

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

**School Name:** PUBLIC SCHOOL 39  
**DBN (i.e. 01M001):** 15K039  
**Principal:** ANITA DE PAZ  
**Principal Email:** [ADEPAZ2@SCHOOLS.NYC.GOV](mailto:ADEPAZ2@SCHOOLS.NYC.GOV)  
**Superintendent:** ANITA SKOP  
**Network Leader:** NEAL OPROMALLA

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Anita de Paz	*Principal or Designee	
Suzann Bassil	*UFT Chapter Leader or Designee	
Christine Swedowsky	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
n/a	CBO Representative, if applicable	
Eileen Reilly	Member/ Parent	
Amanda Onion	Member/ Parent	
Maria Santos-Valentin	Member/ Parent	
Lori Ungemah	Member/ Parent	
Semara Calhoun]	Member/ Teacher (Gr. 2)	
[Matthew Weeks]	Member/ Teacher (Spec. Ed. – Gr. 4)	
[Katie Rafferty	Member/ Teacher (Spec. Ed. – Gr. 1	
n/a	Member/ n/a	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

## **Guidance for Developing Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. 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.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>n/a</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>n/a</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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**

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

By June 2015, the percentage of students in grades 3 – 5 achieving proficiency levels of 3 or higher will increase 7 – 10% as measured by the 2015 NYS English Language Arts assessment.

### **Comprehensive Needs Assessment**

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

An analysis of the NYS English Language Arts assessments of students scoring at levels 3 and 4 in 2012, 2013, and 2014 was conducted. The following trends were noted:

- In 2012, 83.3% of students in grades 3-5 scored at levels 3 and 4 (115 out of 138 students).
- In 2013, 63.1 % of students in grades 3-5 scored at levels 3 and 4 (94 out of 149 students). This was a 20.2% decrease from the previous year.
- In 2014, 67.8% of students in grades 3-5 scored at levels 3 and 4 (101 out of 149 students). This was a 4.8% increase from the previous year. This did not meet our 2012-2013 CEP goal of a 7-10 % increase of students scoring at levels 3 and 4.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Teachers will implement a uniform close reading curriculum across grades K – 5 during shared reading using complex texts to teach specific reading comprehension skills.
2. Classroom teachers will implement a text sophistication genre study across reading and writing units between October and April utilizing the NY Ready CCLS Aligned curriculum. Teachers will familiarize students with testing vocabulary, directions, test format, and stamina requirements twice weekly.
3. Targeted data driven small group instruction will be provided by classroom teachers, SETTS teacher, AIS teachers (2), and the ESL teachers (2). All teachers will utilize formative assessments (such as running records, on-demand writing pieces, and conference notes) to identify specific instructional needs for groups of students. SETTS and AIS teachers will also incorporate students' IEP mandates when planning small group instruction.

#### Reading

- A mid-year analysis of reading levels in grades 3 – 5 as measured by Fountas & Pinnell Reading assessments indicate a 3.6% decrease in those students achieving proficiency levels of 3 or higher (September 2014 – 130/166 or 78.3% compared to January 2015 – 124/166 or 74.7%)
- Teachers were focusing the majority of their small group instruction on students with proficiency levels of 1 and low level 2 rather than students with proficiency levels of high level 2 and low level 3.
- Administrators conducted mid-year data meetings with grade level teams in grades 3 – 5 to examine changes in individual student reading proficiency levels.
- Teachers created new instructional groups consisting of students who were performing at high level 2 and low level 3.
- Moving forward, teachers will administer an additional running record to those students to identify specific skills that will be addressed in small group instruction.
- Administrators and teachers met with the TC coach to effectively plan small group instruction in both reading and writing. Administrators and TC coaches will follow up on small group instruction through observations/feedback and coaching/feedback.
- Teachers will increase the frequency of small group instruction with these cohorts of students from three times per week to four times per week.
- Progress towards March benchmarks will be monitored through data meetings among administrators, grade teams, and the TC coach.

#### Writing

- A mid-year analysis of January On-Demand Writing tasks indicate a 1.8% increase in those students achieving proficiency levels of 3 or higher (September 2014 – 134/167 or 80.2% compared to January 2015 – 137/167 or 82%)
- Administrators conducted mid-year data meetings with grade level teams in grades 3 – 5 to examine changes in individual student writing proficiency levels.
- Teachers created new instructional groups consisting of students who were performing at high level 2 and low level 3.
- Administrators and teachers met with the TC coach to effectively plan small group instruction in writing. After analyzing student work, specific teaching points were identified for groups of students. Administrators and TC coaches will follow up on small group instruction through observations/feedback and coaching/feedback.

Academic intervention teachers assigned to these grades will increase the frequency of small group instruction with these cohorts of students from two times per week to three times per week.

4. Teachers will receive professional development in analyzing data in order to provide differentiated literacy instruction.

**B. Key personnel and other resources used to implement each strategy/activity**

1. All classroom teachers including special education teachers (3) in ICT classes.

2. All classroom teachers including special education teachers (3) in ICT classes.

3. All classroom teachers including special education teachers (3) in ICT classes, SETTS teacher (1), AIS teachers (2), and ESL teachers (2).

4. All classroom teachers including special education teachers (3) in ICT classes, SETTS teacher (1), AIS teachers (2), and ESL teachers (2), plus TC literacy coaches (1) and network literacy liaison (1).

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Fountas & Pinnell Reading Assessment (4 times a year – September, January, March & June), results of the 2015 NYS ELA assessment, and on-demand writing tasks.

2. Fountas & Pinnell Reading Assessment (4 times a year – September, January, March & June), results of the 2015 NYS ELA assessment, and on-demand writing tasks.

3. Fountas & Pinnell Reading Assessment (4 times a year – September, January, March & June), results of the 2015 NYS ELA assessment, and on-demand writing tasks.

4. Fountas & Pinnell Reading Assessment (4 times a year – September, January, March & June), results of the 2015 NYS ELA assessment, and on-demand writing tasks.

