, nutrition and asthma services for “at risk” health issues. She also refers children for services to outside agencies.

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

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) 1 to 5

Number of Students to be Served: LEP 50 Non-LEP 3

Number of Teachers 3

Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

The program will target the ELL population of P.S. 39 consisting of approximately 50 children. This after school program will begin in January 2011 and end in June 2011. The morning academy is held four times per week from 7:30AM to 8:15AM and the afternoon academy is held three times a week from 3:15 PM to 4:30 PM. The **Imagine learning ESL literacy program** will be used in our computer room by a teacher for all Ell students (grades 1, 2 and newcomers in 4 and 5) attending the 7:30 AM– 8:15AM sessions. **Benchmarks Readers programs** will be implemented during the afternoon hours for grades 2-4. These programs will help the teachers to enhance the students’ communicative skills, increase phonemic awareness, vocabulary and their letter recognition. The students are assessed and their progress is monitored allowing for teachers to

review and plan for the students in specific areas of need. All lessons in the program meet NYS standards.

The rationale for the program is to better prepare the children in grades 1-5 for the NYSESLAT as well as the NYS standardized tests for children in grades 3 to 5. Data of our children generated from the NYSESLAT shows that our Ells need most of their instruction focusing on reading and writing. The beginner group will be using a phonics program "Words Their Way for English Language Learners" which will help build a strong foundation of the English language. The intermediate and advanced level children will be using laptops to research and write reports about topics that are generated by class discussion. The teachers will conference with students on their writing to assist them with their comprehension of research materials as well as working on their writing mechanics. ELLs will also be exposed to Reader's Theater which helps with reading fluency by dealing with topics through role play. The students will work in small groups using literature that aligns with the school curriculum and standards for Ells. Our students will be engaged in using the computer, listening centers and other art, drama and writing activities. Engaging the students with fiction and non-fiction hands-on activities in varying content areas will expose them to academically rigorous language in English, therefore, allowing for student growth equal to and above that of our native language speakers in the New York State standardized exams. The participation in the academy will be voluntary. This program will be supervised by the on-site supervisor and be taught by a teacher with a NYSTESOL teaching license.

Since there are two other C.B.O. after school programs, each having their own supervisor, (Y After school Program and United Activities Unlimited) it is necessary for the Title III program to have a supervisor present who knows the children and the families of participating ELL students and who will be responsible to respond to any and all emergencies and non academic matters. This insures that the teachers maximize instructional time without interruption.

Professional Development Program

Ongoing ESL Professional Development will be conducted by the ESL teacher part of the scheduled professional development days and also in voluntary lunch and learn. These workshops will be targeted to the out of classroom service providers, teachers in grades Pre-K to 5 and paraprofessionals to provide them with differentiated strategies to meet the needs of the ELL students in their classrooms. Teachers will also be given the opportunities to attend workshops provided by the NYC Office of English Language Learners.

Our Title III staff development will continue to focus on strengthening the teaching and learning of Ell's using research based strategies. The 3 teachers and principal will form a study group using the book, *THE LANGUAGE-RICH CLASSROOM: A RESEARCH-BASED FRAMEWORK FOR TEACHING ENGLISH LANGUAGE LEARNERS* by Perida and William Himmelle.

Teachers will study, discuss and implement the following research based techniques in their programs:

- Content reading strategies that help ELLs overcome the challenges of academic reading.
- Ways to develop the higher-order thinking skills of ELLs, so they read for deeper meaning and demonstrate their understandings.
- Tools for informally assessing the progress of ELLs through all five stages of language proficiency.
- Techniques for increasing the active participation of ELLs.
- Scaffolds that help second-language learners take on more challenging and demanding content.

Teachers will also use these instructional tools to write integrated theme based units which will increase students' vocabulary and expand students' language acquisition through content area reading and writing. Some of these lessons will include the use of graphic organizers for writing of narratives, essays, and math stories with the aid of math manipulatives. Student data gathered from DRA, ELA, Acuity, NYSESLAT, and State Math exams will inform teachers of the needs of our students. Our ESL teacher will be trained and will implement The My Access writing program which has features which will be included in units as an instructional tool to improve student writing skills. The intention of the study group is for teachers to increase their understanding and use of research based strategies for ELLs and in turn increase the achievement of the participating students in NYSESLAT, and the NYS Mathematics and ELA exams. Three teachers and the principal will meet 3 times to study these strategies and integrate them in the program units they will create. The units will be theme based, integrating Math, Social Studies, History, Geography, Science, Art and Drama. The study group will meet 3 times in February, March, and April of 2011.

Section III. Title III

Form TIII – A (1)(b)

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

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$11,525 \$898 Subtotal = \$ 12,423	Teacher per session: After school and before school instruction: 1 teacher x 3 hours + 2 teachers @ 3 ¼ hrs/week = 10 ½ hours/week x 22 weeks = 231 hours x\$49.89@ = \$10,476.90 After school Professional development at PS 96 (curriculum planning: beginning middle end of program) =12 hours 3 teachers x 6 hours @ \$49.89= 2685.42
Purchased services such as curriculum and staff development contracts		

Supplies and materials	\$ 1462	<ul style="list-style-type: none"> Title III instructional books Benchmark Bridges and Navigators: Theme set government \$264 Theme set 19 th century \$264 Early Explorers Kit \$933.90
	\$1,027	Classroom supplies and library books
Travel		
Other	\$88	Study Group Book
TOTAL	\$ 15,000	

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.

All newcomers to the NYCDOE are given the HLIS survey and based on the responses are invited to an orientation given by the ESL teacher and Parent Coordinator. At the orientation, parents are given a survey where they choose the language they prefer for school correspondence and the language of instruction. Parents view the orientation video in the language of their choice. In addition the ELL teacher, School Leadership Team and the PTA Executive board are consulted to determine what needs are best suited for our school

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.

