

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

School Name: PS 39 FRANCIS J. MURPHY SCHOOL

DBN (i.e. 01M001): 31R039

Principal: TRACEY WRIGHT

Principal Email: TWRIGHT2@SCHOOLS.NYC.GOV

Superintendent: ANTHONY LODICO

Network Leader: NANCY RAMOS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Tracey Wright	*Principal or Designee	
Florence Kane	*UFT Chapter Leader or Designee	
Maria Sowan	*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	
Tyeaste Degroat Lorraine Impraim	Member/ Parent Member/ Parent	
Rebecca Rosario Melissa Skelly Raquel Capichana	Member/ Parent Member/Parent Member/Parent	
Jillian Popper	Member/ Teacher	
Jamie Caracappa	Member/ Teacher	
June Golonka	Member/ Teacher	
Catherine Aloisio	Member/ Teacher	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ 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)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

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, 90% of teachers will have students engaged in partner and/or small group text based discussions and reading work stations for the purpose of extending student thinking for all students irrespective of subgroup identification. Danielson 3b

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.
 As identified in our last Quality Review as one of our AFI, Quality indicator 1.2 of the QR rubric in 2012-2013 and in our 2013-2014 PPO teachers have students engage in partner and group work, however there were inconsistencies in allowing students to extend their thinking through discussions. Teachers have predetermined student partnerships for conversations and visual cues however student discussion is often teacher-dominated and students do not respond to other classmates' thinking.

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. All teachers will participate in professional development sessions that shift their current practice in student discussions around text.
2. All teachers will receive coaching in text discussion protocols through demo lessons and fishbowl protocols.
3. All teachers will engage in inter-visitations to collaborate on best practices around student led discussions around text.
4. All teachers during grade level meetings will reflect and discuss patterns of student led discussions a minimum of 5 times a year to strategically plan for new ways of incorporating student led discussions around text throughout the instructional day.

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

1. Assistant Principals and Principal will model text-based discussion protocols during professional development sessions.
2. Model teachers will be identified for classroom inter-visitations.
3. Resources from websites like www.engageny.org and www.Teachingchannel.org will be used to refine teacher practices.
4. An instructional resource guide will be developed from the common planning sessions.
5. Specific resources from our in-house ELLS and SWD specialists will be used to meet the needs of the on-level, at risk and advanced level students.

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

1. Administrators will review informal and formal observation patterns focusing on student led discussions around text.
2. All teachers will utilize a rubric of implementation and rate their students' current practice around student led discussions within their classroom 3 times a year.

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

1. PD bimonthly
2. A minimum of three times a year between January 2015 and June 2015

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

1. Grade Level teams comprised of 4-5 teachers on each grade will meet once a week for 45 minutes focusing on this goal.
2. Monday professional development time will be devoted to plan for this work during the inquiry cycle.
3. Three to five professional development sessions per grade level will be provided to refine teachers' practice.

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 are provided workshops on what this process looks like. Parents are invited to view classroom instruction three times a year through our open access weeks.

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		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

x Title I

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, 90% of all teachers will empower students to self-assess during daily lessons that will drive instruction which is a highly effective feature according to the Danielson Framework 3d.

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.

Through informal and formal observations there was a pattern of teachers using multiple checks for understanding throughout the lessons; however students needed to be able to self-evaluate for the purposes of accountability. Students need to be able to self-reflect and be aware of where they are in various subject areas and where they need to be.

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 participate in professional development sessions that focus on unpacking 3d. The focus of the professional development will primarily be on students monitoring their own understanding, either on their own initiative or as a result of tasks set by the teacher.
2. Teachers will take a survey and develop goals based on their strengths and challenges in alignment with 3d.
3. Teachers will participate in low inference note taking using resources for teachers on the common core website on schools.nyc.gov and teaching channel and engage in discussions on coding the practices and how their practices align.
4. Teachers will participate in inter-visitations which focus on component 3d of the Danielson Rubric.
5. We have an opportunity to inter-visit colleagues classrooms and provide specific feedback. They need to go. Administration will collaborate with teachers on individual goals and strategies surrounding 3d.

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

1. Professional Development sessions will be facilitated by administration and teachers that employ this practice.
2. Each teacher will have an opportunity to inter-visit colleagues' classrooms to share and implement best practices.

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

1. By the end of February of 2015, all teachers will have received a minimum of two informal observations. Each teacher will show evidence of implementing a minimum of two suggestions provided by the administrations' feedback on the observation report. By May of 2014, all teachers will provide evidence that they are performing 70% Highly Effective in 3d according to the Danielson Rubric.

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

1. By January 2015, a minimum of 6 hours of professional development sessions with a focus on the component 3d will be provided for each classroom teacher.
2. By April 2015, all teachers will have participated in three (3) inter-visitations and "Glow and Grow" feedback sessions with the focus of 3d.
3. By June 2015, all K-5 teachers will have hosted an inter-visitation and participated in peer feedback sessions with a lens on Assessment in Instruction (3d).

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

1. Weekly job embedded PDs, Monday Professional Development times, grade meetings, half days and/or full day schedule changes

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 apprised of the practice through PTA meetings, open access weeks, and parent workshop offerings and communicated through classroom newsletters.

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	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

x Title I

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, all classroom teachers will implement math questioning and discussion techniques aligned with the CCLS in Mathematics using the Math in Focus Program for the purpose of extending student thinking for all students irrespective of subgroup identification

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.
 Looking at informal and formal observations and the end of unit math assessments, we discovered there was a pattern of students not understanding word problems and higher order questions that were posed in mathematics materials. Within these observations, administrators also noticed that students weren't provided the opportunity to come up with questions about their work to really understand the process of problem solving individually.

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. Study group will be conducted with both administrators and teachers around the book "Teaching Through Quality Questioning".
 2. Teacher Leaders in Grades K-5 will be identified and participate in intensive professional development once a month with other teacher leaders in the CFN 533 network. The teachers will do an in depth lesson study in which they focus on instructional strategies, student misconceptions and lesson implementation and questioning. The teachers will turn-key the discussion with their grade in a timely manner by the following week. K-5 grades will plan and engage in the lesson study which will include the "critical friends" protocol
 3. Teachers give pre and post tests for each chapter and create checklists in order to inform small group instruction. Teachers engage in inquiry during planning sessions and discuss take aways and strategies at each meeting
- B. Key personnel and other resources used to implement each strategy/activity**
1. All classroom teachers and administrators will participate in this work.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. On common preps, Monday professional development days and monthly Math in Focus trainings, teachers will monitor student progress and engage in inquiry to share strategies. Exit and reflection sheets will record teacher strategies, observations for monitoring implementation
- D. Timeline for implementation and completion including start and end dates**
- PD for K-5 bi-monthly, teacher leader turn-key monthly September-May.
 PD for 3-5 bi-monthly, "critical friends" protocol, monthly PD from publisher of Math in Focus textbook.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Subs are hired to cover classes for teachers engaged in professional development, half and full day professional development days.

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).
 Workshops for parents in CCLS in Math as well as invitation to see students engaged in a Math in Focus lesson. Parents are invited on Open Access times where they visit classrooms during the instructional period.

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	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						
x Title I, x Citywide Instructional Expectations						

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.

By June 2015, 90% of our students will participate in the student led conferencing process during parent teacher nights. This is a component of the "Leader in Me" initiative from the 7 Habits for Happy Kids to elevate our students to exhibit leadership. This aligns to component 3d of the Danielson Framework, which is a highly effective feature for students to self-evaluate their work and provide their next steps.

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.

