Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : PS 39K

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 15K039

PRINCIPAL: ANITA DE PAZ EMAIL: ADEPAZ2@SCHOOLS.NYC.GOV

SUPERINTENDENT: ANITA SKOP

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Anita de Paz	*Principal or Designee	
Suzann Bassil	*UFT Chapter Leader or Designee	
Susan Moesker	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Denise Racioppo	Member/ Teacher	
Chris Rockford	Member/Teacher	
Paul Trust	Member/Teacher	
Robbyn Kistler	Member/Parent	
Tania Kleckner	Member/Parent	
Kristen Robb	Member/Parent	
Alan Siege	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

Teachers will engage in collaborative inquiry to strengthen the Reading curriculum in order to prepare all students for the rigorous performance expectations as specified in the NYC Core Learning Standards.

Measurable Objectives:

By June 2012, 100% of all classroom teachers K-5 will create and implement one performance task assessment aligned to DOK and the NYC Core Learning Standards.

By June 2012, 60% of all students (241 out of 402) in grades K-5 will demonstrate proficiency (level 3 or higher) on the May 2012 ELA task as measured by a DOK aligned, teacher created rubric.

Comprehensive needs assessment

- **Overall grade on the 2010 School Progress Report was a B.**
- Although in 2010 71.1% of students were meeting standards in ELA as compared to 65.2% in 2009 (an increase of 5.9%), our overall Student Performance grade remained a C in both 2009 and 2010 on our School's Annual Progress Report.
- Although in 2010 we received a score of 9.3 in the area of Student Performance as compared to a score of 7.5 in 2009 (an increase of 1.8), our overall Student Performance grade on the 2010 School Progress Report was a C. We also received a grade of C in this area in 2009.
- Although in 2010 our median growth percentile in ELA was 70.5 as compared to 68.0 in 2009 (an increase of 2.5) our overall Student Progress Grade dropped from 34.3 in 2009 to 22.8 in 2010. Our overall letter grade for Student Progress dropped from a B to a C.
- In 2010 40% of our ELL students were meeting ELA standards as compared to 44.4% in 2009-a decrease of 4.4%.
- In 2010 40% of our SETSS students were in the 75th growth percentile for ELA as compared to 21.1% in 2009-an increase of 18.9%.

Instructional strategies/activities

- Conduct on going, regularly scheduled professional development for all staff members focused on the Depth of Knowledge (DOK) matrix for Reading
- Teachers will select/revise and implement an appropriate performance task for each reading unit based on the school's and NYC's priority standards
- Teacher teams will create accompanying rubrics to assess student performance on the task
- The Core Inquiry and Grade Level Teams will continue to meet monthly to collect and analyze data and monitor student progress
- All Inquiry Team members will create and maintain grade level binders to document the work of the team, reflections of the process and progress of targeted students
- Core Inquiry Team mentors will present progress at monthly faculty conferences
- Principal and lead teachers will participate in PD provided every other month by CFN 409
- Staff Election Day PD provided by CFN 409 staff focused on DOK task alignment

Strategies to increase parental involvement

- The school will provide materials and training to help parents work with their children to improve their academic achievement by conducting regular parent workshops (topics include: understanding the new Common Core State Standards (CCSS); understanding NYC and NYS educational accountability structures (Progress Report, Quality Review, Learning Environment Survey, NYS School Report Card); understanding grade level curriculum and assessment expectations; accessing community and support services).
- Parents will be provided with hard copy materials as well as internet access information for the following: the PR, QR, LES and Annual School Report Card;

copies of the Common Core State Standards; current reading levels that have been aligned to the CCSS, and monthly curriculum newsletters.

- Parents will be provided with the information and training needed to effectively become involved in planning and decision making in support of the education of their children by actively involving and engaging them in the planning, creation and evaluation of the Comprehensive Educational Plan, the Family Handbook and the school website. Parents will be invited to serve numerous decision making teams including the PTA, SLT and PTA sub committees. The school will maintain a highly qualified Parent Coordinator to serve as a liaison between the school and families, provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- The school will provide parents with comprehensive individualized narratives to accompany report cards and progress reports including goals, specific strategies to support student achievement twice annually between report cards to provide specific strategies to help parents work with their children to improve their academic achievement.
- PS 39 will foster a caring, effective home school partnership by maintaining an effective parent coordinator, inviting parents to monthly Family Friday visits, Curriculum Night, publishing parties and community building social events.
- Information about school and parent related programs will be shared with families through monthly PTA meetings (and scheduling additional parent meetings with flexible times such as morning PTA meetings), weekly bulletins, the family handbook and a school website translated into necessary languages.
- Professional development opportunities will be provided for school staff with the assistance of parents to improve outreach, communication and cultural competency in order to build stronger ties between parents and other members of our school community through active participation in School Leadership Team, PTA Executive Board and PTA sub-committees.

Strategies for attracting Highly Qualified Teachers (HQT)

- According to current DOE policy, only experienced teachers with required certification have been hired; with the exception of high needs areas. Every teacher in the school is state certified to teach in their particular area.
- All untenured teachers are assigned to an in-house mentor to support them throughout their probationary period.
- All teachers receive professional development support in literacy instruction from TC coaches.
- Every teacher has an individualized professional development plan which includes the following supports: TC staff developers; attendance at TC calendar days, network level professional development and in-house/inter-school inter-visitations.
- Due to our school's reputation and its level of student achievement we are fortunate to attract a large pool of highly qualified candidates whenever we have a staffing vacancy.
- In order to continue attracting highly qualified teachers we will continue create a community of learners by providing professional development and teacher support aimed at improving student achievement a high priority in our school.