**D. Timeline for implementation and completion including start and end dates**

1. September 2014 – June 2015

2. September 2014 – June 2015

3. September 2014 – June 2015

4. September 2014 – June 2015

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Learning A – Z Close Reading Program (three times a week)

2. NY Ready CCLS Aligned Reading Program

3. Wilson Reading Program – SETTS teacher (three times a week), AIS teachers (three times a week), ESL teachers (twice a week)

4. 15 days with TC literacy coaches, monthly PD with network literacy liaison, TC calendar days, network level PD workshops, Monday afternoon PD period

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parents will be provided with 3 report cards accompanied by a comprehensive individualized Student Assessment Portfolio. These communications provide targeted strategies to support their child's literacy achievement and include specific next steps to help families support student progress.
- Student Assessment Portfolios will be available to parents on demand throughout the school year.
- Parents will be able to access the instructional scope and sequence in reading and writing for their child's grade on our school's website. Parents without computer access will be provided with hard copies of these documents.
- Student Assessment Portfolios will provide parents with copies of the rubrics that will be used to assess on demand writing pieces throughout the year.
- The school will conduct a "Curriculum Night" in September to inform parents about the instructional expectations for the grade, assessment used to monitor progress and the curriculum used in all content areas.
- The school will conduct a "What to Expect in Your Child's Next Grade Evening" in May 2015 to inform parents about the curriculum used in all content areas, the instructional expectations, and the assessments used to monitor progress for their child's upcoming grade.
- The school will conduct family workshops to help parents work with their children to improve their literacy achievement. Topics will include: "Understanding Your Child's IEP", "Modifications to Help Your Child Complete HW", "Ways to Incorporate Reading and Writing Practice into Daily Routines" and "Strategies To Support Students Performing Below Grade Level Proficiency - The Home/School Connection"
- Parents are provided with their child's teacher's DOE e-mail address and encouraged to contact the teacher as often as necessary to monitor their child's progress.

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>X</b>	<b>Tax Levy</b>	n/a	<b>Title IA</b>	n/a	<b>Title IIA</b>	n/a	<b>Title III</b>	n/a	<b>Set Aside</b>	n/a	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

The PTA provides funds for the salaries of the AIS teachers (three days per week) and one cluster position (three days per week).

## Goal and Action Plan #2

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

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

By June 2015, the percentage of students in grades 3 – 5 achieving proficiency levels of 3 or higher will increase by 7 – 10% as measured by the 2015 NYS Mathematics assessment.

### Comprehensive Needs Assessment

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

An analysis of the NYS Mathematics assessments of students scoring at levels 3 and 4 in 2012, 2013, and 2014 was conducted. The following trends were noted:

- In 2012, 87.1% of students in grades 3-5 scored at levels 3 and 4 (121 out of 139 students).
- In 2013, 68% of students in grades 3-5 scored at levels 3 and 4 (102 out of 150 students). This was a 19.1% decrease from the previous year.
- In 2014, 73.8% of students in grades 3-5 scored at levels 3 and 4 (110 out of 149 students). This was a 5.8% increase from the previous year. This did not meet our 2012-2013 CEP goal of a 7-10 % increase of students scoring at levels 3 and 4.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers will blend components from TERC and GO Math! curriculums in order to provide students with support in math fluency as well as the application of math skills and facts to higher level problem solving. Teachers create uniform curriculum maps across grades reflecting the blended curriculums with monthly support from our network math liaison. Administration will give feedback on curriculum maps three times during the school year via Google Docs.
2. Targeted data driven small group instruction will be provided by classroom teachers, the SETTS teacher, the AIS teachers (2), and the ESL teachers (2). All teachers will utilize formative assessments (such as, end-of-unit assessments, conference notes) to identify specific instructional needs for groups of students and formulate accompanying teaching points. SETTS and AIS teachers will also incorporate students' individual IEP mandates when planning small group instruction.
3. Teachers will receive professional development in analyzing data in order to provide differentiated math instruction.

#### B. Key personnel and other resources used to implement each strategy/activity

1. All classroom teachers including special education teachers (3) in ICT classes.
2. All classroom teachers, including special education teachers (3) in ICT classes, the SETTS teacher, the AIS teachers (2), and the ESL teachers (2).
3. All classroom teachers, including special education teachers (3) in ICT classes, the SETTS teacher, the AIS teachers (2), and the ESL teachers (2), plus network math liaison

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. End-of- unit Go Math assessments, TERC Investigations, results of the Spring 2015 NYS Mathematics assessment, and frequent basic fact quizzes. Administration will give feedback on curriculum maps three times during the school year (December 2014, March 2015, & May 2015) via Google Docs.
2. End-of- unit Go Math assessments, TERC Investigations, results of the Spring 2015 NYS Mathematics assessment, and frequent basic fact quizzes.
3. End-of- unit Go Math assessments, TERC Investigations, results of the Spring 2015 NYS Mathematics assessment, and frequent basic fact quizzes.

#### D. Timeline for implementation and completion including start and end dates

1. September 2014 – June 2015
2. September 2014 – June 2015
3. September 2014 – June 2015

#### E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers will be supported in their planning by the network math liaison. Planning will be guided by published TERC and GO Math! curriculums plus the CCLS.
2. Support providers will utilize AIS component of Go Math! program for instruction.
3. Regular data meetings, network level math PD workshops, and Monday afternoon PD periods.

### Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parents will be provided with 3 report cards accompanied by a comprehensive individualized Student Assessment Portfolio. These communications provide targeted strategies to support their child’s literacy achievement and include specific next steps to help families support student progress.
- Student Assessment Portfolios will be available to parents on demand throughout the school year.
- Parents will be able to access the instructional scope and sequence in math for their child’s grade on our school’s website. Parents without computer access will be provided with hard copies of these documents.
- The school will conduct a “Curriculum Night” in September to inform parents about the instructional expectations for the grade, assessment used to monitor progress and the curriculum used in all content areas.
- The school will conduct a “What to Expect in Your Child’s Next Grade Evening” in May 2015 to inform parents about the curriculum used in all content areas, the instructional expectations, and the assessments used to monitor progress for their child’s upcoming grade.
- Parents will be invited into the classroom monthly for Family Friday events as well as visitations during Open School Week to observe teaching and learning
- Parents will be invited to participate in a hands-on math workshop where they will engage in math activities demonstrating the alignment of the GO Math! and TERC curriculums

***Budget and Resource Alignment***

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>Tax Levy</b>	n/a	<b>Title IA</b>	n/a	<b>Title IIA</b>	n/a	<b>Title III</b>	n/a	<b>Set Aside</b>	n/a	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
The PTA provides funds for the salaries of the 2 AIS teachers (three days per week), and one cluster position (three days per week).											

### Goal and Action Plan #3

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**

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

By June 2015, the percentage of students performing at levels 1 and 2 in grades 4 – 5 (inclusive of students with disabilities and ELL students) achieving proficiency levels of 3 or higher will increase by 5 – 8% as measured by the 2015 NYS English Language Arts assessment.

#### **Comprehensive Needs Assessment**

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

An analysis of the NYS English Language Arts assessments of students scoring at levels 3 and 4 in 2012, 2013, and 2014 was conducted. The following trends were noted:

- In 2012, 13.9% of students in grades 3 and 4 (exclusive of students with disabilities) scored at levels 1 and 2 (12 out of 86 students).
- In 2013, 27% of students in grades 3 and 4 (exclusive of students with disabilities) scored at levels 1 and 2 (23 out of 85 students). This was an increase of 13.1% from the previous year.
- In 2014, 25.3% of students in grades 3 and 4 (exclusive of students with disabilities) scored at levels 1 and 2 (22 out of 87 students). This was a decrease of 1.7% from the previous year. This did not meet our 2012-2013 CEP goal of a 5-8% decrease in students performing at levels 1 and 2.
- In 2012, there were fewer than 10 students with disabilities tested, therefore a detailed analysis of this sub-group was not possible.
- In 2013, 60% of students with disabilities in grades 3 and 4 scored at levels 1 and 2 (12 out of 20 students).
- In 2014, 63% of students with disabilities in grades 3 and 4 scored at levels 1 and 2 (12 out of 19 students). This was an increase of 3% from the previous year. This did not meet our 2012-2013 CEP goal of a 5-8% decrease in students performing at levels 1 and 2.
- In 2012, 2013, and 2014 there were fewer than 10 ELL students tested, therefore a detailed analysis of this sub-group was not possible.

#### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

##### **A. Strategies/activities that encompass the needs of identified subgroups**

1. Students identified as at-risk, based on analysis of the 2014 NYS ELA scores, will receive 3-4 50 minute periods weekly of targeted literacy instruction provided by an AIS teacher. Utilizing guided reading and strategy lessons, the AIS teacher will provide remedial instruction in basic reading and writing skills as identified by error analysis of running records and on-demand writing pieces.
2. Targeted data driven small groups will be provided by classroom teachers, SETTS teacher, and the ESL teachers. All teachers will utilize formative assessments (such as running records, on-demand writing pieces, and conference notes) to identify specific instructional needs for groups of students and formulate accompanying teaching points. The SETTS teacher will also incorporate students' IEP mandates when planning small group instruction.

##### Reading

- In May 2014, 33 grade 4 and 5 students performed at Levels 1 or 2 on the NYS ELA assessment. In September 2014, 18 out of these 33 students (or 54.6%) were meeting grade level reading benchmarks as measured by Fountas & Pinnell Literacy Assessment. In January 2015, 14 out of these 33 students (or 42.4%) were meeting grade level reading benchmarks as measured by Fountas & Pinnell Literacy Assessment. This is a decrease of 12.2%.
- In May 2014, 12 students with IEPs in grade 4 and 5 performed at Levels 1 or 2 on the NYS ELA assessment. In September 2014, 6 out of these 12 students (or 50%) were meeting grade level reading benchmarks as measured by Fountas & Pinnell Literacy Assessment. In January 2015, 5 out of these 12 students (or 41.7%) were meeting grade level reading benchmarks as measured by Fountas & Pinnell Literacy Assessment. This is a decrease of 8.3%.

Our amended plan will be to specifically identify the four students whose performance levels have dropped below grade level standards and to refer them to our Child Study team. The team will extensively review their existing assessment data in order to create individualized RTI plans that will include increasing AIS support from twice per week to three times per week. After a period of eight weeks of targeted intervention, students will be reassessed utilizing Fountas & Pinnell assessments and their RTI plans will be revised as necessary.

##### **B. Key personnel and other resources used to implement each strategy/activity**

1. AIS teacher (1)
2. All classroom teachers (4), special education teachers in ICT classes (2), SETTS teacher, and ESL teachers (2).

##### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Fountas & Pinnell Reading Assessment (4 times a year – September, January, March & June), results of the 2015 NYS ELA, and on-demand writing tasks.
  2. Fountas & Pinnell Reading Assessment (4 times a year – September, January, March & June), results of the 2015 NYS ELA, and on-demand writing tasks.
- D. Timeline for implementation and completion including start and end dates**
1. September 2014 – June 2015
  2. September 2014 – June 2015
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Guided Reading
  2. Wilson Reading Program – SETTS teacher (three times a week), AIS teacher (three times a week), ESL teachers (twice weekly); designated special education teachers will participate in professional development days at TC that specifically focus on supporting struggling readers and writers; and special education teachers will participate in monthly network professional development focused on supporting students with disabilities.