Based on communication with each family, it was determined that most parents preferred English written material. However, based on the fact that Spanish is the predominant language, flyers and notices were also distributed in both English and Spanish. Children's report cards are sent home in the language indicated by the parents when possible. In addition, all after school and evening functions (PTA meetings, International Night, Math Fun Night, etc) Mrs. Rodriguez our Pre-K para is available to translate to our Spanish speaking parents.

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.

Written translations are provided in Spanish by Mrs. Rodriguez, our Pre-K para. All flyers related to school and classroom activities, Informational Meetings, Open School, Parent-Teacher Conferences and extra-curricular events are translated and distributed to our ELL students and also translated in The Tiger Pause, our monthly newsletter. The translation unit is used to translate important materials in various languages.

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.

Mrs. Rodriguez will be in attendance at both fall and spring Parent-Teacher Conferences and assisted with interpretation needs as the teacher and parent communicate regarding the child's progress. They will also be present at all evening Parent/Children workshops and worked directly with our ELL families in the capacity of oral translator. Mrs. Rodriguez will also be available to translate during the school day if needed. In addition we have two teachers who speak fluent Italian, one teacher who speaks fluent Albanian. The translation and interpretation phone unit is used when non-English speaking parents come to the school to discuss all school related issues.

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>.

Compliance with Section VII of Chancellor's Regulation A-663 is accomplished at Public School 39 in the following manner:

At the September Parent Orientation Meeting, each parent received A Bilingual Education and English As A Second Language Parent Guide in their respective native language. This brochure gave the parents information on the ESL Program, Bilingual Education Program, How Parents Can Participate in the Education of English Language Learners and where parents can obtain additional information.

- A. A translated copy of Chancellor's Regulation A-663, Attachment A is posted in the main lobby of the school. Parents are directed to the General Office then proceed to the Parent Coordinator for assistance regarding Language Assistance Services.**

B. In the event of an emergency, we have the services of 2 Spanish speaking paras as well as Italian and Albanian speaking teachers, a Russian speaking Speech provider and a Chinese Speaking Social Worker who will contact ELL parent by phone and apprise them of the situation in their home language. She would remain in contact with the parents throughout the necessary timeframe.

D. N/A

E. The DOE's website is accessed and utilized by school personnel to provide parents with the translation and interpretation services that are available. In addition the DOE's telephone translation service is utilized when Non- English speaking parents come to school to speak to the Principal or their child's teacher.

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:	\$246,052	\$15,835	\$261,887
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,461	\$158	\$2619.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$12,303	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$24,605	*	

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.

P.S. 39 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- The school will provide full opportunities for the participation of parents with limited English Proficiency, parents with disabilities and parents of migratory children to the fullest extent possible in order to meet the Title I Part A parental involvement requirements in addition, the school reports required under section 1111 of the ESEA in an understandable and uniform format. Alternative formats will be available upon request when possible in a language the parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents on a regular basis, involved in meaningful communication to discuss student academic learning and other school activities, including ensuring—
 - that parents play an integral role in assisting their child's learning;
 - that parents are encouraged to be actively involved in their child's education at school;
 - that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

IMPLEMENTATION OF PARENTAL INVOLVEMENT POLICY COMPONENTS

1. P.S. 39 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: Convene an annual meeting of parents and guardians to inform them of Title 1 programs and the expectation that they will be actively involved in their child's education.
2. P.S. 39 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA: School Leadership Team meetings, which are open to parents, will be used as an on-going process for Title 1 program evaluation. The school will send out questionnaires and surveys in reference to Title 1 issues.
3. P.S. 39 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: To offer meetings at various times and to work with parents and guardians to eliminate barriers and provide a welcoming atmosphere to the school. To use or request technical assistance training that the school may offer on effective parenting practices.
4. P.S. 39 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: Parents as reading partners, Universal Pre-K, International Night, Adult ESL Program annual Mother's Day and Father's Day breakfast and craft, monthly informational workshops, Intermediate School information nights, monthly arts and crafts.
5. P.S. 39 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy skills or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
The parent coordinator administers a survey at the end of September to the parents in order to identify the needs in order to plan for more parental involvement. In addition, these surveys also help to identify the needs of parents who are economically disadvantaged, have limited English proficiency and have limited literacy skills.
6. P.S. 39 will build the schools' and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: To provide parents with timely information about all school and regional programs. To provide performance profiles and individual student assessment results for each child through the use of periodic assessment tools such as DRA 2 (Grades K to 5), Performance Series, Acuity and State Standardized

Testing (Grades 3, 4, and 5). Parents will be informed of their children's yearly goal at parent teacher conferences as well as through interim benchmark reports.

- b. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: Various workshops are offered throughout the year by the Parent Coordinator, ESL Teacher, Pre-K social worker and Coach.
- c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: Collaboration with the PTA who will conduct surveys that determine the needs of the school community. The findings of these surveys will be used to create programs and services to meet these needs.
- d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: Through our Universal Pre-K program, the Pre-K social worker will provide workshops for the parents throughout the school year.
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: a monthly newsletter is sent home with all students. Additionally, translation services are provided when possible to facilitate a school home partnership.
- f.

SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training; Members of both the parent and teaching community work collaboratively on the School Leadership Team. Parents are provided with the opportunity to provide input in formulating CEP goals and objectives.
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- training parents to enhance the involvement of other parents; Monthly PTA meetings help provide opportunities for parental involvement.
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school; The PTA holds meetings alternating daytime and evening sessions; the school meets with parents before, during and after school; the Parent Coordinator and teachers are available to meet or discuss issues and ideas concerning the children at a parent's request.

- adopting and implementing model approaches to improving parental involvement; The Parent Coordinator gives and attends presentations monthly to help improve parental involvement.
- The school also works closely with S.I Mental Health and the “Y” After School Program providing other reasonable support for parental involvement activities under section 1118 as parents may request.

ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by a meeting attendance sheet. This policy was adopted by P.S 39 on _____ and will be in effect for the period of 2010-2011 school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before November 23, 2010.

1. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

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

SCHOOL RESPONSIBILITIES

P.S. 39 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2010-11.