In alignment with the CIE and in order to prepare students for college and career readiness of persistence, engagement, work habits, communication and collaboration, we use the Leader in Me Program as a tool to support the work. In addition, student leadership skills are increasing as shown by the data of improved attendance, reduction in referrals and an increase in our 2012-13 Progress Report from a D to a B. Lighthouse status illustrates the progress students make in their own goal setting, self-regulation of academic and social behaviors and an increase in the climate of the school as evidenced in the Environmental Survey.

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. Training of New Staff in Signature training
2. Leaders-in Training Initiative for 5th graders
3. Lighthouse Team goal setting and planning
4. Lighthouse monthly meetings embedded in schedule
5. Schedule embedded weekly lessons Wednesday 1st period
6. Lighthouse Team Leadership Projects monthly i.e. student greeters, lunch tutors, reporters, classroom leadership role, Leader of the Month etc.
7. Ongoing lessons have theme of "7 Habits connection"
8. Daily Morning Message and Student Reports
9. Student selected Service Learning Projects

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

1. 1. Teachers, Paraprofessionals, Students, Administration, Franklin Covey Consultants

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

1. An increase in achievement in NYS ELA and Math scores
2. An increase in attendance
3. A reduction in behavioral referrals and RTI plans for repeat offenders with an emphasis on the 7 Habits

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

1. September 2014 - June 2015

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

1. Hire subs and coordinate with R019, R023 and R053 for combined training and materials
2. Principal will advise the club
3. Schedule embedded time for lessons and meetings
4. Volunteers and afterschool for student led organizations
5. Student selected reporters and announcements
6. Attendance initiative with incentives
7. Planned opportunities for students to share their progress with their peers and with their teachers.

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).

Parent workshops and informational sessions; Study group on the "7 Habits of Happy Kids" and Parent Newsletters

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	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

x Staten Island Foundation Grant x CEI-PEA grant from Senator Schumer

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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based 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.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Soliday Learning System Lindamood Bell Wilson Foundations Orton Gillingham READ Program Imagine Learning Guided Reading 3-5 Test Prep Academy Fountas & Pinnell Intervention Kits Great Leaps	Small group Small group Small group Small group & one-to-one tutoring Small group & one-to-one Small Group Small Group Small Group One to One tutoring	During and after the school day Afterschool During and afterschool During the school day During the school day During the school day
Mathematics	Math in Focus Exemplars NY Ready) 3-5 Test Prep Academy	Small Group Small Group Small Group Small Group	During the school day During the school day During the school day Afterschool
Science	Foss Science Hands On	Small Group	During the school day
Social Studies	Houghton Mifflin Harcourt	Small Group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling (Academic and Emotional Issues Intramural sports for 4 th and 5 th grade at recess) School Psychologist (School related issues/crisis services) Social Worker (Counseling) School Nurse (health, nutrition, and asthma services)	One to One Small Group and "at risk"	During the school day During the school day

**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 *TAS 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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

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.
Highly qualified teachers are drawn to PS 39 because of the wonderful climate for learning that has been created at the school. Teachers know that students come to PS 39 to learn and it's their job to give them multiple opportunities to grow. These multiple opportunities include embedding them in a PLC which avails them multiple opportunities of sharing their academic expertise as well as collaborations in activities such as "Critical Friends", Inquiry Teams, the Lighthouse Team to enrichment clubs for 4 th and 5 th graders. PS 39 values teachers' input, creativity and passion for seeing students succeed academically, physically and socially and emotionally. We educate the whole child. The qualified teachers choose to stay because of the intense professional development opportunities and PLCs that have been created over the past 4 years.

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).
To ensure high quality professional development, protocols such as Critical Friends are utilized to allow grade level teachers to plan together, team teach the lesson with a staff developer and the debrief the lesson and plan next steps. We have a vertical team which collaborates on the PD plan and we are building capacity in teachers by coaching them to lead PD sessions for their colleagues. Teachers also attend monthly meetings in the area of math to assist them with the implementation of the common core aligned Math-in-Focus program. To assist teachers with their goal of improving writer's workshop instruction, they have attended TC workshops and are using the newly aligned CCLS TC Units for on-going professional development in grade level meetings. All teachers are engaged in professional develop on close reading techniques. Administrators model for teachers close reading strategies such as guided reading, reciprocal teaching and Socratic seminar. Administrators also provide support and guidance with updating curriculum maps and units based on student assessment.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

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.).
Parents are invited to Family Events, Open School, Curriculum Day as well as Orientation sessions in June and September. Student Leaders take K students on a tour of the school and volunteer in K classrooms during their recess time. Pre-K SW and School GC work to help students with difficulties overcome their challenges and separation anxiety.

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.
Teachers are engaged in the inquiry process where they identify trends and patterns using the same summative and formative assessments. Teachers then look at screening assessments such as running records and the expectations and standards of the unit and decide how to best assess student knowledge and growth. Teachers work collaboratively in identifying strengths and weaknesses and redirect their teaching based upon student mastery and need. Teachers use conferencing notes, teacher created assessments, program assessments and observation to determine how the curriculum maps and units need to be revised. Teachers pay close attention to the major emphasis in mathematics and the common core learning standards in reading, writing and mathematics to determine what students need to master before matriculating to the next topic and/or unit. Small group strategy lessons are determined based upon what these multiple lenses provide for targeting the needs of students. Progress monitoring is done in all subject areas to see if students are mastering the strategies

modeled and provide for independent practice in all subject areas. Resources and strategies are aligned to the findings and teachers teach based on the need of the student not the curriculum. Rubrics and checklists are explicitly taught and provided for students to self-evaluate their progress. Teachers check for understanding after every lesson and monitor progress for every student based on the category of needed support. Students who are in need of intensive support, every two weeks, students in need of strategic support every 3 weeks, student who are in need of on level support once a month and students who are advanced every 4-6 weeks.

TA Schools Only

Use of Program Resources

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

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).

**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)

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

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

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

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

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

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

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 31R039

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool.	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity

		(Refer to Galaxy for FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$235,833.84	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$41,418.00	X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,700,144.00	X	See action plan

¹Explanation/Background:

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

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

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

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

²The intent and purposes of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: PS 39 Francis J. Murphy School	DBN: 31R039
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 40
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Rationale: P.S. 39 will provide a Title III funded after school program for grades 3-5 ELL students as they are preparing for the NYSESLAT exam to target areas of need. The students will meet for two-hour sessions on Wednesdays, Thursdays and Fridays from 2:30PM-4:30PM. The students will be divided into 2 groups: Group 1 consists of 13 students in grades 3-5 and is a mixed ability group of beginner and intermediate ELLs. Group 2 consists of 12 students in grades 3-5 that are a range of medium to high advanced ELLs. Formation of the groups were based on NYSESLAT scores, running records and teacher observation (classroom and ESL teacher.) There are a total of six 3rd grade students, fourteen 4th grade students and three 5th grade students who will be invited and strongly advised to attend.

Classes are scheduled as follows:

Students in Groups 1 and 2: January 7- June 5th for a total of 19 weeks/57 sessions on Wednesdays, Thursdays and Fridays from 2:30PM-4:30PM.

The Title III program will target beginner, intermediate and advanced ELL students across the elementary grades who are in need of academic English Language Development. Classes will be provided in English with ESL strategic instruction incorporated in all lessons. The program will address all four modalities of language development and acquisition (listening, speaking, reading and writing), but will mainly focus on reading and writing. In looking at the NYSESLAT student performance data from 2013-2014, it shows that most ELL students at P.S. 39 across all grade bands are scoring Advanced or Proficient in the targeted areas of speaking and listening, but not achieving the same level on the reading and writing sections.

The teaching staff will only include 2 certified ESL teachers.

A supervisor will oversee instruction, scheduling, coordination of program activity and professional development. Principal will assume the responsibilities of the program supervisor.

Our goal is for 20% or more of our ELLs to move at least one level according to the 2015 NYSESLAT assessment. There is a history of our students remaining in advanced and not moving to proficient due to their reading and writing skills.