Service and program coordination

- **PS 39 coordinates the following support programs with our instructional program in order to enrich our students' overall educational experience and improve student achievement:**
  - ✓ **PBIS** (Positive Behavioral Interventions and Support)-this program is designed to create a common understanding of behavioral expectations and a common language for communicating them to students. It also focuses on the acknowledgement of positive and desired behaviors rather than focusing on punitive measures in response to undesired behaviors. The program allows teachers and students to concentrate on teaching and learning by creating a caring and supportive learning environment.
  - ✓ **Caring School Community**-this is a school-wide character education curriculum designed to teach students the skills and strategies necessary to independently manage their own behavior and creatively resolve conflict in a positive manner. The curriculum supports the tenets of PBIS and the goal of creating a positive and supportive learning environment for all students.
  - ✓ **Fitness Days** – this program schedules 4 ½ days of fitness activity for all students to improve their physical fitness and overall wellness. The program is designed to meet all of our students' needs and supports our instructional program and student achievement as a fit child is better

prepared to learn.

- ✓ **Wellness Committee**-our wellness committee is a parent directed team that examines student nutrition, physical fitness and medical care. The team seeks to improve all three of these components of wellness so that our students' physical needs are addressed. Again, this team was formed due to our belief that a well child is better prepared to learn and succeed.
- ✓ **SEM (School Wide enrichment Model)**- this is a school wide, student interest driven model of enrichment designed to provide students with opportunities to study in depth areas that are particular interest to them. Teachers serve as facilitators to guide students through their independent group projects. The school provides two cycles of study-one is purely student interest based and the other is student interest based within the social studies curriculum.

Budget and resources alignment

- TL Children First Inquiry Team Funds for per session in the amount of $4500 for Core Inquiry Team members
- TL Data Special Funds for per session in the amount of $2215 for collecting, analyzing and sharing data
- TL Funds in the amount of $1000 per diem - coverage for substitute teachers for attendance at network PD
- TL Funds in the amount of $8000 per session – monthly after school, grade level inquiry team work

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

To accelerate student performance around mathematical problem solving and align the schools' current units of study in Mathematics to include the NYCCLS performance expectations.

Measurable Objective:

By June 2012, 100% of students in grades K-5 will engage in a cognitively demanding mathematics task that requires them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.

By June 2012, 60% of all students (241 out of 402) in grades K-5 will demonstrate proficiency (level 3 or higher) on the Spring 2012 math task as measured by a DOK aligned, teacher created rubric.

By June 2012, 100% of teachers in grades K-5 will align the NYC Core Learning Standards with the schools current math curriculum.

Comprehensive needs assessment

- **Overall grade on the 2010 School Progress Report was a B.**
- Although in 2010 79.2% of students were meeting standards in Math as compared to 73.1% in 2009 (an increase of 6.1%), our overall Student Performance grade remained a C in both 2009 and 2010 on our School's Annual Progress Report.
- In 2010 our median growth percentile in Math was 67.0 as compared to 82.0 in 2009-a decrease of 15.0. This contributed to our overall Student Progress grade dropping from a B to a C.
- Although in 2010 we received a score of 9.3 in the area of Student Performance as compared to a score of 7.5 in 2009 (an increase of 1.8), our overall Student Performance grade on the 2010 School Progress Report was a C. We also received a grade of C in this area in 2009.
- In 2010 45% of our SETSS students were in the 75th growth percentile for Math as compared to 31.6% in 2009-an increase of 13.4%.

Instructional strategies/activities

- Conduct professional development for all staff members focused on the Depth of Knowledge (DOK) matrix for Math
- Conduct professional development for all staff members focused on the Math NYC Core Learning Standards and Math priority standards for NYC
- Form a math study group with representatives from each grade level to create a performance task aligned to the DOK based on NYC's priority standards for math
- Teachers will administer the Math performance task to all students
- Teacher teams will create accompanying rubrics to assess the Math student performance on the task
- Principal and lead teachers will participate in monthly PD provided by CFN 409
- Staff Election Day PD provided by CFN 409 staff focused on DOK task alignment

Strategies to increase parental involvement

- The school will provide materials and training to help parents work with their children to improve their academic achievement by conducting regular parent workshops (topics include: understanding the new Common Core State Standards (CCSS); understanding NYC and NYS educational accountability structures (Progress Report, Quality Review, Learning Environment Survey, NYS School Report Card); understanding grade level curriculum and assessment expectations; accessing community and support services).
- Parents will be provided with hard copy materials as well as internet access information for the following: the PR, QR, LES and Annual School Report Card;

copies of the Common Core State Standards; current reading levels that have been aligned to the CCSS, and monthly curriculum newsletters.

- Parents will be provided with the information and training needed to effectively become involved in planning and decision making in support of the education of their children by actively involving and engaging them in the planning, creation and evaluation of the Comprehensive Educational Plan, the Family Handbook and the school website. Parents will be invited to serve numerous decision making teams including the PTA, SLT and PTA sub committees. The school will maintain a highly qualified Parent Coordinator to serve as a liaison between the school and families, provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.
- The school will provide parents with comprehensive individualized narratives to accompany report cards and progress reports including goals, specific strategies to support student achievement twice annually between report cards to provide specific strategies to help parents work with their children to improve their academic achievement.
- PS 39 will foster a caring, effective home school partnership by maintaining an effective parent coordinator, inviting parents to monthly Family Friday visits, Curriculum Night, publishing parties and community building social events.
- Information about school and parent related programs will be shared with families through monthly PTA meetings (and scheduling additional parent meetings with flexible times such as morning PTA meetings), weekly bulletins, the family handbook and a school website translated into necessary languages.
- Professional development opportunities will be provided for school staff with the assistance of parents to improve outreach, communication and cultural competency in order to build stronger ties between parents and other members of our school community through active participation in School Leadership Team, PTA Executive Board and PTA sub-committees.

Strategies for attracting Highly Qualified Teachers (HQT)

- According to current DOE policy, only experienced teachers with required certification have been hired; with the exception of high needs areas. Every teacher in the school is state certified to teach in their particular area.
- All untenured teachers are assigned to an in-house mentor to support them throughout their probationary period.
- All teachers receive professional development support in literacy instruction from TC coaches.
- Every teacher has an individualized professional development plan which includes the following supports: TC staff developers; attendance at TC calendar days, network level professional development and in-house/inter-school inter-visitations.
- Due to our school's reputation and its level of student achievement we are fortunate to attract a large pool of highly qualified candidates whenever we have a staffing vacancy.
- In order to continue attracting highly qualified teachers we will continue to create a community of learners by providing professional development and teacher support aimed at improving student achievement a high priority in our school.