**Strategies to Increase Parental Involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
- Parents will be provided with 3 report cards accompanied by a comprehensive individualized Student Assessment Portfolio. These communications provide targeted strategies to support their child's literacy achievement and include specific next steps to help families support student progress.
  - Student Assessment Portfolios will be available to parents on demand throughout the school year.
  - Parents receive a detailed letter informing them of the criteria used to select their child for AIS participation. The letter includes information about what grade level proficiency is and how their child's performance compares to it.
  - Specialized workshops will be provided for parents of students who are struggling academically. Topics will include: "Understanding Your Child's IEP", "Modifications to Help Your Child Complete HW", "Ways to Incorporate Reading and Writing Practice into Daily Routines" and "Strategies To Support Students Performing Below Grade Level Proficiency - The Home/School Connection"

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	n/a	Title IA	n/a	Title IIA	n/a	Title III	n/a	Set Aside	n/a	Grants
List any additional fund sources your school is using to support the instructional goal below.											
The PTA provides funds for the salaries of the 2 AIS teachers (three days per week), and one cluster position (three days per week).											

## Goal and Action Plan #4

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

### **Annual Goal #4**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1. n/a
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. n/a
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. n/a
<b>D. Timeline for implementation and completion including start and end dates</b>
1. n/a
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. n/a

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
n/a

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
n/a	<b>Tax Levy</b>	n/a	<b>Title IA</b>	n/a	<b>Title IIA</b>	n/a	<b>Title III</b>	n/a	<b>Set Aside</b>	n/a	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
n/a											

## Goal and Action Plan #5

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

### **Annual Goal #5**

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

### **Comprehensive Needs Assessment**

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

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1. n/a
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. n/a
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. n/a
<b>D. Timeline for implementation and completion including start and end dates</b>
1. n/a
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. n/a

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
n/a

### **Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
n/a	<b>Tax Levy</b>	n/a	<b>Title IA</b>	n/a	<b>Title IIA</b>	n/a	<b>Title III</b>	n/a	<b>Set Aside</b>	n/a	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
n/a											

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Students at-risk for ELA will receive differentiated instruction using the following: re-teaching of the mini-lesson, remedial strategy/skills lessons, guided reading, shared reading, FUNdations (K-2), Wilson (Gr. 3-5), interactive writing.	Small group and one-to-one (push-in/pull-out)	Three times per week during the school day
<b>Mathematics</b>	Students at-risk for math will receive differentiated instruction using the following: re-teaching of the mini-lesson, remedial math strategies/problem solving skills lessons, differentiated TERC investigations and exemplars	Small group and one-to-one (push-in/pull-out)	Three times per week during the school day
<b>Science</b>	At-risk students will be provided with non-fiction science texts through close reading, guided reading, shared and independent reading	Small groups and one-to-one	During the school day
<b>Social Studies</b>	At-risk students will be provided with non-fiction social studies through close reading, guided reading, shared and independent reading	Small groups and one-to-one	During the school day
	K – 5 students will engage in the Independent investigation Model (IIM) using their Social Studies units of study	Small groups within the classroom	Once per week during the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Guidance Counselor (emotional, behavioral, crisis, etc. counseling)	Small group and one-to-one	Twice per week, as needed
	School Psychologist & social worker (emotional, behavioral, crisis, etc. intervention)	Small group and one-to-one	Twice per week, as needed

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.					
n/a	<b>School Wide Program (SWP)</b>	n/a	<b>Targeted Assistance (TA) Schools</b>	<b>X</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
n/a

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
n/a

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
n/a

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
n/a

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
n/a

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.
n/a

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
n/a

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

---

**Parent Involvement Policy (PIP) Template** *n/a*

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>39</b>
School Name <b>Henry Bristow</b> <b>type here</b>		

### B. Language Allocation Policy Team Composition [i](#) NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Anita de Paz</b>	Assistant Principal <b>n/a</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
ESL Teacher <b>Elana Rabinowitz</b>	Guidance Counselor
Teacher/Subject Area <b>Helen Hernandez/AIS</b>	Parent <b>n/a</b>
Teacher/Subject Area <b>n/a</b>	Parent Coordinator <b>Karen Hershowitz</b>
Related Service Provider	Other <b>Sarah Parker Green/IEP</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>Donna Baker/Admin Asst.</b>

### 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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>350</b>	Total number of ELLs	<b>8</b>	ELLs as share of total student population (%)	<b>2.29%</b>
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# Part II: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Pull-out	4	4	2	0	0	0								10
Push-In	0	0	2	3	0	0								5
<b>Total</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>15</b>								

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	2	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 SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b>	0	0	0	0	0	0	0	0	0	0
<b>ESL</b>	6	0	1	2	0	0	0	0	0	8

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	6	0	1	2	0	0	0	0	0	8
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part III: Assessment Analysis

### Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)	0	0	0	0	0	0								0
Intermediate(I)	1	2	1	1	0	1								6
Advanced (A)	0	1	0	0	0	0								1
Total	1	3	1	1	0	1	0	0	0	0	0	0	0	7

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	0	0	0	1
4	0	0	3	0	3
5	1	2	0	0	3
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	0	0	0	0	0	0	1
4	0	0	0	0	3	0	0	0	3
5	1	0	1	0	1	0	1	0	4
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	0	0	1	0	0	0	1
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									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								

**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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
  - PS 39 uses a variety of assessment tools to gather information regarding the needs of its students, including ELLs. The primary assessment tools are: Fountas & Pinnell & TCRWP. Once a year, the NYSESLAT exam is administered to assess the progress of the ELL population. In Kindergarten we have 1 beginner, 1 intermediate and 2 advanced students. In First grade, we have one intermediate

level students. In second grade, we have one beginner, two intermediate and one advanced. In third grade we have 2 intermediate students. This year all our fourth and fifth graders have passed the NYSESLAT and are no longer eligible for ESL instruction. The insights we have gathered is that our ELL students are a few levels behind in both reading and writing, with indications on all exams showing the greatest deficiencies in writing. We use the results of the LAB-R to drive instruction on for our kindergartners. In addition, PS 39 uses the end of year benchmark and use the item analysis to determine ELA teaching points.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
  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:
    - The majority of students are Advanced or Proficient in Speaking and Listening
    - Students generally score higher in Speaking and Listening than in reading and writing
    - Students who are former ELLs are on grade level and in many cases outperforming non-ells
    - Long-term ELLs are making minimal progress on the NYSESLAT
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The information is not available at this time.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
    - a. ELLs appear to score lowest in writing indicating a need for additional instruction in that area. Our students are provided with alternate language tests and translators but have chosen the past few years to take the exams in English. In lieu of the Periodic Assessments the information is obtained through informal assessments given by the classroom teachers and ELL teacher throughout the year, in the form of one to one conferences, benchmark assessments, and personalized rubrics.
    - b. The school leadership and teachers are using the results of the ELL Periodic Assessments to determine what areas of focus are needed for the remainder of the year. The overall consensus is that our ELLs are 1 -2 grade levels behind in writing and areas of convention and development are our focus.
    - c. The school is learning from our informal assessments the needs of our students. Native language is not currently used.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

