



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: 15K039

PRINCIPAL: ANITA DE PAZ

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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	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Debbie Ellstrom	Member/Parent	
Kristen Robb	Member/Parent/Chairperson	
Susan Shaw-Sanchez	Member/Parent	
Alan Siege	Member/Parent	
Karen Herskowitz	Member/Parent Coordinator	
Denise Racioppo	Member/Teacher	
Chris Rochford	Member/Teacher	
Paul Trust	Member/Teacher	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

ANNUAL GOAL #1 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 #1

By June 2013 the percentage of students with disabilities achieving proficiency levels of 3 or higher in ELA will increase by 3-5% as measured by the 2013 NYS ELA assessment.

Comprehensive needs assessment

An analysis of NYS data with a focus on targeted sub groups revealed that students with disabilities are performing significantly lower than typically developing students. The 2011-2012 performance of typically developing students in ELA, as measured by the NYS assessment, was 73% performing at levels 3 and 4 while only 47% of students with disabilities were performing at levels 3 or 4.

a) Instructional strategies/activities #1

- Create instructional classes in grades 3-5 to provide support to student with disabilities with continuous academic support in their classroom setting. The school has created ICT classes in grades 3 and 5 and placed all gr. 4 students with academically based IEP's into a single class to create a push-in SETSS program to support students with disabilities in their classroom environment and provide general education teachers with differentiation strategies to meet their needs.

b) Key Personnel and other resources used to implement these strategies/activities

- All classroom teachers grades 3-5, special education teachers, IEP teacher, AIS teacher, support providers, principal, TC staff developers, CFN 409 staff.

c) Steps Taken to include teachers in decision making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Special education teachers will participate in CFN professional development study group on Universal Design for Learning (UDL) to support students with disabilities
- Special education teachers will participate in professional development at Teachers College in the area of differentiating instruction to meet the literacy needs of students with disabilities.
- Classroom teachers and special education teachers will administer Fountas & Pinell literacy assessments 3 times per year and analyze the results to form flexible instructional groups and select teaching points.
- Classroom teachers and special education teachers will analyze ACUITY Literacy Benchmark Assessment results 2 x per year to form flexible instructional groups and select teaching points.

d) Timeline for Implementation

- September 2012 to June 2013

a) Instructional strategies/activities #2

- To create and/ or integrate a Child Study Team (CST), a Response to Intervention Team (RTI) and a Vertical Instructional Planning Team (VIP) to create flexible student programming to support students with disabilities academically and socially; create individualized academic support plans; track student progress regularly; reevaluate and revise plans as necessary; recommend formal evaluation and revise reading and writing curriculum as needed to better meet the instructional needs of students with disabilities. These teams will use the information gathered about students' disabilities to make decisions regarding the types of professional support the staff needs.

b) Key Personnel and other resources used to implement these strategies/activities.

- All classroom teachers grades PK-5, special education teachers, IEP teacher, AIS teacher, support providers, TC coaches

c) Steps Taken to include teachers in decision making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Special education teachers will participate in a CFN professional development study group on Universal Design for Learning (UDL) to support students with disabilities
- Special education teachers will participate in professional development at Teachers College in the area of differentiating instruction to meet the literacy needs of students with disabilities.
- Classroom teachers and special education teachers will participate in Child Study and RTI meetings alternating weeks to track the progress of students with disabilities and make recommendations for support services if warranted.

d) Timeline for Implementation

- September 2012 to June 2013

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).
- Specialized workshops for parents of students with disabilities will be conducted by special education teachers, IEP teacher and SBST members. Topics will include: understanding the formal referral process, understanding my child's IEP, providing instructional modifications to support students with special needs, etc.
- 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 on 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.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) x **Non-Title I**

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here: PTA pays for TC professional development

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.
 - Gardening/Wellness Committee**-our wellness committee is a parent directed team that examines student nutrition, and physical fitness. The team seeks to improve each 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.