P.S. 39 WILL:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows: See CEP 2009-2010 pages 11 to 35.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: These conferences will be held in November and March as determined by DOE
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: Kindergarten receives 2 reports per year in January and June. Grades 1-5 receive 3 report cards per school year in November, March and June. These report cards are sent home with the child.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: In addition to mandated conferences, the staff is available to meet with parents before, during and after school at their request.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents are invited and encouraged to visit the school during open school week and during class and school events.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite, to this meeting, all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.

- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.
- Agree to and help to implement the Citywide Discipline Code

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Agree to follow the Citywide Discipline Code
- Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

Please see 2010 – 2011 CEP Section IV Needs Assessment

2. School wide 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 day, before- and after-school and summer programs and opportunities. **Enrichment is provided twice a week to each group for a period fifty minutes per session. Thirty seven and a half minutes is provided three times a week in 50 minute periods for "at risk" students in a small group setting during the school day.**
 - o Help provide an enriched and accelerated curriculum. **The model for the accelerated curriculum has an emphasis on the meta-cognitive continuum of Bloom's Taxonomy in a project based learning environment.**
 - o Meet the educational needs of historically underserved populations. **We provide additional support to this population by academic intervention teachers who focus on individual learning needs and styles as well as identifying trends in various sub groups of students.**
 - 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 School Wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs. **Children in grades 3, 4 and 5 are afforded the opportunity to attend The Extended Day Tutorial which focuses on preparation for the NYS ELA and Math Test. The children in our ELL population attend an ELL After School Academy which prepares them for success in NYSELAT assessment. In addition, our ELL students receive additional support once a week for a fifty minute session using The Imagine Learning Program. Our school guidance provides services to mandated students once a week in a group setting**
 - o Are consistent with and are designed to implement State and local improvement, if any. **The emphasis on providing enrichment and remediation to all sub groups is dictated by the District Comprehension Educational Plan.**
3. Instruction by highly qualified staff.
 - a. All teachers are state certified
 - b. 1% of Title I funding will be used to make teachers better qualified

- c. 10% of Title I funding will be used for Professional Funding by converting funds for Per Diem coverage to provide all day professional development to classroom teachers
- 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 School Wide Program to meet the State's student academic standards. Ongoing professional development is offered to the staff and paraprofessionals during the professional development days scheduled by the DOE. It is also offered to all staff during common prep periods and on a voluntary basis through "Lunch and Learns", study groups, the Principal, Coaches, ESL teacher, Teachers of Science and Computers receive additional professional development half days in school and professional development from the CFN #533 and the city...
- 5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - Interview teachers throughout the year to build a pool of highly qualified candidates
 - Participation in career fairs
 - Articulation with neighboring colleges for student teachers
- 6. Strategies to increase parental involvement through means such as family literacy services.
 - Please refer to pages 38 to 41 in 2010 – 2011 CEP
- 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.

The Head Start Program is invited to our building in June for a tour of the Kindergarten classes in order for the students to spend time experiencing the Kindergarten setting. The students also spend time learning the routines of our lunchroom and auditorium.

- 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.
 - There is a weekly meeting of the Data Inquiry Team which includes teachers, the Literacy Coach, the Science, an Intervention teacher and the Principal. Various data is discussed and analyzed to identify school trends.
- 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.
 - Refer to Sections V and VI
- 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.

Please refer to school profile Section III

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	✓			\$246,052		
Title I, Part A (ARRA)	Federal	✓			\$15,835		
Title II, Part A	Federal	✓			\$11,747		
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	✓			\$1,924,917		

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.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

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)

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

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. 39 Francis J. Murphy Jr.					
District:	31	DBN:	31R039	School		353100010039

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11
	K	v	4	v	8	12
	1	v	5	v	9	Ungraded
	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	36	36	35		94.1	94.6	94.2
Kindergarten	75	74	83				
Grade 1	89	88	85	Student Stability - % of Enrollment:			
Grade 2	72	87	85	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	87	71	89		92.3	93.3	91.8
Grade 4	73	90	75				
Grade 5	74	73	86	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		58.6	69.4	69.4
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		5	5	2
Grade 12	0	0	0				
Ungraded	0	0	0	Recent Immigrants - Total Number:			
Total	506	519	538	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	6	9

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	8	Principal Suspensions	6	12	11
# in Collaborative Team Teaching (CTT) Classes	11	10	11	Superintendent Suspensions	1	4	0
Number all others	35	42	44				

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	32	33	34
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	5	7	3
# receiving ESL services only	47	51	TBD				
# ELLs with IEPs	3	9	TBD				

These students are included in the General and Special Education enrollment information above.	Number of Educational Paraprofessionals	1	1	3
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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	87.5	81.8	91.2
				% more than 5 years teaching anywhere	62.5	75.8	88.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	100.0	97.0	97.1
American Indian or Alaska Native	0.2	0.0	0.0	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	3.8	3.7	4.3				
Hispanic or Latino	25.1	24.7	25.8				
Asian or Native Hawaiian/Other Pacific	13.0	13.3	14.1				
White	57.3	56.6	54.8				
Male	47.4	48.4	50.2				
Female	52.6	51.6	49.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated 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:

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
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:	C	Overall Evaluation:					NR
Overall Score:	25.6	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	11.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

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	District 31	School Number 039	School Name Francis J. Murphy
Principal Tracey Wright	Assistant Principal		
Coach	Coach		
Teacher/Subject Area Elizabeth Garbie/5th Grade	Guidance Counselor		
Teacher/Subject Area Barbara Amari/Science	Parent		
Teacher/Subject Area Anna Savio/4th Grade	Parent Coordinator Dina Gargiulo		
Related Service Provider Allison Santoriello/SETTS	Other Beth Murphy/ESL		
Network Leader	Other		

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	540	Total Number of ELLs	60	ELLs as Share of Total Student Population (%)	11.11%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

P.S. 39 is located in the town of Arrochar in Staten Island, New York. We have a total of 540 students on register as of September 2010. P.S. 39 receives Title I and Title III funding. The students in our school community, as a whole, are comprised of 58% White, 5% Black, 23% Hispanic and 14% Asian, Pacific Islanders, Alaskan Natives and Native Americans. Our English as a Second Language Program is a pull out program taught by a fully certified ESL pedagogue. Students are taught in a print rich classroom environment for specific time periods mandated by NYS. Our program services 58 ELLs which is approximately 10% of the school population. The school motto, "P.S. 39 – A Bridge to Success", is very appropriate because we bring all the diverse cultures of our school community together through education.