5. Our school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework for grades k-5. RTI is a multi-tiered model, that provides intensive support for each level. Struggling students are provided with additional support beyond what is given in their classroom. Students progress is monitored regularly by teachers and support staff to show improvements toward meeting grade level standards. Changes to the frequency, time, or intensity of the intervention vary in accordance to the students individual needs. We move our students from Tier 1 – Tier 2 and monitor closely to see if Tier 3 is needed. Every child starts at a Tier 1. Tier 1 includes high quality, rigorous reading instruction "core instruction", delivered by classroom teacher, that meets the needs of most students. Use of research-based instruction or strategies that focus on meeting the needs of all students. If needed, a child moves into Tier 2, which is small-group instruction in the classroom designed for students who are not making adequate progress in Tier 1. This is in smaller groups and can be given by classroom teacher, push-in teacher, or additional service providers. These scaffolds are provided as support to the core instruction that match the needs of students identified as at-risk through screening progress and monitoring assessments. If a child is in Tier 3, it is necessary to provide individualized and customized intervention to students with greater frequency and durations. They continue to receive core instruction, either in the classroom or at an alternate location. School wide assessments are given 3 times a year to identify student performance on grade-level reading standards. If a child is identified as needing additional support, they receive it and information is monitored. Data from these tools guide instruction.
6. How do you make sure that a child's second language development is considered in instructional decisions?

We make sure that a child's second language development is considered in instructional decisions by making available a myriad of materials for the children. Classrooms are equipped with bilingual glossaries and dictionaries as well laptops and iPods are made available to students to make use of translation websites. We have multi-cultural and multi-lingual libraries available to all students. In addition we have bi-lingual paras that are available to assist our ELLs with their schoolwork.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

We currently do not have any dual language programs at this time.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the progress of our current ELLs by using informal assessments, teacher conferences, and the NYSESLAT scores each year. In addition, we confer with the IEP teacher, to ensure that ELL's who need additional assistance are meeting their specific goals.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
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 (HLS) 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 Certified ESL teacher, Elana Rabinowitz (Proficient in Spanish and Sinhala) or on days she is not present by Helen Hernandez, the AIS teacher. 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, Karen Herksowitz (English speaking), Helen Hernandez (Bi-lingual AIS teacher) and Administrative Assistant Donna Baker (Arabic Speaking) are available to assist in the translation and interview process. Elana Rabinowitz 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 pedagogue, with accommodations' for special education students. The results of the lab-r determine the amount of ESL service the students should receive. The students who score at the beginning and intermediate levels are required 360 minutes of instruction per week. Students who score at the advanced levels receive 180 minutes of instruction per week. In addition, if a child is deemed eligible for ESL services, they are evaluated annually using the New York State English as a Second Language achievement test (NYSESLAT) to determine their level of proficiency.
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.  
The structures that are in place at our school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Free standing ESL) are clearly presented at Parent orientations with the assistance of translators. These orientations are given within the first ten days of school with interpreters. Letters are sent home in the families native language to inform them of locations and present the information outlining the three different types of programs offered. Parent orientations are conducted by bilingual/ESL coordinators or bilingual/ESL teachers, with the support of the school administration and the assistance of ELL specialists or parent coordinators. If a parent can not attend the orientation, the ELL teacher will either schedule a one to one conference or phone conference to explain the three programs and determine what the parents want.

The orientation follows an agenda that outlines all the program choices and specifically lets the parents know that their child has a right to placement in a bilingual program. ELL educational services are guided by Part 154 of the Regulations of the New York

State Commissioner of Education (CR Part 154). CR Part 154 provides the basic requirements and procedures for ELL education. For instance, CR Part 154, as amended by the ASPIRA Consent Decree, requires that schools form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades. If there are not enough students to form a bilingual program, parents have the option of transferring their child to another school that has a bilingual program in the district; and if they choose not to transfer their child, they will remain at the school and receive ESL instruction. Failure to return the Parent Survey/Program Selection Form within the designated time will be considered a selection for the Transitional Bilingual Education program option. Before defaulting to bi-lingual, we have staff and translators call the parents within the first ten days to ensure that this is what the parents wanted. Parents are informed that their selection is for one school year. Program selection is for one school year.

At each orientation a video is presented for ELL Parents (Updated native language versions of the video are available to meet parents' language needs. If there is not a version of the video in the language needed at your school, parents may view the English video with an interpreter). The three choices are explained in the video and then there is an opportunity to ask questions about available bilingual/ESL services and program models. All information is inputted in the ELPC screen in ATS as per the parent's choice.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

PS 39 ensures that entitlement letters are distributed and Parent Survey and Program Selections forms are returned and stored within the first ten days of school. The ESL teacher goes through each home language survey to determine which children are eligible to take the LAB-R exam. If a child, according to the survey is deemed eligible they are tested, and if they are entitled to ESL services, an entitlement letter is printed out and signed in the guardian's native language and informs them, of their child's score on the LAB-R and invites them to attend an orientation where they can determine which program will best suit the needs of their child. In addition, the ESL teacher with the help of the pupil personnel secretary prints out the RLAT to determine which students are to receive continued entitlement letters as well as which children are now proficient and no longer entitled to services. All these letters are sent home in the ell's home language. 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 teacher via 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. The letters are then filed in a locked cabinet. Again, all entitlement letters are sent to the families in their native languages and a copy placed on file.