ANNUAL GOAL #2 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 #2

- *By June 2013 the median adjusted growth percentile for all tested 4th and 5th grade students as well as for students in the school's bottom third and students with disabilities will increase between .5 and .8 as measured by scale score to proficiency conversions on the 2013 NYS Math exam scores.*

Comprehensive needs assessment

- *An analysis of the 2011-2012 Progress Report median adjusted percentile for the whole school population as well as for students in the lowest third was between 63-65%. This analysis indicated that approximately 40% of the school's testing population is not making adequate progress in math.*

a) Instructional strategies/activities #1

- Students in grades Pre-K-5 will complete two math tasks that require them to engage in a cognitively demanding mathematics problem solving 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. Preparation for and the administration of these tasks will support students in achieving success on the NYS Math exam.

b) Key Personnel and other resources used to implement these strategies/activities

- The school will hire an AUSSIE math consultant to assist teachers with improving differentiation methods
- All classroom teachers, Pre-K – 5, principal, special educators, related service providers, AUSSIE staff developers, CFN 409 staff.
- The school will change its math curriculum to TERC Investigations in order to better meet the diverse learning needs of all students

c) Steps Taken to include teachers in decision making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Above staff will be involved in creating two performance tasks strategically aligned to the common core learning standards.
- Staff will participate in professional development focused on task design and understanding the Depth of Knowledge (DOK) matrix to ensure high quality tasks.
- Teachers will design the task based on the unit of study, and prior student assessments and needs. All above staff will be led by the AUSSIE coach in the scoring of the tasks utilizing a teacher created rubric designed by grade level teams.
- Results will be analyzed during professional development and will impact lesson plans and small group instruction.

d) Timeline for Implementation

- Task #1 will be implemented in early January and scored by the end of January.
- Results will be analyzed and used to revise math units and grouping students for small group instruction.
- Task #2 will be implemented in late May and scored in early June.
- Results will be analyzed and utilized during June planning sessions to focus curriculum mapping for the following school year.

a) Instructional strategies/activities #2

- The school will adopt the TERC Investigation Curriculum to better meet the demands of the common core learning standards and will hire an AUSSIE Math Coach to provide on-going professional development and support to all teachers K-5.

b) Key Personnel and other resources used to implement these strategies/activities

- AUSSIE staff developer, all classroom teachers grades K-5, special education teachers, support providers, principal

c) Steps Taken to include teachers in decision making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- The AUSSIE coach will assist teachers with planning academically rigorous math lessons with a strong focus on differentiation of daily math activities.
- Results of ACUITY Math Benchmark Assessments, the results of Math performance tasks, TERC end of unit assessments as well as the scores from the 2012 NYS Math exam will be analyzed and used by teachers to form homogeneous instructional groups and to select teaching points to best meet students' instructional needs.
- The Vertical Instructional Planning Team (VIP) will meet monthly to review student performance trends and adjust curriculum accordingly.

d) Timeline for Implementation

- September 2012 to June 2013

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).
- Specialized workshops for parents of students with disabilities will be conducted by classroom and special education teachers, AUSSIE coach. Topics will include: understanding the TERC Investigation Math Curriculum, navigating the ACUITY website, conceptual math instruction vs. computational math instruction, etc.
- 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.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) x Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax	Title	Title	Title III	Grants	Other
x	Levy	Title I	IIA	_____	x

If other is selected describe here: PTA has provided funding for our AUSSIE coach, and our part-time AIS provider.

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:**
 - a) **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.
 - b) **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.
 - c) **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.
 - d) **Gardening/Wellness Committee**-our wellness committee is a parent directed team that examines student nutrition, and physical fitness. The team seeks to improve each 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.
 - e) **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.

ANNUAL GOAL #3 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 #3

- By June 2013 the median adjusted growth percentile for all tested 4th and 5th grade students as well as for students in the school's bottom third and students with disabilities and ELL students will increase between .2 and .4 as measured by scale score to proficiency conversions of the 2013 NYS ELA exam scores.