Parents or guardians of incoming students are presented with a Home Language Survey in their preferred language. If a situation arises where the home language is one other than English a member of our HLIS team is called to conduct an interview with the parents to help them understand the importance of the HLIS. Our team consists of the ESL teacher, Beth Murphy and our principal, Tracey Wright. They are NYS licensed pedagogues and have been trained in explaining the HLIS to parents and guardians. There are instances when the parent brings in an English proficient family member or friend who acts as a translator between a member of the team and the parent. Also, on staff we have two Italian and one Albanian speaking pedagogue along with a Spanish paraprofessional who also act as translators when a language barrier does occur. A licensed pedagogue also conducts an informal interview with the student. Our licensed ESL teacher examines the HLIS to distinguish which children are eligible for LAB-R testing and which ones are not. If the student is eligible they will be tested with the LAB-R within ten days after starting school. If the student is entitled to services they are placed in a program of their parent's choice and will remain there for the year. In the spring, all ELLs will take the NYSESLAT exam to determine whether or not they are still entitled to services. A record of hand scores for LAB-Rs that are given are kept at the school in case of any discrepancies that may arise in the future.

When all the ELLs have been identified, parents are encouraged to attend our ELL Parent Orientation which is conducted by the ESL teacher. They are notified of the orientation by letters translated into their home language. During the orientation, parents are able to meet the ESL teacher, discuss the three programs NYC offers (ESL, TBE and Bilingual) and view a video which further explains the programs available for their child. These orientations are done within the timelines of NYS guidelines and are performed throughout the school year depending on newly enrolled students who are entitled to English services. The parents will be well informed after the orientation and are then able to complete the Parent Survey Selection form and make the best choice for their child. The forms for the parents are provided in English as well as in their home language. We will also provide translators for the parents. Make-up orientations are scheduled if parents are unable to attend. Parents are then contacted by phone to discuss the Parent Survey Selection form and what choice they would like to make for their child. If the survey form is not returned, the ELLs default program will be noted as TBE. Upon completion of the Parent Survey Selection form, a copy is kept in a central location for monitoring purposes and the original is placed in the student's cumulative folder. Along with the orientation, our school has parent teacher conferences in the fall and the spring which allows parents to discuss with the ESL teacher any relevant issues they might have regarding their child's academic development.

Parent Survey Selection forms have indicated that 90% of our parents desire for their children to be placed in our ESL program. Each year we carefully monitor any changes in this trend and will implement a bilingual program according to Part 154 if the numbers of children speaking a particular language total 15. Therefore if there are 15 students on two contiguous grades who share the same home language and no program is selected, the school will open a bilingual class. If the trend continues, there could be a Transitional Bilingual Program for our Spanish speakers in the near future. P.S. 39 has a freestanding ESL program which is aligned with the majority of the requests by the parents. We will assist parents who select another program in finding a school which provides a program of their preference.

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	1	1	1	1	1	1								6
Push-In	1													1
Total	2	1	1	1	1	1	0	0	0	0	0	0	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	60	Newcomers (ELLs receiving service 0-3 years)	51	Special Education	3
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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	54		3	6							60
Total	54	0	3	6	0	0	0	0	0	0	60

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

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	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	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	0	0	0	0	0	0	0	0	0	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:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	6	3	3	7	1								31
Chinese	5	3	0	1	1	1								11
Russian	4	0	0	0	1	0								5
Bengali	0	0	0	0	0	0								0
Urdu	0	1	0	0	1	0								2
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	2	2	2	1	0	0								7
Other	0	1	0	1	1	1								4
TOTAL	22	13	5	6	11	3	0	60						

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.

A majority of our ESL program instruction is pull-out only. This year the ESL teacher built in one period per week to push into a Kindergarten classroom. Creating a push-in model has been spoken about but since our classrooms are heterogeneously grouped all of our ELLs are spread among the classes. We feel that a push-in model in that environment would not be beneficial to the students. However, we are discussing a way to solve that issue for the school year 2011-2012 and possible group all ELLs into one class per grade so we can achieve a push-in model. The organizational model of our pull-out ESL program is aligned with NYS mandates. All of our students get either 180 or 360 minutes depending on their proficiency levels. The program model of our ESL program varies among the grades. Kindergarteners and 1st graders are grouped heterogeneously within their grade level. ELLs in grades 2 through 5 are grouped based on data from NYSESLAT results as well as teacher/student interaction. The ESL teacher has prior knowledge of the ELLs and is able to group the children accordingly no matter what grade they are in. When new admits come into our school we will place them in a group that is best suited for them based on their age, grade, LAB-R results or previous NYSESLAT results. All students receive support in oral language development while simultaneously receiving instruction in reading and writing.

The allotted instruction time mandated by NYS per Part 154 for ELLs is 360 minutes per week for beginning and intermediate level students

and 180 minutes per week for advanced level students. The scheduling of all the different levels, while difficult at times, is necessary to provide our ELLs with the maximum instructional time. P.S. 39 saw a dramatic increase in the Kindergartener group this year. This year 22 Kindergarteners were eligible for services based on the LAB-R compared to last year's number of 7 ELLs. 11 ELLs out of the 22 are Advanced level so they will be seen for the mandated 180 minutes. The remaining 9 Kindergarten ELLs will be seen the additional 180 minutes throughout the week in a smaller group setting. Due to the small numbers in grades 2-3 and grades 4-5 those ELLs were intermingled and grouped together. In the grade 2-3 group there will at the most be 13 ELLs at once 3 times per week. The students that scored at a B/1 level on NYSESLAT or LAB-R, which totals 7 from that group, will meet with the ESL teacher for the remaining 180 minutes throughout the week as their own group. The 4-5 grade group has a total of 11 advanced students and 4 beginning/intermediate students. The advanced students will be seen for the mandated 180 minutes and the remaining 4 will be serviced as it was stated previously in this paragraph. Scheduling this year has been more feasible due to the level the students received on the tests. At this time, we are developing a plan in preparation for the upcoming 2011-2012 school year which will allow us to shift to more ESL push-in classes compared to our current model.