Service and program coordination

- **PS 39 coordinates the following support programs with our instructional program in order to enrich our students' overall educational experience and improve student achievement:**
  - ✓ **PBIS** (Positive Behavioral Interventions and Support)-this program is designed to create a common understanding of behavioral expectations and a common language for communicating them to students. It also focuses on the acknowledgement of positive and desired behaviors rather than focusing on punitive measures in response to undesired behaviors. The program allows teachers and students to concentrate on teaching and learning by creating a caring and supportive learning environment.
  - ✓ **Caring School Community**-this is a school-wide character education curriculum designed to teach students the skills and strategies necessary to independently manage their own behavior and creatively resolve conflict in a positive manner. The curriculum supports the tenets of PBIS and the goal of creating a positive and supportive learning environment for all students.
  - ✓ **Fitness Days** – this program schedules 4 ½ days of fitness activity for all students to improve their physical fitness and overall wellness. The program is designed to meet all of our students' needs and supports our instructional program and student achievement as a fit child is better

prepared to learn.

- ✓ **Wellness Committee**-our wellness committee is a parent directed team that examines student nutrition, physical fitness and medical care. The team seeks to improve all three of these components of wellness so that our students' physical needs are addressed. Again, this team was formed due to our belief that a well child is better prepared to learn and succeed.
- ✓ **SEM (School Wide enrichment Model)**- this is a school wide, student interest driven model of enrichment designed to provide students with opportunities to study in depth areas that are particular interest to them. Teachers serve as facilitators to guide students through their independent group projects. The school provides two cycles of study-one is purely student interest based and the other is student interest based within the social studies curriculum.

Budget and resources alignment

- TL Children's First Network fees - $30,000
- TL Funding: $1000 – per diem – Coverage for substitute teachers for attendance at PD

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

To improve reading skills for a targeted population of our school's fourth and fifth grade students by utilizing the Journeys literacy program to provide reading instruction.

Measurable Objective:

- By June 2012, 100% gr. 4-5 teachers will participate in on-going, weekly professional development to plan lessons to support higher achieving students' reading instruction utilizing the Journeys literacy program.
- By June 2012, 70% (14 out of 20) of identified higher achieving students (top third) in grades 4- 5 will demonstrate a growth of 2 points or more in their reading comprehension score as measured by the Fountas and Pinnell reading assessment.

Comprehensive needs assessment

- **Overall grade on the 2010 School Progress Report was a B.**
- Although in 2010 71.1% of students were meeting standards in ELA as compared to 65.2% in 2009 (an increase of 5.9%), our overall Student Performance grade remained a C in both 2009 and 2010 on our School's Annual Progress Report.
- Although in 2010 we received a score of 9.3 in the area of Student Performance as compared to a score of 7.5 in 2009 (an increase of 1.8), our overall Student Performance grade on the 2010 School Progress Report was a C. We also received a grade of C in this area in 2009.
- Although in 2010 our median growth percentile in ELA was 70.5 as compared to 68.0 in 2009 (an increase of 2.5) our overall Student Progress Grade dropped from 34.3 in 2009 to 22.8 in 2010. Our overall letter grade for Student Progress dropped from a B to a C.
- Only 85% of our fourth grade students and 69% of our fifth grade students met ELA standards in ELA in 2010.

Instructional strategies/activities

- **Gr. 4-5 teachers were provided with 2 full days of professional development on the Journeys Literacy Instruction program. One day was used to review the components of the program and one was used to review the scope and sequence of the program and determining the program's alignment to the Common Core State Standards.**
- **The school will hire an F-status staff developer (3 days per week) to meet with the fifth grade teachers (both of whom are new to the grade and new to the school) to discuss and plan for student needs using Journeys and monitor student progress toward their literacy goals.**
- **The F-status staff developer will meet with the gr. 4-5 teachers 1 period a month to strengthen instructional congruence between the grades to increase the number of students achieving a growth percentile of 75%.**
- **The principal will create schedules that allow for common meeting time with the staff developer.**

  The staff developer will work directly with our higher achieving students in the fifth grade to ensure that they make sufficient gains in ELA as measured by the NYS ELA exam scores.

Strategies to increase parental involvement

- The school will provide materials and training to help parents work with their children to improve their academic achievement by conducting regular parent workshops (topics include: understanding the new Common Core State Standards (CCSS); understanding NYC and NYS educational accountability structures (Progress Report, Quality Review, Learning Environment Survey, NYS School Report Card); understanding grade level curriculum and assessment expectations; accessing community and support services).
- Parents will be provided with hard copy materials as well as internet access information for the following: the PR, QR, LES and Annual School Report Card; copies of the Common Core State Standards; current reading levels that have been aligned to the CCSS, and monthly curriculum newsletters.
- Parents will be provided with the information and training needed to effectively become involved in planning and decision making in support of the education of their children by actively involving and engaging them in the planning, creation and evaluation of the Comprehensive Educational Plan, the Family Handbook and the school website. Parents will be invited to serve numerous decision making teams including the PTA, SLT and PTA sub committees. The school will

maintain a highly qualified Parent Coordinator to serve as a liaison between the school and families, provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.

- The school will provide parents with comprehensive individualized narratives to accompany report cards and progress reports including goals, specific strategies to support student achievement twice annually between report cards to provide specific strategies to help parents work with their children to improve their academic achievement.
- PS 39 will foster a caring, effective home school partnership by maintaining an effective parent coordinator, inviting parents to monthly Family Friday visits, Curriculum Night, publishing parties and community building social events.
- Information about school and parent related programs will be shared with families through monthly PTA meetings (and scheduling additional parent meetings with flexible times such as morning PTA meetings), weekly bulletins, the family handbook and a school website translated into necessary languages.
- Professional development opportunities will be provided for school staff with the assistance of parents to improve outreach, communication and cultural competency in order to build stronger ties between parents and other members of our school community through active participation in School Leadership Team, PTA Executive Board and PTA sub-committees.