Comprehensive needs assessment

- *An analysis of the 2011-2012 Progress Report indicates that the median adjusted percentile in ELA for students in the lowest third was 69%. This analysis compared how students performed longitudinally from 2011 to 2102 to their same proficiency level peers within the schools cohort of similar schools. This data revealed that students in the school's bottom third in the testing grades, specifically, low achieving students in grades four and five, are not making adequate progress in ELA.*

a) Instructional strategies/activities #1

- Create an after-school program for all students with disabilities in grades 3-5 to provide remedial instruction in ELA two days per week, on alternating weeks in groups of 5 students or less.

b) Key Personnel and other resources used to implement these strategies/activities

- All classroom teachers grades PK-5, special education teachers, IEP teacher, AIS teacher, support providers

c) Steps Taken to include teachers in decision making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Results of ACUITY ELA Benchmark Assessments, the results of ELA performance tasks, TC end of unit writing assessments, Fountas and Pinnell reading assessments as well as the scores from the 2012 NYS ELA exam will be analyzed and used by teachers to form homogeneous instructional groups and to select teaching points to best meet students' instructional needs.
- The Vertical Instructional Planning Team (VIP) will meet monthly to review student performance trends and adjust curriculum accordingly.

d) Timeline for Implementation

- September 2012 to June 2013

a) Instructional strategies/activities #2

- b) Administration will utilize a common lens for instruction in order to set clear expectations and to provide written evidence based feedback to teachers resulting from frequent classroom observations. Feedback conversations will ultimately improve instruction and positively impact student achievement. We will focus on improving questioning techniques to engage students in higher level conversations to improve critical thinking skills.

b) Key Personnel and other resources used to implement these strategies/activities

- All classroom teachers, Pre-K – 5, principal, special educators, related service providers, TC staff developers, CFN 409 staff

c) Steps Taken to include teachers in decision making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- In November, PD will be provided to staff focused on the questioning and discussion technique domain of a research based teacher effectiveness rubric.
- On-going professional development will be provided to all staff to improve questioning and discussion techniques
- Staff will be informally observed on their questioning and discussion techniques to determine areas that are in need of improvement resulting in appropriate professional development to improve in these areas and receive written feedback that will be discussed in individual PD conversations.
- Staff will be provided with professional texts to help support their questioning and discussion techniques.

d) Timeline for Implementation

- In September a TERC instructional consultant will provide PD to staff on the curriculum's alignment to the common core learning standards.
- At November PD staff will learn expectations specific to improving questioning and discussion techniques.
- Staff will be engaged in frequent cycles of informal observations and individual feedback conversations from January to May.

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.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) x Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here: The PTA has provided funding for our TC coach

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:**
 - a) **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.
 - b) **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.
 - c) **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.
 - d) **Gardening/Wellness Committee**-our wellness committee is a parent directed team that examines student nutrition, and physical fitness. The team seeks to improve each 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.
 - e) **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.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> Students at-risk for ELA will receive differentiated instruction using the following: re-teaching of the mini-lesson, remedial strategy/skills lessons, guided reading, interactive writing) At-risk K – 2 students will be mandated for Extended Day All grade 3 -5 students will be mandated for Extended Day 	<ul style="list-style-type: none"> K – 2 Small group and one-to-one, push-in (AIS teacher) Gr. 3 -5 Small group and one-to-one, push-in (AIS teacher) Small groups of 10 or fewer students Small groups of 10 or fewer students 	<ul style="list-style-type: none"> 2½ times per week during the school day 3 times per week during the school day Twice weekly, after school Twice weekly, after school
Mathematics	<ul style="list-style-type: none"> Students at-risk for math will receive differentiated instruction using the following: re-teaching of the mini-lesson, remedial math strategy/skills lessons, differentiated TERC Investigations. At-risk K – 2 students will be mandated for Extended Day All grade 3 -5 students will be mandated for 	<ul style="list-style-type: none"> K – 2 Small group and one-to-one, push-in (AIS teacher) Gr. 3 -5 Small group and one-to-one, push-in (AIS teacher) Small groups of 10 or fewer students. Small groups of 10 or fewer students 	<ul style="list-style-type: none"> 2½ times per week during the school day 3 times per week during the school day Twice weekly, after school Twice weekly, after school