Our ESL teacher and the rest of the teaching staff, plan a program that fulfills the state regulations of mandated minutes for our ELLs. We are in compliance, under CR Part 154, with servicing our beginner and intermediate ELLs with 360 minutes of ESL instruction per week and our advanced ELLs receiving 180 minutes of ESL instruction and 180 minutes of ELA instruction. Native Language support is delivered in our ESL model 25% of the time. We are able to provide our students with a bilingual library and glossaries to help them in their academics. Imagine Learning, which is part of our ESL program, also offers native language support orally as well as in written form for both the student and their parents.

The content areas are delivered in an English-only setting by our ESL teacher. Even though our ESL teacher is not multi-lingual, she does have many resources at her fingertips. With all of our ELLs, she brings in realia from home as well as via the internet and her smartboard. For grades K-5 the classroom uses the Language Proficiency Kit from Rourke Publishing. This program is based on Social Studies and Science non-fiction content and is introduced on grade specific levels. The program also provides the teacher with an interactive CD-Rom for classroom activities that can be done independently by the students as well as whole group on the Smartboard. By introducing content specific vocabulary, we are providing our ELLs with a solid foundation to go into their general education classrooms with. Along with that, in the lower grades, the ESL teacher has DVDs from Imagine Learning that are alphabet based and are bilingual in Spanish. The teacher uses ESL strategies, such as modeling, scaffolding and peer collaboration in her classroom. With the use of technology, the teacher is able to activate prior knowledge from students ranging in proficiency level. This lays the groundwork for her to scaffold information for the students to learn at their own pace. However, it all starts the same way with the teacher presenting the information in a way that makes students excited to learn.

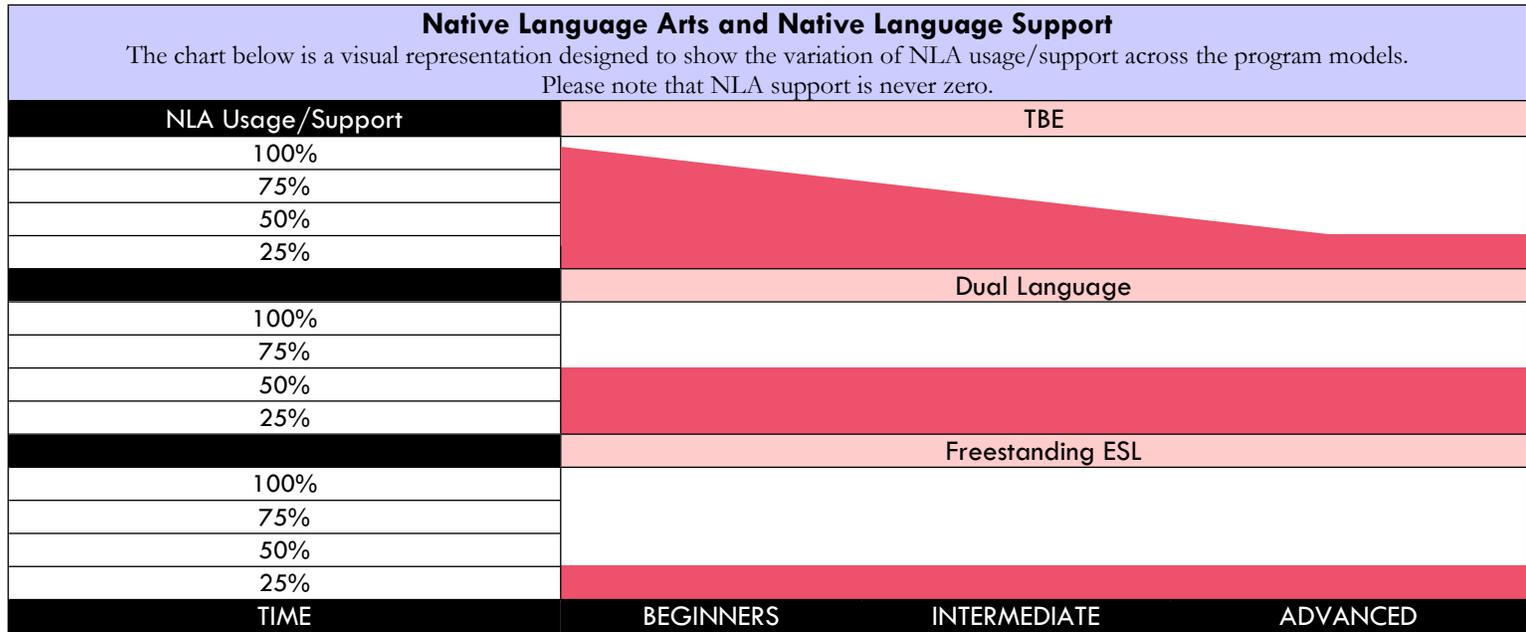
Our school has the two out of the three subgroups of ELLs: Newcomers (0-3 years) and ELLs receiving services (4-6 years). Currently, we have no SIFE students. If and when we get a SIFE student, we will identify him/her by examining the attendance records. For example, if a student started his/her education in the NYC Public Schools, but then left to return to his/her native country and subsequently re-entered the system, the Parent Coordinator or Pupil Accounting Secretary will ask the parent or guardian for evidence of school records outside the system to determine if there was an interruption in formal education. Along with receiving the mandated minutes, SIFE students will also be provided with a license for the Imagine Learning program to support them in learning basic English. The ESL teacher will also try to find any Transitional Bilingual programs that are offered in the native language and provide that information to the parents. The subgroups currently in P.S. 39 have specific needs but the same goal in mind: To learn the English language in both academic and social atmospheres. Many of our newcomers have been here for less than one year and are being exposed to English for the first time and are not familiar with the phonemic structure of the language. With these particular ELLs we need to help them form a strong phonics base which will be the stepping stone for them to read and comprehend academic context that they are faced with everyday. ELLs that are mandated to take state exams will be given all necessary accommodations to be as successful as they can be on the tests. As stated previously, there are many programs available during and after school that our ELLs take part in. Their scores on the interim assessments will also be analyzed and the areas they are having difficulty with will be targeted by the teachers and goals will be put in place. ELLs in the 4-6 year subgroup, will continue to be monitored in their progress through use of scantron, interim assessment results and the state test results. If our program ever has long-term ELLs that have completed 6 years, they will be closely monitored to determine whether or not they need something more than just English services to help them succeed in school. Some of our ELLs also receive AIS services where they have instruction in guided reading, individual targeted lesson plans based on teacher recommendation, and Great Leaps Math. In P.S. 39, we have a staff that is very aware of our ELLs needs and we provide them with every resource available.