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.

4. The criteria used to place identified ELL student in bilingual or ESL instructional programs are as follows. The ESL teacher gathers all the parent surveys and inputs the data in the ELPC screen based on the parents first choice. If any survey is not returned, another attempt is made to contact the parent in their native language, and finally the default would be the selection of the bi-lingual program. The results are tabulated and if enough students in two consecutive grades chose bi-lingual the principal would have to open a bi-lingual class. Currently at PS 39, we have a small number of ELLs and the parents unanimously chose for their children to be placed in a freestanding ESL program. If a parent chooses another option as a first choice, a licensed pedagougouge contacts them with the help of a translator to discuss all options available. AT PS 39 we group our ESL students in the same class (Grades 1-5 )to enable for a push-in program to service the students alongside their classroom teachers. 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.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

5. Every year the New York State English as a Second Language Achievement Test (NYSESLAT) is given to all students that are receiving English as a Second Language. The NYSESLAT is divided into four modalities: Speaking, listening, reading and writing and given in bands by various grades. Now the kindergarteners have their own exam, and bands are given to grades one and two, three and four and five and six. The ESL teacher with the help of the testing coordinator designs a schedule and informs the parents in their native language when the exam will be given and how to prepare for it. A licensed pedagouge, other than the student's ESL teacher assess the speaking portion of the exam, in a one to one basis and records the information on scoring sheets. The other portions of the exam (listening, reading and writing) are given by a group of selected teachers and the students are tested according to their specific band. Cd players are provided to assist in the listening portion. If a child is absent on the days of

the exam, the ESL teacher will provide a make-up exam.

6. 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.) 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. ①
6. 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 we had 5 new students, and all five parents chose for their children to receive the free standing ESL Program. If in the future, parents have an interest in dual language or transitional bi-lingual we will review the numbers and if high enough, will open up a program to meet the parent's needs. 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 V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?
    1. a. The organizational models that PS 39 uses to deliver ESL instruction are a combination of push-in/ pull-out models based on teacher collaboration and differentiated instructions.
    - b. The program models used at PS 39 vary across grades. In grades 1 - 5 we try to group all our ELL students in one class to create the least restrictive environment in order to provide the mandated instruction for our students. This ESL program provides students with an ESL instruction, in addition to 120 minutes of literacy instruction in their mainstream classrooms. The ESL classes did not interfere with the ELA instruction already taking place in the mainstream classroom, but instead supplemented and scaffolded the materials already being covered by the mainstream classroom teachers. PS 39 uses a Free-standing English as a Second Language Program. The main goal of this program is to assist the students in achieving English Language proficiency within three years. The ESL classes are grouped primarily by English language proficiency level (i.e. beginner, intermediate, advanced), as determined by students' scores on the LAB-R\NYSESLAT exams. The students' grades,

learning styles, and needs are also taken into consideration when forming groups. Group times are based on mandated hours.

2. 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)?
    2. The organization of our staff ensures that the mandated number of instructional minutes is provided according to proficiency levels. At PS 39 we have one ESL teacher who provides all instruction to our ESL students. The teacher works in conjunction with a liaison from the network to create a program based on the instruction needs of the students. Beginner and Intermediate students are combined to ensure they receive the 360 minutes of mandated services weekly. Our advanced students receive 180 minutes weekly. This can be provided in a combination of push-in and pull-out programs.
      - a. Explicit ESL, ELA, and NLA minutes are delivered as per CR Part 154. Students receive their mandated instruction during ELA, in a combination of their reading and writing blocks. The ESL instructor works in conjunction with the classroom teacher to differentiate the materials and methodologies and ensure that the literacy block is received. The ESL teacher at PS 39 is only there 2 days a week, so in addition she offers ESL instruction for social studies and other content areas.
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 foster language development and meet the demands of the Common Core Learning Standards.
  3. The ESL teacher works with the classroom teachers to deliver content area instruction in each program model. We currently only offer a Free Standing ESL program and the majority of our instruction is offered in English only. We do have an Arabic Speaking SETTS provider, who is able to offer some instruction in Arabic to meet the needs of our growing Arabic community here at PS 39. The instructional materials used to support the learning of ELLs vary depending on grade and level. With more advanced ELLs, we mostly use the same classroom materials as the mainstream class. The ESL room contains additional instructional materials, including a large leveled library. Beginning ELLs use lower level books and the Leapfrog Learning Program for vocabulary development. Beginners also participate in games and small group activities that help with such skills as initial and ending sounds, rhyming words, and other phonics skills. The Balanced Literacy Workshop Model is used as a guide in ESL instruction, in addition to other content instruction throughout the school. The program is modified to serve the needs of specific ELL students based on their LAB-R results and other assessments. The following is a summary of the methods used in ESL instruction:

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

The ESL teacher works in conjunction with the mainstream classes to ensure that teacher's differentiate instruction based on a child's level of proficiency.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
  4. Currently ELLs at PS 39 are only evaluated in English, with the exception of the Spanish LAB-R offered to students who do not pass the LAB-R. If a student has special needs, and are considered dominant in another language than English, they are evaluated in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
  5. The ESL teacher consistently evaluates the ELL student in their four modalities (speaking, reading, writing and listening) of English acquisition throughout the year. This is done throughout the year in written assessment, one-to-one conferences, and informal observations as well as being embedded into the instruction throughout the year.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.

- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6. Differentiated instruction is the core for ELL learners. We incorporate it in our different subgroups.