Part B: Direct Instruction Supplemental Program Information

During the afterschool program (ELL Afterschool Academy) for grades 3 ,4 and 5 , groups 1 and 2 will use the tool Language Power at appropriate levels to assist teachers in delivering instruction. The goal for each group is to improve their language skills in the four modalities of Listening, Speaking, Reading and Writing. The instructional focus of each group will be based on the groups' data.

Group 1 will focus on composing and organizing sentences and thoughts to form paragraphs. These paragraphs will include topic sentences and at least 2 supporting details. The Newcomers in this group will focus on vocabulary development and oral language skills through small group discussion using research based models such as Frayer and picture cues. They will work on composing simple sentences using learned vocabulary words and phrases taught in the program. They will also work on reading and understanding very short sentences on learned topics using vocabulary and structure learned through Language Power.

Group 2 will focus on using the writing process to construct an essay. they will also work toward writing a simple outline that will assist them in practicing giving an oral presentation.

Through the use of Language Power along with direct instruction, our ELLs will have numerous opportunities in improving their reading.

All students will work in small groups using literature that aligns with the school curriculum and standards for ELLs. By using those specific materials, our students will be utilizing the computer, listening centers and writing activities. Engaging the students with fiction and non-fiction hands-on activities in varying content areas will expose them to academically rigorous language in English, therefore, allowing for student growth equal to and above that of our native language speakers in the New York State standardized exams. There will also be a component of homework help in the ELL academy. Participation in the academy will be voluntary but strongly suggested.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _____

Ongoing ESL Professional Development is important to all teachers on staff to equip them with the tools to educate the ELLs that are in their classrooms. Teachers will be given opportunities to attend workshops provided by the NYC Office of English Language Learners throughout the year.

Part C: Professional Development

Our Title III staff development will continue to focus on strengthening the teaching and learning of ELLs using research based strategies. For professional development, the ESL teacher will use the DOE website which contains videos and articles to support the 2 classroom teachers with developing the literacy of our ELLs along with her own prior knowledge about challenges facing teaching students who are not English proficient.

Teachers will also use these instructional tools to write integrated theme based units which will increase students' vocabulary and expand students' language acquisition through content area reading and writing. Some of these lessons will include the use of graphic organizers for writing of narratives, essays, and math stories with the aid of math manipulatives. Student data gathered from TC running records, ELA, NYSESLAT, and State Math exams will inform teachers of the needs of our students. The intention of the study group is for teachers to increase their understanding and use of research based strategies for ELLs and in turn increase the achievement of the participating students in NYSESLAT, and the NYS Mathematics and ELA exams. The teachers will meet once a month on the following schedule:

Workshop #1

Date/ Time: January 12, 2015 3:40 p.m.- 4:45 p.m.

Title: Misconceptions and Realities about ELLS

Description: Participants will demystify the conceptions about ELL students

Faciliator: Beth Murphy, ESL Specialist

Participants: Teachers in Title III program, site supervisor

Workshop#2

Date/Time: February 9, 2015 Lunch in Learn 10:45 am – 11:30 am

Title: Why Phonological teaching improves ELL literacy? Part I

Description: Participants will learn how phonological awareness spans across languages and aids ELL students to decode text when provided explicit instruction in phonemic awareness and phonics.

Faciliator: Keena Flournoy White, site supervisor

Participants: Teachers in Title III program, site supervisor

Workshop#3

Date/ Time: March 9, 2015 3:45-4:45 pm

Ttile: Why Phonological teaching improves ELL literacy? Part II

Description: Participants will learn how phonological awareness spans across languages and aids ELL

Part C: Professional Development

students to decode text when provided explicit instruction in phonemic awareness and phonics.

Faciliator:Keena Flournoy White, site supervisor

Participants:Teachers in Title III program, site supervisor

Workshop#4

Date/Time: April 20, 2015 Lunch in Learn10:45 am – 11:30 am

Title: Interactive reading Strategies for Emergent Readers – Part I

Description: Participants will learn various phonics and fluency strategies to teach ELL students how to read print.

Faciliator:Beth Murphy, ESL Specialist

Participants: Teachers in Title III program, site supervisor

Workshop #5

Date/Time: May 11, 2015 3:45-4:45 pm

Title:Interactive reading Strategies for Emergent Readers- Part II

Description: Participants will learn various reading comprehension strategies to teach ELL students how to read and understand text.

Facilitator: Keena Flournoy White, site supervisor

Participants: Teachers in Title III program, site supervisor

Workshop #6

Date/Time: June 8, 2015 Lunch in Learn 10:45 am – 11:30 am

Title: Looking Ahead

Description: Participants will reflect on the student progress, the flow of the program and how to enhance the program for the next year.

Facilitator: Tracey Wright, Principal

Participants: Teachers in Title III program, site supervisor

Teachers of SOAR to Success will have training in the program before starting with students to ensure explicit systematic instruction is provided from the teachers.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

The education of an ELL is very important and the involvement of their parents will impact their achievement. Some of our ELL parents are new to the NYC school system and even new to the English language. As a school, we feel it is our responsibility to provide the tools to our ELL parents to help their child achieve success in their education.

One day per month an ELL parent workshop will be held to focus on the following as well as topics that are generated from parent surveys:

The parent coordinator, school administrators and the ESL teacher, will lead these workshops for the parents. Parents will be notified by letters that will be sent home in the language they preferred to be contacted with on the home language form that is in their child's cumulative folder. The Read Program will host regular attendance certificate ceremonies for students and parents and also welcome parent visits throughout the program.

After School Sessions: Tuesdays at 2:25PM-3:35PM (No funding needed)

January 13 – Strategies on how to make my child a better reader

Faciliator: Keena Flourney White, Supervisor

Description: Parents will be provided simple strategies that they can apply every day while running errands.

February 10 – What can I do to help my child improve their writing?

Faciliator: Kasandra Lopez Garcia, Supervisor

Description: Parents will be provided activities, simple strategies and discussion prompts they can use to help their children to become better writers.

March 10 – How can I prepare my child for the NYSESLAT?

Faciliator: Keena Flourney White, Supervisor

Description: Parents will be provided an overview of what the NYSELAT assesses and what the results

Part D: Parental Engagement Activities

tell them where their child is in the continuum of learning English.

April 21 – Helpful websites for English Language Learners

Faciliator- Beth Murphy, ESL Specialist

Description: Review of free websites geared for parents and students to use to practice English.

May 12 – What do parents of ELLs need from the schools to help them and their children succeed?

Faciliator: Rosemarie DeFilippi, Parent Coordinator

Description: Participants will engage in various strategies on how to help their child at home.

June 9 – How can I help my child stay academically motivated over the summer?

Faciliator: Rosemarie DeFilippi, Parent Coordinator

Description: Participants will engage in various activities on what free activities and trips they can take their children on to continue the language acquisition process.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____
Educational Software	_____	_____

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 .