ELLs who are identified as having special needs will be supplied with the services they are entitled to and the ESL teacher, classroom teacher and related service provider will work collaboratively to formulate an instructional framework to support the student. Any issues of alternative placement into special education classes for all students are addressed with their teacher and related service providers. After receiving referrals from teachers the team assesses the situation and schedules an evaluation with the school psychologist. It is then determined if the student should receive speech services, At-Risk SETTS, SETTS or needs to be placed in another school for a different type of instructional setting that might not be offered at P.S. 39. When an ELL is referred by a teacher the team carefully discusses the case and takes many things into consideration such as, amount of time in the country, amount of time in ESL program, results on NYSESLAT and progress in both ESL and their regular classroom. When all factors have been discussed a decision to perform an evaluation will be made. Bilingual evaluations are then scheduled for those cases. Currently we have a Collaborative Team Teaching class in 1st grade which has no ELLs. In our 12:1:1 Kindergarten class we currently have three ELLs that will be serviced through the year. Two of those ELLs will be placed

with a Spanish and a Russian paraprofessional according to their IEP. Any ELL with special needs is given the same treatment as every other student in our school. They are given services per their IEP and their goals are clearly written for their teacher and related service providers to have access to.

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
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 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	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

The ESL teacher is part of the inquiry team and PPT and is able to make team members aware of the specific needs of the ELLs at PS 39. Throughout the year, ELLs are A very successful intervention program for our ELLs in content area related subjects has been our ELL After School Academy. In the past, the ELL After School Academy has helped our students in grades 1-5 focus on their academic needs. 1st graders used "Words Their Way" to build their vocabulary as well as their phonics base. The 2nd – 5th grade ELLs developed their reading fluency and skills by using the Readers Theater program. This year we are moving the program in a different direction. We will hold a program both before and after school. The before school academy will be held in the computer lab while the after school session will be held in a regular classroom. Intervention for ELLs in grades 1, 2 and also our newcomers, will utilize the Imagine Learning program before school four days per week. This program will work on the four modalities of Speaking, Listening, Reading and Writing. Our after school will focus on grades 2-5 and be held 3 days per week for 1 hour per day. Intervention ELLs in grades 2-5 will be using the Early Explorers from Benchmark. This program focuses on the content areas of science and social studies through non-fiction text. As the ELLs progress, they will be introduced to the Bridges/Navigators text pairs also from Benchmark. This reading programs also focused on nonfiction which is an area of intervention we are focusing on for our ELLs in both reading and writing. It has been proven time and time again that ELLs benefit from extra small group instruction and our academy has provided that type of setting. Also, our ELA/Math Academy will be held tentatively starting in February and all of our ELLs in grades 3-5 are invited and encouraged to participate in this test prep academy. Registration forms are provided to eligible students for both of the programs and need to be returned for placement.

ELLs that have reached proficiency on the NYSESLAT will receive 2 years of testing modifications for all NYS standardized tests. The classroom and ESL teachers will collaborate on the needs of that ELL and determine how much support is necessary for that child to continue academic success in the general education classroom. According to our records, our extension of services report contains 12 ELLs (5-3 years, 5-4 years and 2-5 years).

We have are also going to continue our schoolwide enrichment model in our school year by including clubs every Friday for the 4th and 5th grades starting in mid-October. For 75 minutes at the end of each Friday, teachers will run a club for a small group of students. The topic of the club is something the teacher is passionate about. One example is our art club. It exposes the children to the history of different artists and the impact they had on society today. Those students will then become artists themselves and create artwork which will be hung up to beautify our school setting. This type of environment is very exciting for the learner because they get involved and have ownership of the project. In grades K-3 the students will take part in our Eco-Green club time and learn about all facets of the environment from pollution to alternative energy sources. As stated previously, we are going to renew our licenses for Imagine Learning which we first received through the ELL Success Grant in the 2008-2009 school year. The ELL After School program has a rolling enrollment for new students who enter school during the year. This year our Y After School Program has enrollment for 125 students at PS 39 and the students are chosen by a lottery system to participate. The Y After School Program will give our ELLs another opportunity to attend a program that will aid in their academic success. Along with the after school programs, our ELLs are also provided with numerous supplemental services depending upon their need. In our school we also have Academic Intervention Services in Grades K-5, At-RISK SETTS, SETTS, Sunday, guidance and speech

services and the UAU CAAT program.