All programs for ELLs must be aligned to the Common Core Learning Standards. In other words, programs must use a balanced approach to literacy, including high-quality instructional practices that facilitate academic excellence for ELLs. Also, ELL materials used within ELL programs must be age- and grade-appropriate supporting ELLs in meeting the CCLS. ELLs in the advanced level of English proficiency also receive ELA instruction.

a. Our plan for our SIFE students if they arrive will be created to meet their specific needs and give additional assistance. Currently we do not have any SIFE students at PS 39.

b. For our newcomers when they 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.

b. Our plan for students who receive service for 4 to 6 years looks more deeply into their needs based on the NYSESLAT assessments. These students receive their mandated instruction and also participate in the AIS programs after school to specifically target the areas of need.

c. We currently do not have any long-term ELLs at PS 39. If we do we will analyze their assessments and create additional enrichment.

d. As an elementary school we do not have any students that fall into the category of Ling-term ELLs that have completed 6+ years.

e. Currently our plan fro former ELLS (in years 1 and 2 after testing proficient) are to allow extra time and separate location for all standarized testing. We do not offer ESL instruction, however, our ESL teacher monitors their work informaly when pushing into their mainstream classroom.

7. 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. Some instructional strategies and grade-level materials that teachers of ELL\_SWDs use that both provide access to academic content areas and accelerate English language development are the increased use of technology in the classrooms. Teachers use a variety of smart boards, lap tops and listening centers to help increase the visual and listening dimension essential to language development. In addition, PS 39 recognizes that ELLs require specialized materials. The ESL teacher uses books that are rich in content to promote language and conceptual development, and they are made accessible through the pictures or the print so that students at all levels can benefit. The ESL teacher uses large visuals, graphic organizers, and other materials essential to making content comprehensible. To ensure the effectiveness of ESL instructional delivery, the ESL teacher administers periodic assessments in which the students’ products are compared with the standards. This information is also shared with the classroom teachers in an effort to create a support team for effectively meeting the needs of ELLs.

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

8. PS 39 uses curricular, instructional and scheduling flexibility to enable diverse ELL-SWD to achieve their IEP goals and attain English proficiency within the least restrictive environment by placing students in the same classes. The ESL teacher, classroom teacher and IEP teachers all work together to create the most conducive learning environment for the children based on their indiviudal needs. 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 a collaboration between the ESL teacher and IEP contact person.

There is constant monitoring newcomer for possible special needs status throughout the year.

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

content creates the base of all additional ESL instruction and students can miss as little as possible of their mainstream coursework.

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

### 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

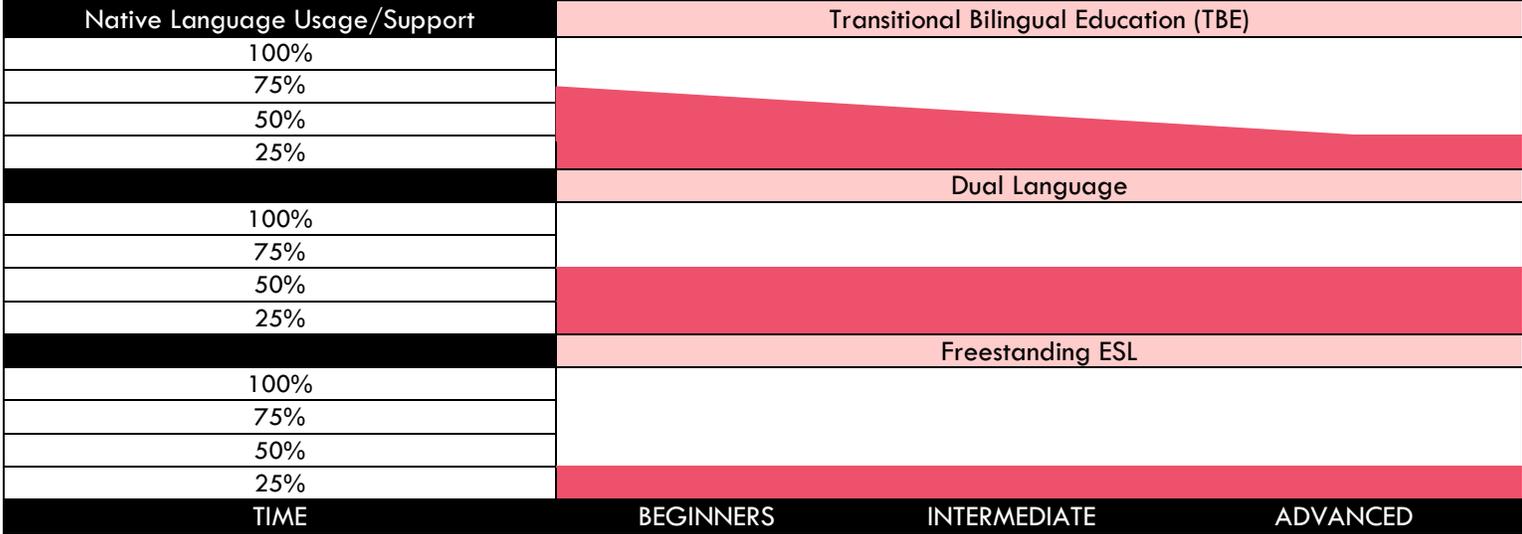
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. 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. The targeted intervention programs for ELLs in ELA, math, and other content areas are for all our ELL students in grades 1-3. All are aligned with the classroom teacher and the curriculum and specific work is done for all levels in the after school extended day program. There is also a SETSS intervention teacher who works with our students with IEPs to perform direct, differentiated instruction to our intermediate ELLs. When necessary material is translated into Arabic.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
10. Our current program is meeting the needs of our ELLs in both content and language as seen in the results from the NYSESLAT examination. All our students continued to go up in proficiency level, with 1/3 of our students passing the exam last year. All of our students score high in speaking showing that language acquisition is being reached.
11. What new programs or improvements will be considered for the upcoming school year?
11. New programs that are considered for the upcoming year are in supplementing Terc Math with Go Math. We are currently working with the parents in the community to help facilitate additional translations and trainings to better assist the newcomer families with methodologies in helping their children at home with these challenging programs.
12. What programs/services for ELLs will be discontinued and why?
12. Currently no programs/services of ELLs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. All of our ELL students are invited to attend the extended day, after school, enrichment in math and literacy. They are currently grouped with children in their grades with similar academic needs. Some days they will be working with the ELL teacher to focus on specific areas of literacy with a language focus, one day a week.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. Instructional materials, including technology are used to support ELLs in the classroom and the content area include: smart boards, lap tops, ipads, listening devices in mainstream classes. Students are also provided with dual language dictionaries and glossaries to assist in language acquisition.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
15. Currently, we use English as the medium for classroom instruction and in our Free Standing ESL program. Native Language is used with the SETSS teacher during specific moments when working with intervention of students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
16. The required service support and resources correspond to ELLs ages and grades as they are grouped by ages in their small group. Materials are made available to correspond with each level of instruction.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
17. Prior to the school year our parent coordinator hosts a summer social event that includes all parents of children in our school to better assist them in assimilating.
18. What language electives are offered to ELLs?
18. Currently we do not offer any language electives at PS 39.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
19. Our school does not offer any dual language programs at this time.