Strategies for attracting Highly Qualified Teachers (HQT)

- According to current DOE policy, only experienced teachers with required certification have been hired; with the exception of high needs areas. Every teacher in the school is state certified to teach in their particular area.
- All untenured teachers are assigned to an in-house mentor to support them throughout their probationary period.
- All teachers receive professional development support in literacy instruction from TC coaches.
- Every teacher has an individualized professional development plan which includes the following supports: TC staff developers; attendance at TC calendar days, network level professional development and in-house/inter-school inter-visitations.
- Due to our school's reputation and its level of student achievement we are fortunate to attract a large pool of highly qualified candidates whenever we have a staffing vacancy.
- In order to continue attracting highly qualified teachers we will continue create a community of learners by providing professional development and teacher support aimed at improving student achievement a high priority in our school.

Service and program coordination

- **PS 39 coordinates the following support programs with our instructional program in order to enrich our students' overall educational experience and improve student achievement:**
  - ✓ **PBIS** (Positive Behavioral Interventions and Support)-this program is designed to create a common understanding of behavioral expectations and a common language for communicating them to students. It also focuses on the acknowledgement of positive and desired behaviors rather than focusing on punitive measures in response to undesired behaviors. The program allows teachers and students to concentrate on teaching and learning by creating a caring and supportive learning environment.
  - ✓ **Caring School Community**-this is a school-wide character education curriculum designed to teach students the skills and strategies necessary to independently manage their own behavior and creatively resolve conflict in a positive manner. The curriculum supports the tenets of PBIS and the goal of creating a positive and supportive learning environment for all students.
  - ✓ **Fitness Days** – this program schedules 4 ½ days of fitness activity for all students to improve their physical fitness and overall wellness. The program is designed to meet all of our students' needs and supports our instructional program and student achievement as a fit child is better prepared to learn.
  - ✓ **Wellness Committee**-our wellness committee is a parent directed team that examines student nutrition, physical fitness and medical care. The team seeks to improve all three of these components of wellness so that our students' physical needs are addressed. Again, this team was formed due to our belief that a well child is better prepared to learn and succeed.

- ✓ **SEM (School Wide enrichment Model)**- this is a school wide, student interest driven model of enrichment designed to provide students with opportunities to study in depth areas that are particular interest to them. Teachers serve as facilitators to guide students through their independent group projects. The school provides two cycles of study-one is purely student interest based and the other is student interest based within the social studies curriculum.

Budget and resources alignment

- TL Funding for F-status literacy coach for grades 4-5- $31,045
- Creation of common prep periods to allow for planning

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) staff and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) staff and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	9	7	**N/A**	**N/A**	0	0	0	4
1	17	14	**N/A**	**N/A**	0	0	0	2
2	16	13	**N/A**	**N/A**	0	0	0	2
3	18	16	**N/A**	**N/A**	0	0	2	4
4	23	23	11	11	0	0	1	1
5	22	18	**2**	**2**	0	0	1	6
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	• Grades K – 2: AIS Teacher provides small group, differentiated instruction as a push-in or pull-out program 2X weekly during the school day • Grades 3 – 4: AIS Teacher provides small group, differentiated instruction as a push-in or pull-out program 3X weekly during the school day • Grade 5: AIS Teacher/Coach provides small group, differentiated instruction as a push-in or pull-out program 3X weekly • Grades 3 – 5: Small group, differentiated instruction 2X week after school
Mathematics	• Grades K – 2: AIS Teacher provides small group, differentiated instruction as a push-in or pull-out program 1X weekly during the school day • Grades 3 – 4: AIS Teacher provides small group, differentiated instruction as a push-in or pull-out program 2X weekly during the school day • Grade 5: AIS Teacher/Coach provides small group, differentiated instruction as a push-in or pull-out program 3X weekly • Grades 3 – 5: Small group, differentiated instruction 2X week after school
Science	• Science Teacher provides differentiated instruction in small groups during the school day once a week
Social Studies	• Grades 4 & 5: AIS Teachers and classroom teachers provide differentiated instruction in small groups during the school day
At-risk Services provided by the Guidance Counselor	• Grades K – 5: Guidance Counselor is available, as needed, three days a week
At-risk Services provided by the School Psychologist	• Grades K – 5: School Psychologist is available, as needed, two days a week

At-risk Services provided by the Social Worker	• Grade 3 – 5: Small group and one-to-one sessions with the Social Worker 2X weekly
At-risk Health-related Services	• Grades K – 5: School nurse is available five days per week to provide services, as needed, to students as indicated on their 504s

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PS 39 PARENT INVOLVEMENT POLICY (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12

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 into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

Cluster Leader/Network Leader Chris Groll/Neal Opromalla	District 15	Borough Brooklyn	School Number 39
School Name Henry Bristow			

B. Language Allocation Policy Team Composition ⓘ

Principal Anita de Paz	Assistant Principal n/a
Coach n/a	Coach n/a
ESL Teacher Elana Rabinowitz	Guidance Counselor Kristin O'Rourke
Teacher/Subject Area Helen Hernandez/AIS	Parent n/a
Teacher/Subject Area Sarah Parker Green/IEP	Parent Coordinator Lidia Rosa
Related Service Provider Suzann Bassil/SETTS	Other n/a
Network Leader Neal Opromalla	Other n/a

C. 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	.5	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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	368	Total Number of ELLs	21	ELLs as share of total student population (%)	5.71%

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.

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

PS 39 is located in the Park Slope section of Brooklyn, New York. At present the school serves approximately 365 students, 4.93% are ELLs. The school's ethnic population is as follows: 61.36% White, 19.45% Hispanic, 10.68% Black, and 4.93% Asian. In compliance with the wishes of parents as expressed in the parent survey, PS 39 has a freestanding ESL (English as a Second Language) program for grades K-5. In the 2011-2012 school year PS 39 identified 21 ELLs (English Language Learners): 9 native Spanish speakers, 7 Arabic speakers, 2 German speakers, 1 Chinese speakers, 1 Danish speaker and 1 Russian speaker. Some of these ELLs include special education students as well as students with IEPS. The majority of ELLS are placed in the same class to facilitate and ESL push-in/ pull-out program. Based on the results of the 2011 NYSESLAT and LAB-R the school has 8 students at the Beginning level, 3 at intermediate and 7 as advanced. The ELL population at PS 39 performs lowest in the reading and writing strand of the NYSESLAT.