	Extended Day	<ul style="list-style-type: none"> All IEP students attending Extended Day are in groups of 5 or fewer students 	
Science	<ul style="list-style-type: none"> At-risk students will be provided with non-fiction science texts through close reading, guided reading, shared and independent reading 	<ul style="list-style-type: none"> Small groups and one-to-one 	<ul style="list-style-type: none"> During the school day and during Extended Day
Social Studies	<ul style="list-style-type: none"> At-risk students will be provided with non-fiction social studies texts through close reading, guided reading, shared and independent reading K – 5 students will engage in the Independent Investigation Model (IIM) using Social Studies units of study 	<ul style="list-style-type: none"> Small group, push-in Small groups within the classroom 	<ul style="list-style-type: none"> During the school day and during Extended Day Once per week during the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> Guidance Counselor & NYU Intern (emotional, behavioral, crisis, etc. counseling) School Psychologist & social worker (emotional, behavioral, crisis management, etc. intervention) 	<ul style="list-style-type: none"> Small group and one-to-one Small group and one-to-one 	<ul style="list-style-type: none"> 3 times per week, as needed Twice per week, as needed

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- According to current DOE policy, only experienced teachers with required certification have been hired; with the exception of high needs areas. As indicated by our most recent BEDS report, every teacher in the school is state certified to teach in their particular area.
- As mandated by the UFT contract, 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 as well as instructional support in mathematics from an AUSSIE coach. One of our fifth grade teachers also receives instructional support in the area of social studies through the Teaching American History Grant.
- Every teacher has an individualized professional development plan which includes the following supports: TC staff developers; attendance at TC calendar days; AUSSIE coach; network level professional development in the teaching of writing, reading and aligning curriculum to the Common Core Standards and participate in 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. Our professional affiliations with Teachers College and Brooklyn College also provide us with potential teacher candidates. All of our teaching vacancies are posted on the Doe's "Open Market" system in order to attract the largest number of potential candidates for our vacancies.
- In order to continue attracting highly qualified teachers we will continue to make the creation of a professional learning community aimed at improving student achievement a high priority in our school by providing on-going, high quality professional development and teacher support.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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 an 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 dominance 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 pedagogues, 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 pedagogues, 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 their native language to enrich the understanding of each available program. Parent survey and program selection forms, along with parent brochures, are sent home to those parents unable to attend the orientations, with follow-up calls by Elana Rabinowitz the ESL teacher to ensure informed choice is 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.

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 <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	To t #
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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
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													

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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

We emphasize communication skills wherein the new language is used in meaningful context

We incorporate engaging and relevant topics to encourage communication

We communicate using gestures, graphics, and pantomime when appropriate

We use Total Physical Response (TPR) wherein the child acts out the language being acquired

We use technology such as computers and audio-visual equipment to aid in instruction

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

4. Ways that we ensure that ELLs are appropriately evaluated in their native language is as follows. If a child qualifies for the LAB-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. Throughout the year, PS 39 offers translated examinations for our ELLs in Math and Science. We also ensure that if a child needs an evaluation we have a bi-lingual pedagogue administer the exam.

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

5a. Currently we do not have any SIFE students. However, if in the future we receive SIFE students our action plan is as follows. We will create individualized student needs assessments; create a specific AIS plan for the student to focus on in literacy and math and creating and maintaining grade appropriate instructional support materials.

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 ELLs are required to take the ELA examinations after only one year, we have our students participate in test preparation programs offered to all our students. They are able to use bi-lingual dictionaries and glossaries throughout the year to better assist them in the transition. Additional help in literacy is given to these students with the help of parent volunteers.

5c. ELLs receiving 4 to 6 years of service are a larger number of ELLs in the upper grades. An analysis of their scores on the NYSESLAT, ELA and math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves an after school program, targeting literacy and math two days during the week. In addition, we monitor the progress of students in all content areas to differentiate instruction for literacy needs.