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. In addition to the scheduled professional development for our ESL staff and classroom teachers through the Office of English Language Learners, we are developing ways to incorporate more training for other professionals. Our ESL teacher gives meetings throughout the year to all staff to disseminate information obtained at trainings to the staff. We are hoping to have our administration and schools secretary participate in future meetings focused on ELLs. We have organized to have professional development offered in house so that our entire staff can participate. This included, paraprofessionals, guidance counselors, special education teachers, psychologist, occupational therapist, physical therapist, speech therapists, secretary and parent coordinator.

2. As teachers engage in the Common Core Learning Standards they will receive training from the network to help assist them in this transition. The schools provide on-site PDs as well as the ESL teacher turn keying information presented in specific training sessions. She will meet monthly with someone from the network to bring forth relevant information to bring to the school.

3. 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.

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

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

### Parental involvement

1. PS 39 has an involved parent community. Each year in addition to the required orientations, we invite the parents of all the ELL parents to discuss the specific needs of their children as well as offer advice to newcomer parents. We evaluate the needs of the parents via a survey that is sent to them annually. In addition, the parent coordinator holds specific conference hours with a translator available to further answer and specific questions and/or concerns of the parents. We use the results of the survey to implement programs and workshops for our community.

In addition to parent orientations, PS 39 also offers a number of events throughout the year to involve parents/caregivers in their children's education, and all parents are encouraged to attend. In order to involve parents of ELLs in the school community, many parent events and services are designed specifically to address issues related to ELLs. All parent events are organized principally by the parent coordinator, in collaboration with the ESL instructor and mainstream classroom teachers. A translator is available at any of these events when necessary to assist parents who do not understand English. The following is a list of the events and services offered to parents at PS 39 during the 2013-2014 school year:

- 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.
- After school – PS 39 offers after school programs that are available to ELL students. These programs are offered daily to augment and compliment the daily school curriculum. A special focus is given to the arts music and language, and in classes that will provide physical activity.

Curriculum conferences 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 conferences along with parents of native English-speaking students. In addition to Curriculum conferences, 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.

2. PS 39 partners with a number of local agencies and Community Based Organizations to provide workshops and services to our ELL parents. We are currently looking into additional organizations that can assist in English instruction and cultural adjustments for our parents. 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), Go 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. 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). Our website has a feature that allows all information to be translated easily into 20 different languages to better assist the families at home. Our Parent Coordinator is available to help serve as a liaison with our parent community and is currently working closely with a group of volunteer parents to help specifically with the needs of our newcoming Arabic speaking community.

## **E. 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.

Due to funding our school has limited ELL support, however we also have a relatively small ELL population (10 students). We only have one teacher to service all of our ELLs, which means that most days they are in the mainstream classrooms. This creates a challenge to the classroom teachers and we are currently working on strategies to provide them with more ELL instruction so they can better meet the needs of the ELL students on a daily basis.

## Part VI: LAP Assurances

School Name: <u>039</u>		School DBN: <u>15K039</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anita de Paz	Principal		11/14/13
	Assistant Principal		
Karen Herskowitz	Parent Coordinator		11/14/13
Elana Rabinowitz	ESL Teacher		11/14/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
Neal Opromalla	Network Leader		11/14/13
Helen Hernandez	Other <u>AIS Teacher</u>		11/14/13
Donna Baker	Other <u>Administrative Assis</u>		11/14/13
	Other _____		

	Other _____		
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## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 15K039 School Name: Henry Bristow

Cluster: 4 Network: 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**

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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.

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

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 the RSEC Report, our largest ethnic group is Hispanic ( 6%). The RHLA Report indicates that Spanish is the home language in 6% of our school population, Arabic is the home language in 2% of our school population, and Chinese is the home language in 2% of our school population. This information has been reported to : both of our Parent Leadership organizations (PTA & SLT), our general parent population at monthly PTA meetings, and to staff during faculty conferences. We have seen a significant shift in our translations needs from almost exclusively Spanish to requiring some Arabic and Chinese translations.

## Part B: Strategies and Activities

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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, PTA meetings and Parent/Teacher conferences.

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.

Our school has a website and here parents are able to access all communications to families. The website has a translation feature that allows users to translate documents into their preferred language. Families have also 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 that they require. We also offer the use of a school computer located in the Parent Coordinator's room to access our website directly. Our parent coordinator is on hand to support parents who need it.

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 the in-house staff members as follows:

Individual parent-teacher conferences, meetings, telephone calls, etc,

Monthly PTA 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 that translation services are available to them in the following school documents::

Parent Handbook

School Website

School's DOE Website

Constant Contact - email distribution list

School Safety Plan

Weekly Wednesday Bulletin

Monthly Newsletters

Flyers/Posters

Exterior School Bulletin Board

All parents also receive a hard copy of the Bill of Parent Rights and Responsibilities along with the contact information of our school's Parent Coordinator and District Parent Advocate.