For the 2011-2012 school year, the numbers of students who receive ESL services by grade are as follows:

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

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

1. The process for the identification of ell students is as follows:
Once a child is admitted to the NYC school system, the parents are then actively involved in the decision-making process of the child. First, parents are given a home language survey (hlis) to identify the child's language proficiency. This survey is given in the language the parent or guardian is most proficient in by a licensed pedagogue, either the ESL teacher, Elana Rabinowitz or on days she is not

present by Donna Baker or Helen Hernandez. The parents are requested to check off the languages that are spoken at home. They meet with the parents of all new admits who have been identified as needing ESL services to determine if the parents are in need of translation services. The Parent Coordinator, Lidia Rosa (Spanish speaking) The school secretary, Lucille Russo (English speaking), AIS provider, Helen Hernandez (Spanish speaking) and SETTS teacher, Suzann Basil (Arabic speaking), Para Kareem Hagazi (Arabic speaking) are available to assist with the in the translation and interview process. Elana Rabinowitz (ESL certified teacher, English speaking, proficient in Spanish) informally interviews the child to determine language dominancy within the first ten days of school. The certified ESL teacher conducts these interviews in English. If a parent speaks a language we cannot provide a translator for, we call translation and interpretation services. The ESL teacher conducts an informal interview and assessment with the child in English, providing written text, basic prose and a series of simple questions to determine basic English proficiency. If the child is identified as being dominant in a language other than English, the child is given the language battery assessment (lab-r) within 10 days of enrollment by Elana Rabinowitz to determine if the child should receive ESL or bilingual services. Spanish speaking students, are given the Spanish lab-r by Helen Hernandez, who is a licensed bi-lingual teacher. The lab-r consists of a speaking, reading, writing and listening component. The certified ESL teacher administers the speaking component and if need be additional components are administered by a licensed pedagogue, with accommodations' for special education students. The results of the lab-r determine the amount of ESL service the students should receive. The students who score at the beginning and intermediate levels are required 360 minutes of instruction per week. Students who score at the advanced levels receive 180 minutes of instruction per week. In addition, if a child is deemed eligible for ESL services, they are evaluated annually using the New York State English as a Second Language achievement test (NYSESLAT) to determine their level of proficiency. This exam is has four components, listening; speaking, the ESL teacher administers reading and writing that with the assistance of Helen Hernandez, Suzann Basil and Donna Baker, all licensed pedagogues. The students are tested in grade bands with special accommodations' made for special education students. The child takes the NYSESLAT exam until they are proficient in the English language.

Our ESL teacher, Elana Rabinowitz, prints out ATS reports to determine both student's levels and eligibility for the NYSESLAT exams. In the beginning of the year the RLAT is printed to see which students are entitled to ESL services and which have past out. Our entitled students are sent out a continued entitlement letter and those that past are sent out a letter explaining they are no longer eligible for ESL services, however, they will still be monitored and are allowed extended time for state -wide examinations. The ESL teacher then prints the RNMR report, to see where instruction needs to be focused as well as determine groups based on levels. Each year, the ESL teacher creates a schedule to administer the 4 parts of the NYSESLAT exam. A letter is sent home to the parents to inform them of the schedule and this letter is translated in the parent's native language. The ESL teacher, in conjunction with trained pedagogue, administers the 4 sections of the NYSESLAT, within the deadlines presents by the DOE. If no foem is submitted the default program is bilingual.

2. Once children are determined eligible for services an entitlement letter is sent home and parents are invited to an orientation within the first 10 days of school. The orientation is conducted by Elana Rabinowitz (ESL certified teacher) with the assistance of the parent coordinator Lidia Ross (who is bi-lingual) with the assistance of Helen Hernandez and Suzann basil available for translations. All materials presented at these meeting are translated into languages appropriate for the parents in attendance. A cd that describes the three program choices: transitional bi-lingual education, dual language, and freestanding ESL are shown to the parents in their home language. The three program placement options are presented with clarity and objectivity and are available in 13 languages. Each parent is given an individual laptop and headphones to have the opportunity to listen in their native language. Parent brochures are disseminated in [illegible] standing of each available program. Parent survey and program selection forms, along wi[illegible] se parents unable to attend the orientations, with follow-up calls by Elana Rabinowitz the [illegible] s available to all parents. The ESL teacher also monitors the return of the form with the assistance of Lucille Russo the school secretary and Lidis Rosa the parent coordinator. The orientations are given twice a year, and/or on an individual basis to correspond with new admits.

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 ⊙

3. Entitlement letters are sent home in the ell's home language after tabulating the results of the lab-r exam. Parent surveys are sent out as well, and also distributed at the orientation. If the parent still has not returned these forms, additional follow up to obtain these materials is done via the parent coordinator or with the ESL teachervia telephone, with translators as needed. The ESL coordinator will meet individually with parents to assist them in filling out the parent survey and program choice form. If no program is chosen, the default is bilingual.

4. The ESL teacher sends out entitlement letters within the first 10 days of school via mail and/or children's backpacks. Entitlement letters are sent home in the Ell's home language after tabulating the results of the LAB-R exam. Parent surveys are sent out as well, and distributed at the orientation. If the parent still has not returned these forms, additional follow up to obtain these materials is done via the parent coordinator via telephone. In the case that we are not able to get the forms returned, the default program is then Bi-lingual education. The ESL coordinator will meet individually with parents to assist them in filling out the parent survey and program choice form. If after numerous attempts are made to collect the program choice form and nothing is returned, the default is the bi-lingual program.