Part I: School ELL Profile

A. School Information

District 31	Borough Staten Island	School Number 039
School Name Francis J. Murphy		

B. Language Allocation Policy Team Composition 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 Tracey A. Wright	Assistant Principal Kasandra Lopez-Garcia
Coach Michela Schiavarelli	Coach
ESL Teacher Beth Murphy	Guidance Counselor Don Marbury
Teacher/Subject Area Barbara Amari/Science	Parent Mrs. Peng
Teacher/Subject Area Anna Savio/4th Grade	Parent Coordinator Rosemarie DeFilippi
Related Service Provider Alison Santoriello	Other Mrs. Vishnevsky (parent)
Network Leader(Only if working with the LAP team) type here	Other type here

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	587	Total number of ELLs	50	ELLs as share of total student population (%)	8.52%
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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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	1	1			1	1								4
Push-In			1	1										2
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	50	Newcomers (ELLs receiving service 0-3 years)	46	ELL Students with Disabilities	9
SIFE	0	ELLs receiving service 4-6 years	4	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. [?](#)

	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		
TBE											0
Dual Language											0
ESL	46	0	7	4	0	2	0	0	0		50

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		
Total	46	0	7	4	0	2	0	0	0	50
Number of ELLs who have an alternate placement paraprofessional: <u>5</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
TOTAL	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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	5	3	8		1								23
Chinese	3	3	2	3	1	1								13
Russian			2	1	1									4
Bengali														0
Urdu			1											1
Arabic			1	1		1								3
Haitian														0
French		1												1
Korean														0
Punjabi														0
Polish	1													1
Albanian	1	1		1										3
Other						1								1
TOTAL	11	10	9	14	2	4	0	50						

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)	3	3	2	0	0	0								8
Intermediate(I)	1	3	2	3	1	3								13
Advanced (A)	7	4	5	11	1	1								29
Total	11	10	9	14	2	4	0	50						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	2	2	1		5
4	2				2
5					0
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		2		1				4
4	1		1						2
5									0
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			1		1				2
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.
Our school uses DRA to assess the early literacy skills of our ELLs. School leadership and teachers are using the results of the ELL periodic assessments the same way they use the results from the ELA and math interim assessments. Every teacher closely looks at the results and instruction is driven based on the needs of the children. The ELL periodic assessments have three components of listening,

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
ELLs in grades K-2 vary from Beginner to Advanced. We only have intermediate and advanced ELLs in grades 3-5. Since there are no beginning students in grades 3-5, we believe that the test taking strategies taught in the upper grades assist the students in a better test performance. The periodic assessments will also reveal data patterns to help are helpful.
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](#))

Due to the NYSESLAT becoming aligned with the Common Core, we were not provided with scores that broke down each level of the modalities. We were only provided with the proficiency level benchmarks but not the levels which deem a student beginner, intermediate or advanced. Therefore, the AMAO was not available for us to evaluate. The implications for instruction based on these results would be to focus both on reading and writing, which are the target areas after the NYSESLAT results. However, ELLs who are learning English as a second language are in the position of not only learning how to listen and speak a different language but also to read and write in a different language. All four modalities are intertwined with one another and acquiring a second language, not just English, becomes interdependent. When an ELL is developing their listening skills they begin to feel comfortable enough to speak. After they hear words and can recognize them they begin to read. Finally, when they develop their reading skills they have the courage to write. Even though all students learn differently the developmental process of learning is basically the same for all students, not just ELLs. Therefore all language areas will be addressed for improvement. We know from experience that improvement happens in one area and the other areas will improve as well. The LAP team has taken into consideration the past education the student has been exposed to before coming into the NYC Public school system. The academic history of all students is notated on the Home Language Survey and the results on the Spanish LAB-R for our Spanish-speaking students have been reviewed. At this time we do not have any students with Interrupted Formal Education (SIFE). These results will drive instruction to contain more writing models for the children to use as examples for their own writing. Also, these results will be compared against their NYSESLAT scores to target what type of instruction the ESL teacher will need to spend more time on. ELLs will be given the opportunity to attend the ELL After School Academy as well as receive services throughout the school day which will give them additional academic instruction for the ELA in small group settings.

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. The data patterns vary across proficiency levels and grades. 58% (29 out of 50) of our ELLs are in the advanced level and 36% (13 out of 50) of our ELLs are in the intermediate level across the grades. Grades K-2 have 16% (8 out of 50) at the beginner level. In grades 3-5 we have no students at the beginning level. This might be due to the maturity level of the students and the practice they have in test taking. Our students are offered assessments in their native language, however out of all of our students we only have one 5th grader who is literate in his native language. Therefore, students even though are offered the native language assessment do not benefit from native language assessments.
 - b. When we receive the results of the ELL periodic assessments, school leadership and teachers are given access to the results. The results are evaluated and instruction is driven by the findings. The periodic assessments have given the teachers a snapshot of what is going on with our 3rd - 5th graders.
 - c. The findings are interesting because listening has been noted as an area of weakness of our ELLs and not just writing. Across the boards with the new shift to the Common Core, our ELLs are finding difficulty in all the modalities that are tested. In regards to the ELA and Math interims we have not conducted them this year so we do not have data to analyze.

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](#).)

A misconception that is going on in schools are that ELLs who are struggling are pushed to receive special education services. Fortunately, in PS 39 we implement the RTI model effectively and ELLs are referred to special education assessment and services only when they demonstrate insufficient progress in classroom level instruction. When an ELL is brought to our attention by the teacher

because of their performance in class our team first looks at the instructional core in the classroom. The way the child performs in alignment with the classroom achievement as well as compared to other ELLs in the grade level is considered to make an informed assessment of the child. Questions such as "Is instruction targeted to the student's level of English proficiency and learning need?" are asked. For example, according to proficiency benchmarks of the NYSESLAT, some of our students achieved only an advanced in speaking which was surprising. The instruction is then looked upon to make sure the ELL is afforded ample opportunities to attain the vocabulary through discussion with peers and teachers. If most ELLs are doing well the next step is to look at drawing on multiple sources of information. To make an informed decision we need to learn about the learner themselves, investigate their classroom experiences and understand their home and community. For example for text-reading fluency reading comprehension is not a reliable indicator and that is why we use the interim assessments for the upper grades. For the lower grades an underdeveloped oral language means later difficulties and every effort is made to target those areas to help our ELLs. Our team also analyzes data by distinguishing between language acquisition and learning disabilities. A similarity between an ELL and an SWD is that they can both have difficulty remembering sight words but an ELL has difficulty remembering sight words because of not understanding meanings in English. This is seen when students take the Journeys assessments from our literacy programs and are unable to choose the correct definition for vocabulary word when it is put into a sentence. The ELLs are provided with pictures to give a deeper understanding of the word and our Spanish speakers are also provided with the cognates depending on the word. Data shows that when the ELLs are provided multiple times of hearing and seeing the word they are given a better chance of understanding it. When all this data is compiled we provide the ELL with the proper interventions and monitor progress over time.

6. How do you make sure that a child's second language development is considered in instructional decisions?
Instructional decisions for a child's second language development are made based on results from both the LAB-R and NYSESLAT (if available). A child's previous educational background in their first language is also taken into consideration because studies have shown that if students are literate in their first language they are able to transfer knowledge over to learning a second language. Also, through informal observations by the both the classroom and ESL teacher appropriate supports are put in place for classroom instruction to be meaningful and comprehensive for the ELLs.
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?

NOT AVAILABLE

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our programs for ELLs by looking at data from the NYSESLAT which is made available in late August. This data provides annual growth in all four modalities which allows teachers to plan accordingly and focus on the areas of improvement needed by our ELLs. ELA and Math state test scores, benchmark assessments and ELL interim assessments for grades 3-5 are also looked at to measure growth and evaluate the success of our ELL program. In grades K-5, DRA levels are looked at for our ELLs to measure their literacy progress throughout the year. We have also created a data wall for our ELLs in grades 3-5 to pinpoint the areas of improvement to drive instruction.