5d. Currently PS 39 does not have any Long-Term ELLs. However, if in the future we have long-term ELLS our plan will be as follows. We will first analyze their scores on the NYSESLAT, ELA and math exams to determine is the problem is one of reading and writing. Once this is determined will created a targeted AIS instruction based on the specific need of the ELL. Our inquiry team will focus on them to assist in gaining proficiency. We will monitor the progress of students in all content areas to differentiate instruction for specific literary needs. We will create student goals and differentiate instruction.

6. Five of our ELL students receive special education services as well. Our plan for this group is to ensure that teachers of students with an IEP are familiar with the students' specific needs and that all services are provided according to the IEP mandates. There is collaboration between the ESL teacher and the IEP contact person. The delivery of the AIS services is appropriate to the grade. Additional small group workshops such as Wilson and Foundations will be used to help accelerate English language development to meet the needs of ELL-SWDs where needed. All will be included in afterschool literacy and test prep programs. Most of our classrooms have increased the use of smart boards and other technologies that target the needs of our ELL-SWD population. The instructional materials used to support the learning of ELLs vary depending on grade and level. With the more advanced ELLs, we mostly use the same classroom materials as the mainstream classes and supplement with graphic organizers and varied literature. Beginning ELLs use lower

A. Programming and Scheduling Information

level books and various programs to increase language development. Numerous language games, visuals, music and computer programs are used to focus on beginning and ending sounds, rhyming words and basic phonic skills.

7. Our schools groups all the ELLs on a grade in one classroom so that the ESL teacher can push in, or pull out depending on the needs of the students. Our school tries to create the least restrictive environment for our ELLs. Our ELL students are placed in one class to make it easier to focus on the push-in model. Programming is collaborated between all service providers to work around the needs of the children being serviced. Our ESL teacher, attempts to use the push-in model when possible, however, when small group instruction is necessary it revolves around the schedule of the mainstream teacher. If a child is being pulled for numerous services, the ESL teacher may create a special class during the morning. The classroom itself contains numerous visual resources and manipulative to meet the needs of our diverse learners. Our ELL schedule complies with the mandates necessary to meet the required units of ESL as per CR Part 154.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

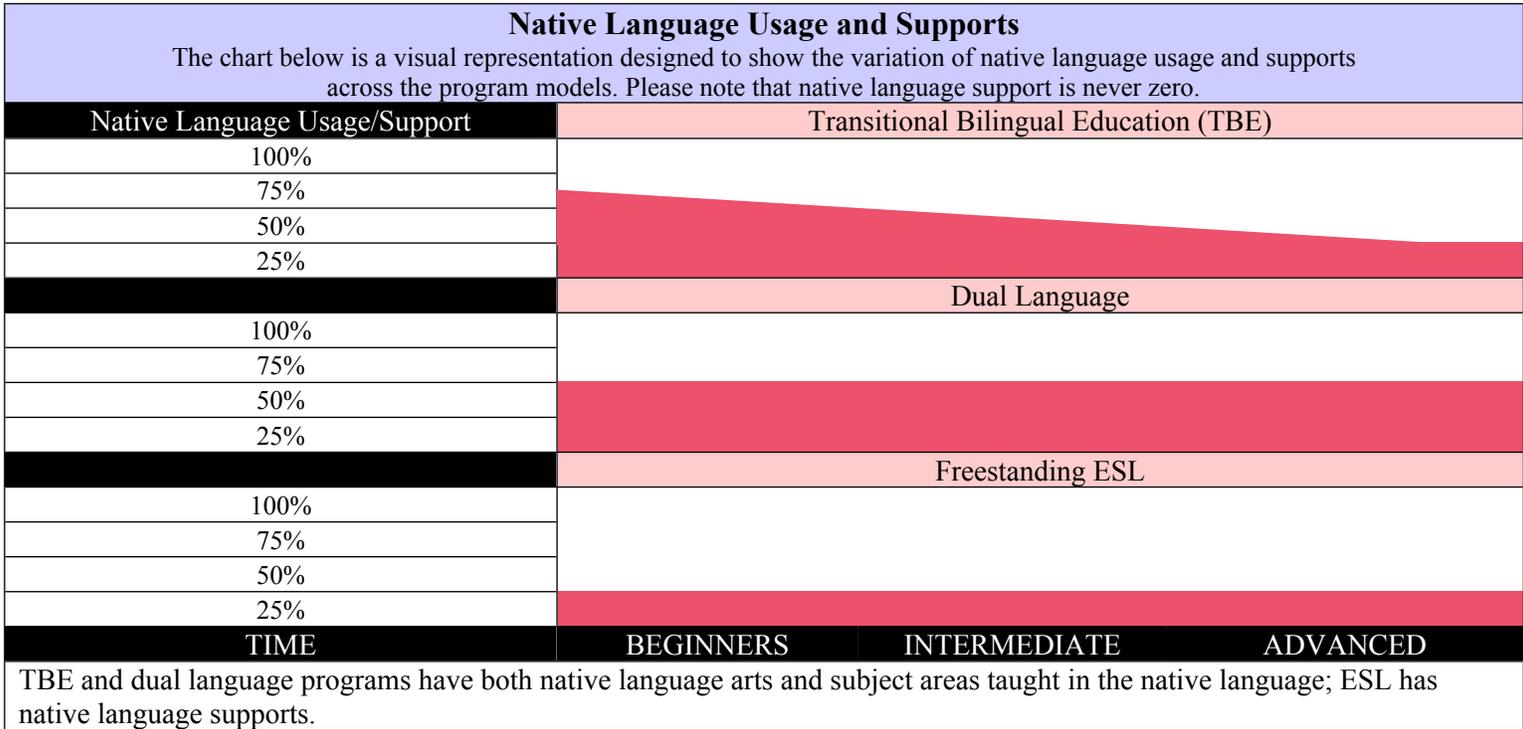
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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 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 love to purchase specific programs for our ELLs and hope to gain funding in the future to allow for rigor.