5. Once it is determined which program the parent has chosen a placement letter is distributed via mail and/or child's backpack to the parent in their native language. Copies are then placed in a locked file cabinet. Currently, as per parent choice, PS 39 only offers a freestanding ESL program; this has been reflected overwhelmingly in the parent survey. If a parent would like to participate in either a transitional-bilingual program or a dual language program, the ESL Coordinator, along with a translator would assist and help place the child in the appropriate program. If enough students in two consecutive grades wanted these programs, arrangements would be made immediately to form a bilingual class. Parents would be notified within 10 days of these programs. Again, all entitlement letters are sent to the families in their native languages and a copy placed on file.

5. After reviewing the Parent Survey and Program Selection forms for the past few years at PS 39,
the trend has been for PS 39 that 100% of the parents have chosen the freestanding ESL program. This year of the 5 newly enrolled students; all of the families chose the freestanding ESL option for their children. The results help us plan for a freestanding ESL program each year. These forms are collected and then filed in a locked cabinet and the ESL teacher is responsible for maintaining the files.

6. Currently PS 39 offers a Free Standing ESL program as per the request of the parents. This information is collected annually by the ESL teacher based on the program selection form. These forms are collected by the ESL teacher throughout the year with the arrival of new students. Based on the numbers, it is determined whether a transitional-bilingual program needs to be added. If 15 or more students in two consecutive grades, who speak the same language, according to the program survey chose bi-lingual then PS 39 will open a bi-lingual class for these students. If in the future there were sufficient students to warrant a transitional bilingual program, our school would comply with the requests of the parents. This would entail a minimum of 15 students in two consecutive grades who speak the same language. We will continue to monitor the results of the parents' surveys to determine what programs we will offer at our school.

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⭘**

This school offers (check all that apply):

Transitional bilingual education program	Yes⭘	No❄	If yes, indicate language(s):
Dual language program	Yes⭘	No❄	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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														0
Push-In	1	1	1	1	1	1								6
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	**Newcomers (ELLs receiving service 0-3 years)**	15	**Special Education**	5
SIFE	0	**ELLs receiving service 4-6 years**	6	**Long-Term (completed 6 years)**	0

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	15			6						21
Total	15	0	0	6	0	0	0	0	0	21
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

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**
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	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			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	1	1	1	1	3	2								**9**
Chinese					1									**1**
Russian			1											**1**
Bengali														**0**
Urdu														**0**
Arabic	1	3	1		1	1								**7**
Haitian														**0**
French														**0**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Other	1	1		1										**3**
TOTAL	**3**	**5**	**3**	**2**	**5**	**3**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**21**

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1a. Instruction at our school is as follows. During the 2011-2012 school year, the ESL teacher at P.S. 39 services 21 ELL students. The students are grouped by their level of English language proficiency and grade level, and are serviced by a combination of pull-out/push-in methods. This ESL program provides students with ESL instruction, in addition to 120 minutes of literacy instruction in their mainstream classrooms. The ESL classes do not interfere with the ELA instruction already taking place in the mainstream classroom, but instead supplement and scaffold the materials already being covered by the mainstream classroom teachers.

b. Currently, PS 39 only has one part time ESL instructor who works in conjunction with the classroom teachers in order to service

A. Programming and Scheduling Information

the ESL students; this is done either in a push-in or pullout format. Groups are combined heterogeneously and across grades in an effort to maximize hours of instruction. PS 39 uses Free-standing English as a Second Language Program as per the parent's request on the survey form. The main goal of this program is to assist the students in achieving English Language proficiency within three years. The ESL classes are grouped primarily by English language proficiency level (i.e. beginner, intermediate, advanced), as determined by students' scores on the LABR\NYSESLAT exams. The students' grades, learning styles, and needs are also taken into consideration when forming groups. Group times are based on mandated hours. Currently PS 39 is only able to afford one part time ESL teacher. We understand that it is imperative to have students meet the mandated hours and thus we will work with our schedule to maximize hours of instruction. In addition, we will have the ESL teacher work additional hours to ensure that the mandates are reached for beginners, intermediate and advanced students.

2. Our school currently has one part time ESL teacher to service the 21 ELL students in our school. She instructs beginning and intermediate ELL's for 360 minutes a week and our advanced ELLs for 180. We have reconfigured our schedule to allow for increased periods of ESL in the day, with funding put aside for additional hours of instruction with larger groups. The student to teacher ratio will be no more than 12:1.

Our ESL teacher pushes in during the literacy block (2 periods) of ESL; She works collaboratively with the ELA/classroom teacher to supplement the curriculum to meet the needs of the ELL children. Other times the ESL teacher pulls out small groups of children and works to supplement those students in all academic areas.

Our Free Standing ESL program ranges from newcomers all the way to advanced proficiency levels. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL, as per CR Part 154. Groups are combined across grade level as well as proficiency level to allow for more time of instruction. We try and offer additional time and assistance for our newcomers. Peer tutoring is being implemented, where older students will visit the newcomer's classrooms to give them additional assistance. When possible the ESL teacher pushes in the ELA instructional periods and assists the individual students. We currently do not offer NLA classes.

3. Our ESL program sets out to foster English proficiency in a supportive and comfortable classroom environment. Our ESL teacher is a certified professional who works with the classroom teachers, to together, collaborate and ensure that students are able to learn missing schema and vocabulary, and any missed skills or strategies that they might not fully grasp in the mainstream classroom. This is done by collaborative planning between ESL and ELA teachers in their units of study. Scaffolding instructional delivery, such as modeling, bridging, schema building, contextualization, Text representation and met cognition. We assist our students via conferencing, informal assessments and running records. Small group AIS session for each grade prior to all state assessments to focus on literacy and academic language.

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

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

In addition, this year, our school has added the Journey's literacy program, which has a specific component that targets the ESL population. Instruction is easily differentiated and ELL students have modified worksheets, vocabulary enhancers and a series of other materials to

A. Programming and Scheduling Information

focus on their needs. The program is modified to serve the needs of specific ELL students based on their LAB-R results and other assessments. The following is a summary of the methods used in ESL instruction:

We provide large quantities of comprehensible input: visual aids, concrete objects, contextual clues, and gestures.