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](#).)
The pupil personnel secretary will provide the parents or guardians of an incoming student with a Home Language Information Survey in their preferred language. If a situation arises where the home language is one other than English a member of our HLIS team is called to conduct an interview with the parents to help them understand the importance of the HLIS. Our team consists of the ESL teacher, Beth Murphy and our principal, Tracey Wright. They are NYS licensed pedagogues and have been trained in explaining the HLIS to parents and guardians. There are instances when the parent brings in an English proficient family member or friend who acts as a translator between a member of the team and the parent. Also, on staff we have an Italian, Albanian,

Spanish, Russian, Yugoslavian and Polish speaking pedagogues who also act as translators when a language barrier does occur. A licensed pedagogue also conducts an informal interview with the student. Our licensed ESL teacher examines the HLIS to distinguish which children are eligible for LAB-R testing and which ones are not. If the student is eligible they will be tested with the LAB-R within ten days after starting school. If the student who is entitled is Spanish speaking, our native Spanish speaking pedagogue administers the LAB-R under the supervision of the ESL teacher. If the student is entitled to services they are placed in a program of their parent's choice and will remain there for the year. In the spring, all ELLs will take the NYSESLAT exam to determine whether or not they are still entitled to services. A record of hand scores for LAB-Rs that are given are kept at the school in case of any discrepancies that may arise in the future. Starting February 1, 2014 testing with the LAB-R will be replaced with the NYSITELL. After discussing the HLIS with our LAP committee, we decided that it is important to educate the parents on the HLIS. Next year we will implement a HLIS orientation for parents to provide them with the information to properly fill out the HLIS. During these orientations we will have translation headsets available to parents during an English orientation. We will also hold HLIS orientations by specified languages.

The ESL teacher receives the RLER report from ATS to determine NYSESLAT eligibility for the ELLs in our school. The NYSESLAT is a 4 part test which is broken up into days. Historically, the speaking window begins in mid-April and is administered to each individual ELL. The listening, reading and writing component are administered on the days that is recommended by New York State. A make-up schedule is also put in place to take into account any ELLs that are absent during the scheduled testing days.

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.

After all the ELLs have been identified, parents are encouraged to attend our ELL Parent Orientation which is conducted by the ESL teacher within 10 days after school has began. They are notified of the orientation by letters translated into their home language or in English depending on their language preference. During the orientation, parents are able to meet the ESL teacher, discuss the three programs NYC offers (ESL, TBE and Bilingual) and view a video which further explains the programs available for their child. These orientations are done within the timelines of NYS guidelines and are performed throughout the school year depending on newly enrolled students who are entitled to English services. The parents will be well informed after the orientation and are then able to complete the Parent Survey Selection form and make the best choice for their child. The forms for the parents are provided in English as well as in their home language. We will also provide translators for the parents when possible. Make-up orientations are scheduled if parents are unable to attend the first orientation meeting. If parents are not able to make any of the meetings, they are provided with the website to watch the orientation video on their own time so they can make an informed choice for their child while filling out the parent survey selection form. If any questions arise, parents can contact the ESL teacher by phone to discuss the Parent Survey Selection form or make an appointment to view the video at school if they do not have access to a computer at home. If the survey form is not returned, the ELLs default program will be noted as TBE. Upon completion of the Parent Survey Selection form, a copy is kept in a central location for monitoring purposes and the original is placed in the student's cumulative folder. Along with the orientation, our school has parent teacher conferences in the fall and the spring which allows parents to discuss with the ESL teacher any relevant issues they might have regarding their child's academic development. Translated placement letters are sent home to parents making them aware of which program the child will be placed in depending on the availability of programs in our school.

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

Entitlement letters are sent home to parents of our ELLs the day their child is administered the LAB-R depending on the students score. Upon completion of the Parent Survey Selection form, a copy is kept in a central location for monitoring purposes and the original is placed in the student's cumulative folder. Along with the orientation, our school has parent teacher conferences in the fall and the spring which allows parents to discuss with the ESL teacher any relevant issues they might have regarding their child's academic development. Translated placement letters are sent home to parents making them aware of which program the child will be placed in depending on the availability of programs in our school.

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. Students who are identified as ELLs are placed in the instructional program that their parent chose according to the parent survey which was completed at orientation. If the program of their choice is not available at the school, they will be given locations where that program is available for their child. The orientation is conducted in English and the required video to be watched by the parents is available in all the languages that the NYCDOE has provided. If a parent requires a language other than English we will provide them with a translator through the translation unit.

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.

The RLER screen from ATS is printed which is a list of ELL students eligible to take the NYSESLAT. The administration along with the ESL teacher plan out a schedule of testing times for the different grade bands. The teacher is provided with a checklist of students per grade which is completed as the students complete that portion of the test. The test is administered according to the testing windows listed by New York State. Each timeframe is adhered to and make-ups are scheduled accordingly. ELL students are grouped according to grade level and also provided with a separate location. Since the test is untimed, ELLs are given as much time as they need to complete the assessment. Students are also provided with testing modifications according to their IEP. The speaking portion of the NYSESLAT is administered by the ESL teacher but marked by pedagogue that does not provide direct instruction with the student. The remaining three modalities are scheduled throughout the school day based upon the testing window. The tests are signed out and in everyday they are used. The NYSESLAT testing material is also placed in a locked area when they are not in use.

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. 
After reviewing our parent survey selection forms this year, 74% of our parents chose ESL, 20% chose TBE and 6% chose DL for their child's placement. Each year we carefully monitor any changes in this trend and will implement a bilingual program according to Part 154 if the numbers of children speaking a particular language total 15. Therefore if there are 15 students on two contiguous grades who share the same home language and no program is selected, the school will open a bilingual class. IF a TBE/DL program becomes available in our scf the trend continues, there could be a Transitional Bilingual Program for our Spanish speakers in the near future. P.S. 39 has a freestanding ESL program which is aligned with the majority of the requests by the parents. We will assist parents who select another program in finding a school which provides a program of their preference.

Part 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])?

For the organizational model of our ESL program we have implemented both the push in and pull-out program . ELLs in grades K,1, 4 & 5 will receive ESL instruction by being pulled out of their general education classroom while ELLs in 2nd and 3rd grade will receive instruction in their general education classroom through the use of the push in model. Creating a push-in model throughout grade K-5 has been spoken about but since our classrooms are heterogeneously grouped all of our ELLs are spread among the classes. Last spring during scheduling, a majority of ELLs were placed in one 2nd grade class. There are three 2nd grade ELLs (2 are in a 12:1:1) that are pulled from their classroom and brought into the classroom with the majority of the 2nd grade ELLs. In 3rd grade, there are 13 ELLs and they are spread amongst 2 classes. This will help us to achieve a successful beginning for a more beneficial push-in model.

The organizational model of our ESL program is aligned with NYS mandates. All of our ELLs are provided with either 180 or 360 minutes depending on their proficiency levels. The program model of our ESL program varies among the grades. Kindergarteners, 1st, 4th and 5th graders are grouped heterogeneously and are pulled out of their individual classrooms for ESL instruction per their respective grades as a block model. ELLs in 2nd and 3rd grades are grouped heterogeneously in a specific class per grade and are provided ESL instruction in their classroom through the push-in model. ELLs receive their mandated minutes based on data either from NYSESLAT or the LAB-R if they are new admits. If we receive new admits that are eligible for ESL services every effort will be made to place them in the classroom that was designated as the ELL class. If the ELL is put into another class, they will be pulled and placed in the classroom during ESL instructional time and then returned to their designated general education classroom.

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)?

The allotted instruction time mandated by NYS per Part 154 for ELLs is 360 minutes per week for beginning and intermediate level students and 180 minutes per week for advanced level students. Since grade 2-5 ELLs are all grouped together, the certified ESL teacher will deliver the mandated instructional time in the classroom. In grades K&1, the mandated minutes for the ELLs will be delivered separate from the ELL's general education class with the certified ESL teacher. This year we have a total of 11 Kindergarteners who are eligible for services based on the LAB-R where only 3 scored at the beginner level. Those who scored at the advanced level will only be seen 180 minutes and the 3 beginner Kindergarten ELLs will be grouped with the 1st graders to receive their remaining 180 mandated minutes. Through the push-in model, the ESL teacher will provide the ELLs in grades 2-3 with a majority of their instruction in their general education classroom. For those who received a B/1 level on the NYSESLAT or LAB-R (new admits) will receive their remaining minutes together separate from their classrooms.