13a. Our school uses many instructional materials and incorporates technology to support our ELLs. We use guided reading with Rigby readers to assist our ELLs in literacy with specialized vocabulary builders. Additionally we use smart boards, Mac computers, and books on tape (and cds) and leap frog programs. Our classroom teachers have document cameras that support our ELLs in literacy. The ELLs have access to computers and laptops that have specified programs for ELL enrichment.

13b. Classroom and cluster teachers utilize technology, visual aids and differentiated learning to assist ELLs. Our ESL teacher has specific, leveled libraries, which includes a listening center that is available to all our ELL students. All these materials are available for each grade and proficiency level.

14. Native language support is offered in a variety of ways. Our school has a series of books both in the student's native language and/or with English translations. We have bilingual books in the content areas as well. Each teacher is provided with transliterations of basic commands and questions that can easily be relayed in the student's native language. The ESL teacher creates additional materials as well for newcomers upon arrival. Each child is paired with a native language buddy. Children are also given dictionaries and glossaries in their native language to assist them academically. In addition, we have a collection of books in Spanish that are available to the students if they choose. We also use the Internet to access materials in other languages that will assist students and that will help the ESL teacher communicate with the ELL's.

15. Services and resources correspond to ELL's ages and grade levels in our school. Children are placed in small groups with peers that best match their language schools and age to best align them to the current standards and units of study. All materials that are purchased at 39 correspond with service support and applicable to ELLs of all ages and grade levels. In addition, our ESL teacher purchases additional materials to meet the needs of the changing populations.

16. Our newly enrolled ELLs are given newcomer packets that include basic vocabulary translated from their native language as well as essential English commands and pictures that will assist them in their immediate transitions. They work closely with the parent coordinator as well as the ESL Teacher to acclimate to the school and discuss our programs as well as additional programs offered to assist them in the neighborhood. They meet with the ESL teacher to discuss strategies and given supplemental materials to assist them at home. Classroom teacher's work to prepare their classrooms with print rich labels so that any newcomer can find their way around.

17. Currently PS 39 is not offering any language electives, however, we are looking into offering some in the near future.

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.

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.

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 list).