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	We use Total Physical Response (TPR) wherein the child acts out the language being acquired
75%	We use technology such as computers and audio-visual equipment to aid in instruction
50%	We integrate ESL methodologies within content area themes as well as ELA
25%	

	Dual Language
100%	R exam, and they are a Spanish speaker, they are then given the LAB-R in Spanish as well, to determine language dominance and literacy.
75%	Throughout the year, PS 39 offers translated examinations for our ELLs in Math and Science. We also ensure that if a child needs an
50%	evaluation we have a bi-lingual pedagogue admini
25%	

	Freestanding ESL
100%	child's level of proficiency. In addition, the use of a bilingual Intervention Specialist assists specific students during enrichment to use the
75%	child's native language to improve math and literacy skills. This same teacher works to assist ELLs with special needs in giving them
50%	extra help and assessments.
25%	

TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

5b. When newcomers arrive they are immediately receive an informal orientation. They have access to a special listening center with user friendly materials as well as are given "language buddies" to help them in their initial stages of language development. Since our

B. Programming and Scheduling Information--Continued

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

8. All activities and supports offered to our ELL population are focused on their acquisition of language proficiency and academic progress. For all the content areas we are working on ways to better focus on the needs of our ELL population. Specifically in, Math and Science, and Social Studies we are creating and developing a test preparation program that will specifically focus on their needs. We have created specialized word walls in each cluster classroom as well as pictures to further explain the academic language in content areas. We will collaborate with classroom teachers and the ESL teacher to create a learning community, which is well versed in research, based instructional strategies. We will provide opportunities for ESL students to be involved in purposeful conversations that utilize a wide range of vocabulary. Encourage all staff; specifically content area teachers to participate in professional development focusing on ELL instructional needs. Bi-lingual dictionaries and glossaries are provided in the students native language to assist with content material. Access to Google translations and other media centered translations will be accessible to students when deemed appropriate.

After an analysis of ELL's scores on the NYSESLAT, ELA and Math assessments, as well as teacher feedback, we place students in

A. Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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

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

10 We have started some new programs to give additional support to our ELL population. One is a peer tutoring program, where former ELLs from the upper grades work with the newcomers assisting them in areas of literacy and writing. In addition, we will be training selected parents in the community to work with our ELLs at all levels. These programs will not interfere with their current curriculum and serves simply as a supplement to the already existing programs.

11. There will not be any discontinued services for Ells Presently; our school is currently working in conjunction with the parent coordinator and parent volunteers to obtain additional resources that will assist our ELL population. In addition, new books will be ordered that focus on the needs of ELLs in the content areas.

12a. Our ELLs are afforded equal access to all school programs. These programs include supplemental instruction in ELA and math for grades 3 – 5: Small group, differentiated instruction 2X week after school. In addition ELLs Grades K – 5 can participate in: Small group or individual counseling sessions 1 – 2X weekly

12b. In order for our ELLs to be afforded access equal access to all programs, they are invited to attend our schools enrichment programs during the days (twice weekly) as well as after school and test prep classes which are offered twice a week from 3:15 – 5:15. We would

B. Programming and Scheduling Information--Continued

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12b. In order for our ELLs to be afforded access equal access to all programs, they are invited to attend our schools enrichment programs during the days (twice weekly) as well as after school and test prep classes which are offered twice a week from 3:15 – 5:15. We would love to purchase specific programs for our ELLs and hope to gain funding in the future to allow for rigor.

Courses Taught in Languages Other than English

C. Schools with Dual Language Programs

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

N/A

Math:				

D. Professional Development and Support for School Staff

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

1. The School staff and the empowerment support staff are provided professional development throughout the year. The ESL teacher, in addition, attends various professional developments that focus on ELL's achievement in the classrooms. We are focusing on increasing professional development to all staff at PS 39. We currently have the ESL teacher conduct meetings throughout the year to discuss with staff strategies and methodologies to use in their classrooms. We will also be ordering content books specifically for ELLs so that they will be able to work with the current curriculum on a level that is appropriate for them. Professional development is offered to all staff including guidance counselor, special education teachers, occupation therapist, speech therapist, secretaries, and parent coordinators.

The ESL instructor at PS 39 also participates in ongoing professional development related specifically to ESL instruction and NYS learning standards for ELLs. Throughout the 2011 - 2012 school year she will participate in meetings and seminars offered by PS 39's Empowerment School Network, the topics of which include State requirements for identifying and placing ELLs, effective instruction through the push-in and pull-out ESL models, ELLs preparation for State testing on the NYSESLAT and content-area exams, and effective instructional strategies within the Balanced Literacy workshop model. The dates and times of these meetings are TBA, but they will take place on a regular basis throughout the school year. One workshop that our ESL teacher will participate in is The ELL Professional Development Institute, which will focus on:

- Second language development theory
- Understanding the English Language Learner
- The stages of language acquisition and the implications for instruction
- Best practices that support the English Language Learner in classroom structure, routines/rituals, classroom environment and instructional strategies
- Planning and instructional supports in ELA and Math to promote success for English Language Learners

The ESL instructor will take part in all school-level professional development concerning content-area curriculum, test preparation, and Enrichment activities so that she can align her planning with the instruction-taking place in mainstream classrooms at PS 39.

2. Our staff is very involved in the transition of our 5th grade students to middle school. Our staff accompanies the students on tours to neighboring middle schools and translations of these activities are posted or verbalized to the parents of Ells.

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

3. Our ESL teacher provides professional development (7.5 hours) to the staff to inform them of the needs and requirements for the ELL population. These workshops are given mainly in the beginning of the year, with follow-up meetings throughout. Records are maintained for these workshops.

D. Professional Development and Support for School Staff

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Each year 7.5 hours of ELL training is provided as listed below. All records are kept on file and locked. School staff – The school's professional Development program focus is on

- Literacy needs of our ELL population within the prescription of the Teacher's College units of study.
- Sessions are also given in math to scaffold instruction via the use of manipulatives
- Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible in the upper grades
- Staff members attend professional development provided by the ESO network and turnkey to staff members

Support Personnel: Workshops taken by teachers on our ESL staff have included:

- Scaffolding the content areas
- Brain research for ELL

Our ESL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers (see above

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- Brain research for ELL

Our ESL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers (see above list).