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

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.

The content areas are delivered in an English-only setting by our ESL teacher. This is our third year using Houghton Mifflin's Journeys reading program through grades K-5. This literacy program pairs fiction and non-fiction content area reading selections throughout its units which allows the ESL teacher to reinforce content area concepts during the instructional times for the ELLs. Content specific vocabulary is introduced at the beginning of unit and reinforced throughout the readings along with the reinforcement of small group instruction provided by the ESL teacher. The Journeys program, also provides Spanish translations of the reader online for the students to listen to on the computer. Also, the vocabulary cards provide the teacher with pictures for the

word along with Spanish cognates, when applicable, for words. With all of our ELLs, she brings in realia from home as well as via the internet and her smartboard. For grades K-5 the classroom uses the Language Proficiency Kit from Rourke Publishing when it is relevant to the area that is being taught during that Journe's unit. This program is based on Social Studies and Science non-fiction content and is introduced on grade specific levels. The program also provides the teacher with and interactive CD-Rom for classroom activities that can be done independently by the students as well as whole group on the Smartboard. Along with that, in the lower grades, the ESL teacher has DVDs from Imagine Learning that are alphabet based and are bilingual in Spanish. The teacher uses ESL strategies, such as modeling, scaffolding and peer collaboration during her instructional time. With the use of technology, the teacher is able to activate prior knowledge from students ranging in proficiency level. This lays the groundwork for her to scaffold information for the students to learn at their own pace. However, it all starts the same way with the teacher presenting the information in a way that makes students excited to learn.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Paste response to question here:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Throughout the year, ELLs are evaluated in all four modalities informally and formally. During the school day the teacher is observing students speaking and listening informally through conversations and discussions. Students are all evaluated formally through the use of the Journeys assessments given by the general education classroom teacher. The ESL teacher also assesses students through conferencing, guided reading and comprehension tests are given to the 4th and 5th Grade ELLs based on their Common Core Storyworks magazine. In grade 3-5 students are also evaluated by the Pearson Interim assessments. We are awaiting the results from the Fall Pearson assessments.
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).

Our school has the two out of the three subgroups of ELLs: Newcomers (0-3 years) and ELLs receiving services (4-6 years). Currently, we have no SIFE students. If and when we get a SIFE student, we will identify him/her by examining the attendance records. For example, if a student started his/her education in the NYC Public Schools, but then left to return to his/her native country and subsequently re-entered the system, the Parent Coordinator or Pupil Accounting Secretary will ask the parent or guardian for evidence of school records outside the system to determine if there was an interruption in formal education. Along with receiving the mandated minutes, SIFE students will also be provided with a license for the Imagine Learning program to support them in learning basic English. The ESL teacher will also try to find any Transitional Bilingual programs that are offered in the native language and provide that information to the parents. The subgroups currently in P.S. 39 have specific needs but the same goal in mind: To learn the English language in both academic and social atmospheres. Many of our newcomers have been here for less than one year are being exposed to English for the first time and are not familiar with the phonemic structure of the language. With these particular ELLs we need to help them form a strong phonics base which will be the stepping stone for them to read and comprehend academic context that they are faced with everyday. ELLs that are mandated to take state exams will be given all necessary accommodations to be as successful as they can be on the tests. As stated previously, there are many programs available during and after school that our ELLs take part in. Their scores on the interim assessments will also be analyzed and the areas they are having difficulty will be targeted by the teachers and goals will be put in place. ELLs in the 4-6 year subgroup, will continue to be monitored in their progress through use of scantron, interim assessment results and the state test results. If our program ever has long-term ELLs that have completed 6 years, they will be closely monitored to determine whether or not they need something more than just English services to help them succeed in school. Some of our ELLs also receive AIS services where they have instruction in guided reading, individual targeted lesson plans based on teacher recommendation through the Great Leaps literacy program. ELLs that have achieved proficiency on the NYSESLAT will receive 2 years of testing modifications for all NYS standardized tests. The classroom and ESL teachers will collaborate on the needs of that ELL and determine how much support is necessary for that child to continue academic success in the general education classroom. In P.S. 39, we have a staff that is very aware of our ELLs needs and we provide them with every resource available.

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?

ELLs who are identified as having special needs will be supplied with the services they are entitled to and the ESL teacher, classroom teacher and related service provider will work collaboratively to formulate an instructional framework and instructional

strategies to support the student. As stated previously, we are using the Journeys reading program which is accompanied with strategies for both ELLs and students with disabilities. Students with disabilities are also given access to Imagine Learning to expose them to academic content to help them accelerate their English language development. Any issues of alternative placement into special education classes for all students are addressed with their teacher and related service providers. After receiving referrals from teachers the team assesses the situation and schedules an evaluation with the school psychologist. It is then determined if the student should receive speech services, At-Risk SETTS, SETTS or needs to be placed in another school for a different type of instructional setting that might not be offered at P.S. 39. When an ELL is referred by a teacher the team carefully discusses the case and takes many things into consideration such as, amount of time in the country, amount of time in ESL program, results on NYSESLAT and progress in both ESL and their regular classroom. When all factors have been discussed a decision to perform an evaluation will be made. Bilingual evaluations are then scheduled for those cases. Currently we have a Collaborative Team Teaching class in 3rd grade which has 7 ELLs with a Spanish language paraprofessional. We also have a 12:1:1 setting in both a 1st and 2nd grade class where we currently have one Albanian ELL in the 1st grade class and two Russian ELLs in the 2nd grade class that will be serviced through the year. Language paraprofessionals are provided to the ELLs per their IEP. All ELLs with special needs are given the same treatment as every other student in our school. They are given services per their IEP and their goals are clearly written for their teacher and related service providers to have access to.

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?

All ELL-SWD are given access to a rigorous curriculum and the ESL teacher is scheduled during one of the Literacy periods. K-2 is pull-out and the lesson is aligned with the CCLS. In 3rd grade, the ESL teacher pushes-in during the writing period to the ICT class to ensure assistance in this area as it is a weakness for the 3rd grade ELLs. The ESL teacher collaborates with the classroom teachers and Special Education teachers so that student instruction is focused and based on need. The ESL teacher is also included in curricular planning and instructional meetings and professional development that are provided for all staff.

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

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

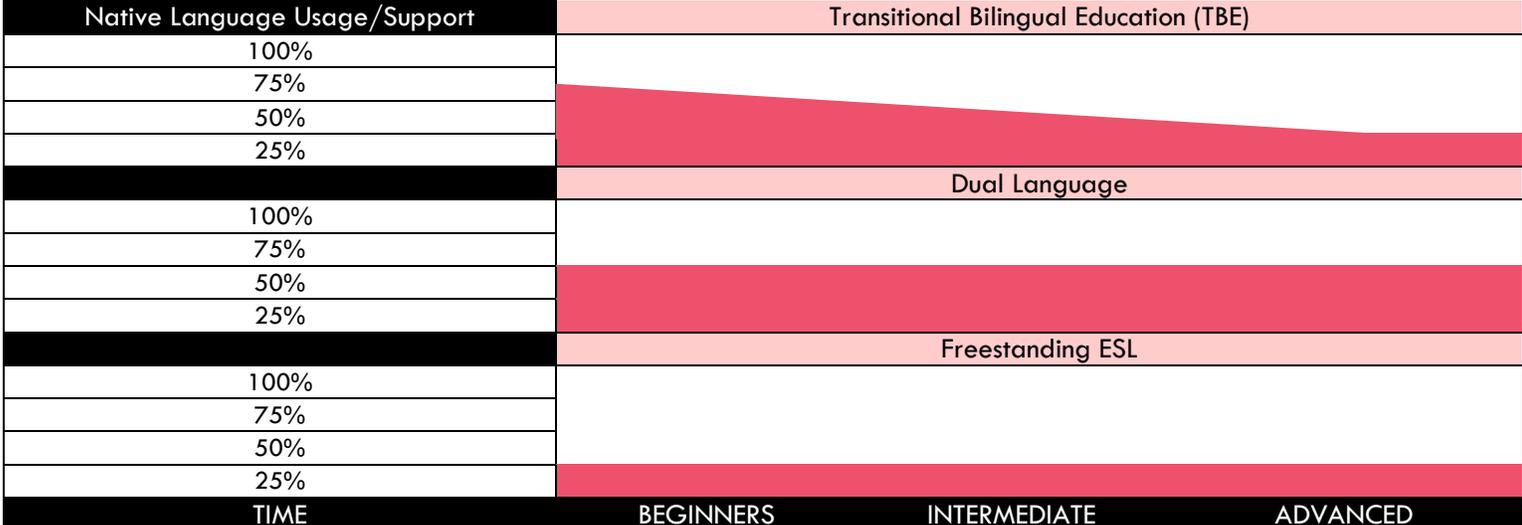
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.