E. Parental Involvement

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

1. PS 39 has an involved parent community. Each year in addition to the required orientations, we host meetings of all the ELL parents (past and present) to discuss the specific needs of their children as well as offer advice to newcomer parents. The parents work together to troubleshoot ideas and make suggestions for the program. Our parent coordinator is bilingual and often checks in with the parents in the community and assists them in meetings, translating all school documents as well as serving as a liaison within groups in the community.

2. PS 39 offers a variety of workshops and services for our ELL parents. Our parent coordinator spearheads the workshops and either personally translates materials or provides information in their Native Languages. The following are some of the workshops we offer. Nutrition workshop, Pediatric dental care workshop, Emergency medical care workshop, Alphabet Soup (reading strategies workshop), Writing process workshop. Workshops on state testing and promotional policy, Asthma awareness workshops, Learning Leaders training (training for parents to work with small groups of children), Everyday Math training (workshop for parents on math curriculum) Curriculum explanations for ESL parents, ESL parent workshop on helping your child at home ESL parent workshop on summer homework exercises and ESL parent workshop on technology.

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

- Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including holiday luncheons, international festivals and cultural days. At these events, the school and community can come together to recognize student achievements in arts and academics.
- Afterschool: Our Parent Coordinator conducts various workshops throughout the school year to help the ELL community. Curriculum Orientation Night is one of the most important events offered to all PS 39 parents at the beginning of the school year. During this event, the staff explains to parents/caregivers the instructional programs that will be covered during the course of the year for each grade level, and they offer advice on students' homework and other academic expectations for the school year. Parents of ELLs attend this Curriculum Orientation Night along with parents of native English-speaking students. In addition to Curriculum Orientation, parents of ELLs at PS 39 are also offered an ESL Parent Orientation meeting at the beginning of each school year. During this orientation the ESL instructor shows an informational video provided by the NYC Dept. of Education, informs parents/caregivers of their program options, describes the ESL curriculum at PS 39, and addresses any questions/and or concerns. We will be having meetings in the spring to help prepare the parents for the NYSESLAT exam.

3. We evaluate the needs of our parents based on parent surveys in their native languages. In addition, Our parent coordinator holds meetings throughout the year to discuss the needs of our students. Specifically, she attends the ESL Orientation and hands out a survey to compile information that we can use to assist our students and their families. She is bi-lingual and able to translate the information as well. The Parent Coordinator surveys the parents and plans workshops according to their responses. In addition, the ESL teacher meets with the parents of ELLs to come up with specific strategies to better work with the ELLS in the community.

4. 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.

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									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. PS 39 uses a variety of assessment tools to gather information regarding the needs of its students, including ELLs. The primary assessment tools are: DRA2, Fountas & Pinnell, TCRWP, and E-PAL. Once a year, the NYSESLAT exam is administered to assess the progress of the ELL population. Based on the results of the data instruction is differentiated to meet the specific areas of literacy and writing that need to be focused on in both the classroom and in esl small group instruction.

2. The NYSESLAT data shows that many ELLs are making incremental gains and moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly newcomers or in the early grades (K-1).

After careful review of the NYSESLAT data, the patterns revealed were:

- 73% of students are Advanced or Proficient in Speaking and Listening
- Students generally score higher in Speaking and Listening than in reading and writing
- Students usually score the same on the LAB-R as in the first year of the nyseslat
- Students who are former ELLs are on grade level and in many cases outperforming non-ells
- advanced students are making minimal progress on the NYSESLAT

3. The patterns of the NYSESLAT exam will help us determine the focus of and differentiation our instruction. The implications for instructional decisions based on the assessment data are as follows:

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

4. a. Patterns across proficiencies and grades are as follows. Most students are beginners in the early grades. Students tend to increase one level each year. Long term ELLs tend to remain in an advanced level.

b. The data is shared with the school leadership team and classroom teachers for our ELL students. They are focusing their instruction based on the students scores.

c. The school is learning about the various patterns and progression of our students. While most students tend to score high on listening and speaking they realize it takes much longer to develop reading and especially writing skills. Therefore, instruction and interventions are focusing on these areas.

5. Currently PS 39 does not offer any dual language programs.

6. Our ELL program is evaluated by the results of the NYSESLAT exams.

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

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)
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

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.