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

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?
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4. We support the parents by providing translation services during the parent orientation meeting and parent teacher conferences. Also by utilizing the translation and interpretation unit. (the phone translation system) when necessary.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

8. All activities and supports offered to our ELL population are focused on their acquisition of language proficiency and academic progress. For all the content areas we are working on ways to better focus on the needs of our ELL population. Specifically in, Math and Science, and Social Studies we are creating and developing a test preparation program that will specifically focus on their needs. We have created specialized word walls in each cluster classroom as well as pictures to further explain the academic language in content areas. We will collaborate with classroom teachers and the ESL teacher to create a learning community, which is well versed in research, based instructional strategies. We will provide opportunities for ESL students to be involved in purposeful conversations that utilize a wide range of vocabulary. Encourage all staff; specifically content area teachers to participate in professional development focusing on ELL instructional needs. Bi-lingual dictionaries and glossaries are provided in the students native language to assist with content material. Access to Google translations and other media centered translations will be accessible to students when deemed appropriate.

After an analysis of ELL's scores on the NYSESLAT, ELA and Math assessments, as well as teacher feedback, we place students in intervention services in addition to ESL instruction. ELLs may receive Academic Intervention Services using the push-in model with a part time AIS teacher. If a child has an IEP, they meet in small groups or individually with an IEP teacher, SETTS teacher or Speech teacher to

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

10 We have started some new programs to give additional support to our ELL population. One is a peer tutoring program, where former ELLs from the upper grades work with the newcomers assisting them in areas of literacy and writing. In addition, we will be training selected parents in the community to work with our ELLs at all levels. These programs will not interfere with their current curriculum and serves simply as a supplement to the already existing programs.

11. There will not be any discontinued services for Ells Presently; our school is currently working in conjunction with the parent coordinator and parent volunteers to obtain additional resources that will assist our ELL population. In addition, new books will be ordered that focus on the needs of ELLs in the content areas.

12a. Our ELLs are afforded equal access to all school programs. These programs include supplemental instruction in ELA and math for grades 3 – 5: Small group, differentiated instruction 2X week after school. In addition ELLs Grades K – 5 can participate in: Small group or individual counseling sessions 1 – 2X weekly

12b. In order for our ELLs to be afforded access equal access to all programs, they are invited to attend our schools enrichment programs during the days (twice weekly) as well as after school and test prep classes which are offered twice a week from 3:15 – 5:15. We would

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C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

1. The School staff and the empowerment support staff are provided professional development throughout the year. The ESL teacher, in addition, attends various professional developments that focus on ELL's achievement in the classrooms. We are focusing on increasing professional development to all staff at PS 39. We currently have the ESL teacher conduct meetings throughout the year to discuss with staff strategies and methodologies to use in their classrooms. We will also be ordering content books specifically for ELLs so that they will be able to work with the current curriculum on a level that is appropriate for them. Professional development is offered to all staff including guidance counselor, special education teachers, occupation therapist, speech therapist, secretaries, and parent coordinators.

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- Second language development theory
- Understanding the English Language Learner
- The stages of language acquisition and the implications for instruction
- Best practices that support the English Language Learner in classroom structure, routines/rituals, classroom environment and instructional strategies
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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)	4	2	0	0	0	0								6
Intermediate(I)	0	1	0	1	0	2								4
Advanced (A)	0	0	1	4	2	1								8
Total	4	3	1	5	2	3	0	0	0	0	0	0	0	18

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	0	0	1	0	0	0	2
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

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.

Part VI: LAP Assurances

School Name: PS 039		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anita de Paz	Principal		1/1/01
N/A	Assistant Principal		1/1/01
TBA	Parent Coordinator		1/1/01
Elana Rabinowitz	ESL Teacher		1/1/01
	Parent		1/1/01
Helen Hernandez/AIS	Teacher/Subject Area		1/1/01
Suzann Bassil/SETTS	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Kristin O'Rourke	Guidance Counselor		1/1/01
Neal Opromalla	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 15K039 **School Name:** PS 39 The Henry Bristow School

Cluster: 4 **Network:** CFN 409

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.

Assessment of our school's written and oral translation needs was made using the following ATS Reports:
the Home Language Report (RHLA), the POB/LANG/GEO Report (RPOB), and the Official Class Ethnic Census Report (RSEC). In addition, we review each student's Home Language Information Survey (HLIS).

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.

According to the RSEC Report, our largest ethnic group is Hispanic (19%). The RHLA Report indicates that Spanish is the home language in 7% of our school population, Arabic is the home language in 2% of our school population, and Chinese is the home language in 1% of our school population.
This information has been reported to: Both of our Parent Leadership organizations (PTA & SLT); general parent population at monthly PTA meetings; staff/faculty at faculty conference.

Part B: Strategies and Activities

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

Spanish written translation services will be provided detailing pertinent information in the following areas:
- Curriculum
- DOE initiatives
- Parent Workshops
- Parent Curriculum Night
- Yearly Testing (Testing calendar and information regarding testing)
- School policies and procedures

Written translations will be done by an in-school staff member. Requests for large scale written translations will be submitted to the DOE Division of Translations.

The school has a new website and here parents are able to access all communications from the school to the home. The website has a translation feature that allows users to translate documents into their preferred language. Families have been informed that if they do not have access to a computer they may contact the school and we can provide them with the translated hard copy of any document they need.

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

Oral interpretation services in Spanish and Arabic will be provided by in-house staff members as follows:
- Individual parent-teacher conferences, meetings, telephone calls, etc.
- PTA monthly meetings
- Parent Workshops

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

The school will fulfill the parental notification requirements for translation and interpretation services by informing parents of the availability of these services via the following:

- Parent Handbook
- school website
- DOE website
- School Safety Plan
- Telephone calls by our Parent Coordinator
- Weekly Wednesday Bulletin (school newsletter)
- Flyers/Posters
- Exterior Bulletin Board

Parents will be given a copy of the Bill of Parent Rights and Responsibilities.