In the ESL program at P.S. 39 there are a wide variety of materials used throughout the year. All classrooms are provided with leveled libraries. Along with the leveled library, the ESL classroom also purchased a bilingual library that was funded through the ELL Success Grant we received. The library consists of over 190 books in six different languages (Spanish, Russian, Urdu, Chinese, Arabic and Albanian). The ESL classroom is a print rich environment and provides students with centers to develop different skills of all ELLs. Our ESL classroom uses Rourke Classroom Resources which will help in developing writing, listening, speaking skills and reading strategies. The program from Rourke introduces the children to non-fiction material in the content areas such as social studies, science and math. For Kindergarten ELLs, the ESL teacher collaboratively plans with the Kindergarten teachers regarding what the specific needs are for those ELLs. The materials follow the balanced literacy approach and are appropriate for all levels of our ELLs. The ESL classroom is equipped with laptops for ELLs to access during their programmed time. Also, students with licenses are able to access their individualized Imagine Learning program from any classroom in the school. Every classroom is outfitted with a SmartBoard which allows the teacher to produce interactive lessons for their class. Along with the SmartBoard technology, we also have Senteos which are hand held remote controls for our students that are useful assessment tools. Teachers are able to create assessments on the computer and the students input their answers by a touch of a button. After they complete the task, teachers are able to access their results instantly to measure which skills students have mastered or still need to work on. Teachers are also able to use the Senteos during class discussions to gauge if the students are grasping the material that is being presented at that moment. A teacher can ask a question "on the fly" and the students would have to input their answer to give a better idea if the group needs to review or move on. Students are also assessed formally through written assessments as well as informally through teacher observation.

In our freestanding English as a Second Language program, the native language is supported for our ELLs. As mentioned before we have a bilingual lending library which gives students access to books in their language to share with their parents. They are required to write a review of the book after they read it with their parents.

All services and resources correspond to ELLs' ages and grade levels. Students are grouped accordingly by age. However, our ESL teacher will appropriately place a newcomer dependent upon their ability into a certain group that is within one grade above or below their current level. Throughout the year, the ESL teacher will assess the ELLs and if their levels have increased significantly, they will be placed in their grade appropriate group. We also provide access to glossaries for the students in their native language as well as reference materials we can find online to help translate information for the ELLs.

ESL strategies have been infused into content instruction in all of our classrooms. Since P.S. 39 has a wide variety of levels, teachers have been made aware of the different characteristics of each language proficiency level. During the beginner level, teachers provide opportunities for ELLs to listen and demonstrate responses physically; encouraging verbal responses; provide an abundance of comprehensible input; develop listening and speaking skills; and use activities to help provide prewriting skills such as matching words with pictures. At the intermediate level teachers: provide more opportunities for students to respond verbally; continue to support reading comprehension with visual/concrete objects; activate background knowledge; and writing tasks ranging from labeling items to writing sentences. At the advanced level teachers: scaffold lessons; focus on vocabulary building; and encourage more complex sentence structures. All the above strategies can be used across the board for all content areas and are age and grade level appropriate.

Newcomers attending a new school and not speaking the language are embraced and placed in a positive learning environment to help them with the adjustment. Parents are greeted by someone and if their language is one other than English we can provide translation services to help the parent understand the school process. The newcomer students are assessed by the LAB-R or by past test results from the NYSESLAT if applicable and placed in level appropriate classes. Beginners also are provided with access to Imagine Learning and are automatically immersed in the English language. We have a diverse culture in P.S. 39. This diversity allows teachers, at times, to assign a language buddy in class that speaks the same language as our ELL and they are in charge of helping them become acclimated with classroom and school routines. Currently, we have an Italian club offered for grades 4-5 ELLs and will be looking into offering different language electives in the years to come.

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)?

NA

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.

Professional development is provided throughout the year for all of our teachers in the different ESL methodologies our ESL teacher uses as well as ones they can use in their classroom. With the exception of one 1st, 2nd, 3rd and 5th grade class, there is at least one ELL in each class in every grade so ongoing professional development is both necessary and beneficial to classroom teachers. Topics to be covered per discussions with teachers should include: Balanced Literacy for ELL students; Core Curriculum Mathematics for ELL students; ESL in Content Areas; How to plan lessons which include ELLs; Reader's Workshop for ELLs; Writer's Workshop for ELLs. These ESL workshops, along with the Q-Tel Conferences, are offered throughout New York City and will be posted for teachers to attend during the school year. This year, we will also offer a professional development study group. The group will be comprised of teachers of ELLs and they take part in a book club which will meet a total of ten times throughout the year. A professional publication will be chosen that focuses on scaffolding strategies in the classroom which specifically targets our ELLs. The group discussion will then be documented and different scaffolding learning strategies that were learned from the text will be disseminated to their colleagues. The group will also be an open forum to discuss ideas on how to assist ELLs transition from elementary school to middle school. This book club along with the professional development will provide the staff with the ongoing professional ELL training per Jose P.

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?

In regards to parental involvement, our parent coordinator facilitates workshops throughout the year that deal with topics relating to their child and school and our ELL parents are encouraged to participate. Our Parent Teacher Association assists in school fundraisers throughout the year. Our parent coordinator hosts an "International Night" every year where all parents are encouraged to share a part of their culture by bringing in a cooked dish of a food from their culture. It is also a wonderful experience for people to learn about different cultures and see both their differences and similarities. She also coordinates an annual Mother's Day and Father's Day breakfast that is held on a Saturday. That event is a big success and a wonderful experience for the child and their parent to share together. P.S. 39 also has a continuous relationship with the Jewish Community Center for the past four years. These activities are great forums for parents to become friendly with each other and create a support network. The JCC provides all of our ELL parents, free of charge, English lessons two mornings per week. These classes offer Adult ESL literacy as well as entrepreneurial classes. This is very helpful to our ELLs because they can receive needed support at home by the more knowledgeable their parents become. Also, when students see adults going to school it shows them that we are all lifetime learners. Our parent coordinator also evaluates the needs of parents by sending out a survey to all parents. These surveys ask the parents to make suggestions on workshop topics that they would be interested in participating in. The workshops are tailored to the needs and wants of our parents. Parents of ELLs are always encouraged to attend the workshops.