Through inquiry work, needs of our ELLs are addressed in ELA, math and other content areas. Throughout the year, a successful intervention program for our ELLs in content area related subjects has been our ELL After School Academy that we offer. Our after school academy will be held 3 days per week for various amounts of times depending on the grade level. Grades K & 1 will be provided with the opportunity to attend the READ program to focus on reading fluency. The students are given time for recess, homework help and then are given a one-on-one high school reading tutor. They are tracked and their reading level progress is recorded throughout the program. Last year we grouped grades 2-5 together in an after school ELL academy. This year we realized that the levels vary too much and we decided to break down the grade bands. 2nd grade ELLs will come 1 hr./day and work with the reading and writing program, Time For Kids. 3rd grade ELLs will come 2 hrs/day and work on the ELL component for RAZ kids to improve their speaking and reading fluency. They will have homework help and then be broken down further into groups by levels of their NYSESLAT modalities. While one group is working on the computer, the other group will be working with the teacher on the modality they need support in. Our 4th & 5th grade ELLs will also have homework help but they will work within the science content area using materials provided by the science program. The teacher will present the materials through close reading to have the students gain a greater depth of knowledge in the academic language which will be very helpful to those students struggling with academic language. This year, we chose to target all of our ELLs for an after school intervention. Historically we have provided after school programs to grades 2-5 with Title III money. However, the NYSESLAT is becoming aligned with the Common Core and will be even more challenging for our ELLs to attain proficiency. Last year we used a portion of our Title III money to fund the READ program for our 1st grade ELLs. Due to the success of the program last year Mrs. Wright decided to open it up this year to our Kindergarteners as well. It has been proven time and time again that ELLs benefit from extra small group instruction and our academy has provided that type of setting for our ELLs. Also, our ELA/Math Academy will be held tentatively starting in February and all of our ELLs in grades 3-5 are invited and encouraged to participate in this test prep academy. Registration forms are provided to eligible students for both of the programs and need to be returned for placement. Through inquiry work, needs of our ELLs are addressed in ELA, math and other content areas. Intervention for ELLs in grades 1, 2 and also our newcomers, will utilize the Imagine Learning program. This program will work on the four modalities of Speaking, Listening, Reading and Writing. We will also be implementing Enhanced ELL Reading solutions through RAZ Kids which will be used in our after school for our 3rd graders. This program focuses on all four modalities and ties in content area books for the students to read at their designated levels. Our instructional methods are in alignment with the CCLS. Through the use of Imagine Learning and Enhanced ELL Reading solutions, native language is supported in our intervention programs.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our current program is meeting the needs of our ELLs as measured by the NYSESLAT scores, DRA assessments and progress monitoring. Each year, we create an ELL data board and design programming and our Title III programming based on student need. The data informs instructional planning and focus for the student. Each student moves up 1 or more levels as indicated by the data. A significant majority of students test to proficient after 3 years for students that have attended this school for their education.

11. What new programs or improvements will be considered for the upcoming school year?

As stated previously, we are going to renew our licenses for Imagine Learning which we first received through the ELL Success Grant in the 2008-2009 school year. The ELL After School program has a rolling enrollment for new students who enter school during the year. We will also add the RAZ Kids Enhanced ELL Reading Solutions for our program. This year our Y After School Program has enrollment for 125 students at PS 39 and the students are chosen by a lottery system to participate. The Y After School Program will give our ELLs another opportunity to attend a program that will aid in their academic success. Along with the after school programs, our ELLs are also provided with numerous supplemental services depending upon their need. In our school we also have after school small group instruction, Great Leaps reading fluency program, At-RISK SETTS, SETTS, SONDAY, speech services and the Latchkey program. We also have music for 4 full days this year compared to 2 half days we had in the previous years. Instead of only grades 4-5 receiving music, we now are able to have music in all grades. We also were able to have art in our school for 4 days per week and have a room designated specifically for art. A new library from a grant we received from James Oddo's office has been put in place for this year as well. As another activity, our school has created a drama class for students in all grades. The arts have been a small part in our school in the past but we understand the importance they serve in education. By exposing students on all grade levels to music and art our school is allowing opening up another avenue of learning for our students. Our ELLs especially can benefit from music and art because it gives them a platform to share and work with others in a setting other than a traditional classroom.

12. What programs/services for ELLs will be discontinued and why?
 A program / service for ELLs will be changed rather than discontinued. The Title III after school academy will be separated into three grade bands (2nd, 3rd and 4th/5th) with 3 teachers rather than one group of grades 2-5 with 2 teachers. This way our teachers can focus on specific skills that are appropriate for that grade band.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
 ****Our ELLs are afforded equal access to all of our school programs. They are provided with letters to bring home to their guardians whenever there is a program they can participate in through our school. The after school and supplemental services that are offered to our ELLs are: ELL After School Academy, ELA/Math Test Prep Academy, After School clubs, Latchkey, Y Afterschool Program, Extended Day small group instruction, music, art, guidance, speech, SETTS and Great Leaps literacy program.*****
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
 In the ESL program at P.S. 39 there are a wide variety of materials used throughout the year. All classrooms are provided with leveled libraries. Along with the leveled library, the ESL teacher's office contains a bilingual library that was funded through the ELL Success Grant. The library consists of over 190 books in six different languages (Spanish, Russian, Urdu, Chinese, Arabic and Albanian). As stated before, this year we are using a new literacy program called Journeys, from Houghton Mifflin, throughout grades K-5. This program provides resources specifically suited for our ELL learners such as content vocabulary picture cards, ELL specific guided reading libraries as well as strategies teachers will be able to use on a weekly basis with the ELLs in their classroom. During small group instruction, the ELLs are able to access their Journeys readers online at Thinkcentral.com and listen along on headphones while it is read to them. Spanish versions are also available through Journeys for our native Spanish speakers. In grades 2-5 where the ESL teacher pushes in for the ELLs, she also incorporates Rourke Classroom Resources which will help in developing writing, listening, speaking skills and reading strategies when it correlates to the lesson in the classroom. The program from Rourke introduces the children to non-fiction material in the content areas such as social studies, science and math. For Kindergarten and 1st grade ELLs, the ESL teacher collaboratively plans with the K & 1 teachers regarding the unit they are currently studying in the Journeys program. The teacher reinforces skills learned in the classroom through the stories and also through the use of ESL methodologies. Also, students with licenses are able to access their individualized Imagine Learning program from any classroom in the school which, as of now, is able to support students in 5 of our languages spoken by our ELLs. Our newcomers will definitely benefit from this because their languages are used in Imagine Learning. Every classroom is outfitted with a SmartBoard which allows the teacher to produce interactive lessons for their class. Along with the SmartBoard technology, we also have Senteos which are hand held remote controls for our students that are useful assessment tools. Teachers are able to create assessments on the computer and the students input their answers by a touch of a button. After they complete the task, teachers are able to access their results instantly to measure which skills students have mastered or still need to work on. Teachers are also able to use the Senteos during class discussions to gauge if the students are grasping the material that is being presented at that moment. A teacher can ask a question "on the fly" and the students would have to input their answer to give a better idea if the group needs to review or move on. Students are also assessed formally through written assessments as well as informally through teacher observation.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
 In our English as a Second Language program, the native language is supported for our ELLs. As mentioned before we have a bilingual lending library which gives students access to books in their language to share with their parents. We also have bilingual glossaries for our students which they are able to use during their schoolday. Through our Journeys literacy program, the Spanish readers are available on line for our students as well as the vocabulary cards that share the Spanish cognates with the target words for the week. On staff we have 7 different languages that are spoken other than English. They are: Albanian (Teacher and Para), Italian (Teacher), Polish (Teacher), Russian (Teacher, Para), Spanish (Service Provider, 2 Paras), Yugoslavian/Serbian (Para). Everyone at our school is willing and able to aid in translations between students, teachers and caregivers. They are a very valuable asset to our staff.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
 All services and resources correspond to ELLs' ages and grade levels. Our new Journeys literacy program is grade specific and all of our ELLs are age appropriate for their grade. Therefore, all the material and resources provided to the teacher for the student is on their grade and age level. Previously, our ELLs were spread amongst classes in the grades but this year they are grouped together in one class. In grades 2-5, where there is a designated ELL class, the levels range from Beginner to Advanced. In grades K and 1, the ELLs are spread among 6 different classes but they are also still grouped according to grade level. We also provide

access to glossaries for the students in their native language, Spanish versions of Math textbooks as well as Journeys materials are available to Spanish speakers and reference materials we can find online to help translate information for the ELLs.

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

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.

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

18. What language electives are offered to ELLs?

Paste response to question here:

19. For schools with dual language programs:

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

NOT APPLICABLE

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.

Professional development is provided throughout the year for all of our comon branch teachers, subject area teachers, paraprofessionals, guidance counselor, special education teacher, psychologist, OT/PT, speech therapists, secretaries, parent coordinators in the different ESL methodologies that can be used in the classroom along with general English Language Learner information (NYSESLAT, student levels, LAP training). Topics that are applicable for use in the classroom to be covered per discussions with teachers should include: using Journeys with ELL students; Core Curriculum Mathematics for ELL students; ESL in Content Areas; How to plan lessons which include ELLs; Writer's Workshop for ELLs. These ESL workshops, along with the Q-Tel Conferences, are offered throughout New York City and will be posted for teachers to attend during the school year. This year, we will also offer a professional development study group. The group will be comprised of teachers or support staff of ELLs and they take part in a book club which will meet a total of ten times throughout the year. A professional publication will be chosen that focuses on scaffolding strategies in the classroom which specifically targets our ELLs. The group discussion will then be documented and different scaffolding learning strategies that were learned from the text will be disseminated to their colleagues. The group will also be an open forum to discuss ideas on how to assist ELLs transition from elementary school to middle school. This book club along with the professional development will provide the staff with the ongoing professional ELL training per Jose P. Staff members are also provided with opportunities to attend ELL workshops to assist them in supporting ELLs in their classrooms. An agenda and attendance form is kept on file for all Professional Development in a school binder each year.

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?

In regards to parental involvement, our parent coordinator facilitates workshops throughout the year that deal with topics relating to their child's education and our ELL parents are encouraged to participate. When possible, we use our teachers and Paraprofessionals that are at PS 39 for translation support. If that is not possible, we contact the Translation/Interpretation unit to support us in communicating with our parents. Our Parent Teacher Association assists in school fundraisers throughout the year which includes parents. P.S. 39 also coordinates an annual Mother's Day and Father's Day breakfast that is held on a Saturday. That event is a big successful and a wonderful experience for the child and their parent to share together. These activities are great forums for parents to become friendly with each other and create a support network. P.S. 39 also has a continuous relationship with the Jewish Community Center for the past eight years. The JCC provides all of our ELL parents and grandparents, free of charge, English lessons three mornings per week. These classes offer Adult ESL literacy as well as entrepreneurial classes. Currently we have 20 parents signed up to attend this program which will begin in mid-January. In this class, parents will learn real life skills to help them throughout their everyday. They will be given lessons in money, coupons, grammar and everyday conversation to help them interact in their neighborhoods. This is very helpful to our ELLs because they can receive needed support at home by the more knowledgeable their parents become. Also, when students see adults going to school it shows them that we are all lifetime learners.

Our parent coordinator evaluates the needs of parents by sending out a survey to all parents. These surveys ask the parents to make suggestions on workshop topics that they would be interested in participating in. The workshops are tailored to the needs and wants of our parents. Parents of ELLs are always encouraged to attend the workshops. The parent coordinator also takes suggestions by word of mouth from parents and will try to accommodate the needs of the parents if she receives enough interest in a specific topic a parent might be interested in.

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.

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

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **31R039** School Name: **Francis J. Murphy Jr. School**

Cluster: **5** Network: **533**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Based on communication with each family, it was determined that most parents preferred English written material. However, based on the fact that Spanish is the predominant language, flyers and notices are also distributed in both English and Spanish. These findings are reported at monthly P.T.A. meetings. Children's report cards are sent home in the language indicated by the parents when possible. In addition, all after school and evening functions (PTA meetings, International Night, Math Fun Night, etc) our bilingual staff is available to translate to our Spanish speaking parents.

Part B: Strategies and Activities

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

Written translations are provided in Spanish by a bilingual para. All flyers related to school and classroom activities, informational meetings, Open School, Parent-Teacher Conferences and extra-curricular events are translated and distributed to our ESL students. The translation unit is also used to translate important materials in various languages.

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

Our bilingual staff is in attendance at both fall and spring Parent-Teacher Conferences and assist with interpretation needs as the teacher and parent communicate regarding the child's progress. They are present at all evening Parent/Children workshops and work directly with our ESL families in the capacity of oral translator. Bilingual Staff are available to translate during the school day if needed. We have two teachers who speak fluent Italian, one teacher who speaks fluent Albanian, one teacher that speaks fluent Russian and Polish, a para that speaks Yugoslavian, 2 paras that speak Spanish, a para that speaks Albanian and a patra that speaks Russian. The translation and interpretation phone unit is also used when non-English speaking parents come to the school to discuss school related issues. ESL classes are offered to our families by a grant secured from the Jewish Community Center. Parents and adult family members join us two days a week for six months and are taught by a licensed ESL teacher free of charge. This program grows in size each year due to the helpfulness it offers our families. In addition, the Y afterschool program will be expanding their programs to include more parent assistance especially for ELL parents. They have secured a grant in our school for spring of 2014 and will work with the SLT to meet the needs of the parents.

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

Compliance with Section VII of Chancellor's Regulation A-663 is accomplished at Public School 39 in the following manner:
At the September Parent Orientation Meeting, each parent received A Bilingual Education and English As A Second Language Parent Guide in their respective native language. This brochure gave the parents information on the ESL Program, Bilingual Education Program, How Parents Can Participate in the Education of English Language Learners and where parents can obtain additional information.

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

B. In the event of an emergency, we have the services of several staff members who speak in different languages. They will contact ESL parents by phone and apprise them of the situation in their home language. They would remain in contact with the parents throughout the necessary timeframe. C. Translators are used to interpret the conversation between parent and staff.

D. N/A

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