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)	10	3	0	0	1	1								15
Intermediate(I)	0	10	2	4	1	0								17
Advanced (A)	12	0	3	2	9	2								28
Total	22	13	5	6	11	3	0	0	0	0	0	0	0	60

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	1	0							
	I	2	0	0	0	0	0							
	A	6	4	1	1	1	1							
	P	4	1	5	8	2	6							
READING/ WRITING	B	3	0	0	0	1	0							
	I	10	2	4	0	1	0							
	A	0	2	2	9	2	5							
	P	0	1	0	0	0	2							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	5	1		8
4	2	3	2		7
5	3	2			5
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	2	0	3	0	1	0	4	0	10
4	0	1	1	1	5	0	2	0	10
5	0	0	4	0	1	1	1	0	7
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	2	1	3		4				10
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	3		1		3				7
8									0
NYSAA Bilingual Spe Ed									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	# of EPs (dual lang only) scoring at each quartile

	(based on percentiles)				(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.

Our school uses School leadership and teachers are using the results of the ELL periodic assessments the same way they use the results from the ELA and math interim assessments. Every teacher closely looks at the results and instruction is driven based on the needs of the children. The ELL periodic assessments have three components of listening, reading and writing and the results of those three modalities are viewed by the classroom teacher and ESL teacher. Each one of these modalities is very important when learning a new language especially in an academic setting where abstract terms are being used to teach concepts to our students. The ESL teacher continues to integrate a classroom where all of the four modalities are touched upon daily. She uses the interim results and is able to plan lessons based on the needs of her children. The ESL teacher along with four other teachers received professional development in accessing and assessing the ELL interim data results. This year we plan to have a refresher course for those teachers, as well as, more teachers trained so they can benefit from using this useful tool.

After assessing the ELL Periodic assessment results, students are not performing as well on the listening on periodic assessments than they do on the NYSESLAT. One reason could be that on the NYSESLAT the listening section is on CD and during the interims the teacher reads from a script. The ESL teacher will take that into account and work on listening situations in the classroom, especially since in grades 3, 4 & 5 ELLs, if eligible, have a listening section to complete on the ELA. These periodic assessments are helpful tools in driving instruction for the ELLs because they give a snapshot of the student's abilities to the teacher.

The implications for instruction based on these results would be to focus both on reading and writing, which are the target areas after the NYSESLAT results. However, ELLs who are learning English as a second language are in the position of not only learning how to listen and speak a different language but also to read and write in a different language. All four modalities are intertwined with one another and acquiring a second language, not just English, becomes interdependent. When an ELL is developing their listening skills they begin to feel comfortable enough to speak. After they hear words and can recognize them they begin to read. Finally, when they develop their reading skills they have the courage to write. Even though all students learn differently the developmental process of learning is basically the same for all students, not just ELLs. Therefore all language areas will be addressed for improvement. We know from experience that improvement happens in one area and the other areas will improve as well. The LAP team has taken into consideration the past education the student has been exposed to before coming into the NYC Public school system. The academic history of all students is notated on the Home Language Survey and the results on the Spanish LAB-R for our Spanish-speaking students have been reviewed. At this time we do not

is noticeable, especially in our beginning levels which decreased and our proficiency level which increased. The levels the students predominantly scored on for the Listening and Speaking portion of the NYSESLAT were: grades K–1 10 were advanced; in grades 2 – 4, fifteen on the proficient level. Our ELLs in grade 5 had an impressive statistic with six out of seven attaining a proficiency level in listening and speaking. The levels the students predominantly scored in the Reading and Writing portion of the NYSESLAT were: in grades K – 1, there were intermediate and seven were on the proficient level; in grades 2 – 4, fourteen were advanced and nine intermediate; in grade 5, five were advanced. The goals for our ELLs will focus on raising them one level or better on their NYSESLAT scores from the previous year. Even though ELLs will be instructed with lessons that combine all of the modalities, a focal point will be directed towards reading and writing activities.

One noticeable pattern is that our Kindergarten ELLs have a difficult time attaining an advanced or higher level in reading and writing. Eight Kindergarteners achieved a beginning level and five reached the intermediate level. Due to the fact that this is the first time these students are taking a standardized test, we have nothing to compare to make a judgment on the results. However, the ESL teacher has recognized this trend and will focus on these target areas with the incoming Kindergarteners this year. Another recognizable pattern was that not one of our ELLs in grades 3, 4 & 5 attained a proficiency level in the reading and writing portion of the NYSESLAT. Eight out of the eleven ELLs in grades 2-4 would have tested out of ESL if they received a proficient rating on the reading and writing portion of the NYSESLAT. That is a very positive statistic for our ELLs because fifty percent of those ELLs in grades 2-4 have been in ESL less than 3 years. Our ESL teacher is aware of these patterns and will incorporate more test preparation for the younger grades and target those eight, now in grades 3-5, to maintain their proficiency level in listening and speaking and also raise their advanced level to proficient for reading and writing. For ELLs in grades 4-5, they will use the writing based computer program, My Access. These students will be provided with writing strategies that they can carry over into their classrooms. Those writing strategies will be paired with reading lessons which will provide the framework for the students to attain their proficiency level. Bottom line though, our goal is to create an environment of success for our ELLs. This will lead to better results on the state assessments.

The success of our programs is determined by the progress our ELLs make throughout the year. Their success is evaluated both informally and formally. As mentioned before, we are able to use the Senteos as a “non-threatening” informal assessment as well as a tool for students to take formal assessments online. Both ways provide our teachers with instant feedback which helps tailor their instruction and target the areas, where children are having difficulty. The program’s success is also measured by results received from the ELLs’ scores on the NYSESLAT, ELL Interim Assessments, ELA and Math state examinations. Data from these exams really help the teachers plan for the individual needs of the students.

Additional Information

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

P.S. 39’s dedication to the education of its students is driven using a multi-cultural approach. All of our diversity makes for a very interesting learning environment where all of our students are exposed to different cultures at a young age. This is very important because children will learn so many different things from each other in their everyday interactions which is the best way. P.S. 39 mirrors NYC because we are a mini-melting pot for so many different cultures. We make sure our ELLs are provided with instruction that will give them the knowledge and skills to become productive citizens. They are welcomed with open arms and as stated in our mission statement, “P.S. 39 is dedicated to meeting the needs of every child

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		