

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

<b>DBN: (i.e. 01M001):</b>	<b>15K039</b>
<b>School Name:</b>	<b>P.S. 039 HENRY BRISTOW</b>
<b>Principal:</b>	<b>ANITA DE PAZ</b>

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: P.S 39 – The Henry Bristow School School Number (DBN): 15K039  
Grades Served: Pre K – 5  
School Address: 417 Sixth Avenue, Brooklyn, New York 11215  
Phone Number: (718) 330 – 9310 Fax: (718) 832 – 2010  
School Contact Person: Cathleen McCarthy Email Address: CMccarthy@schools.nyc.gov  
Principal: Anita de Paz  
UFT Chapter Leader: Suzann Bassil  
Parents’ Association President: Erica Ashe  
SLT Chairperson: Erica Ashe  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): N/A  
Student Representative(s): N/A  
N/A

**District Information**

District: 15 Superintendent: Anita Skop  
Superintendent’s Office Address: 131 Livingston Street, Brooklyn, New York 11201  
Superintendent’s Email Address: ASkop@schools.nyc.gov  
Phone Number: (718) 935 – 4317 Fax: (718) 935 – 4356

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn North Director: Bernadette Fitzgerald  
Director’s Office Address: 131 Livingston Street, Brooklyn, New York 11201  
Director’s Email Address: BFitzge2@schools.nyc.gov  
Phone Number: (718) 935 – 3954 Fax: (718) 935 – 2382

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Anita de Paz	*Principal or Designee	
Suzann Bassil	*UFT Chapter Leader or Designee	
Erica Ashe	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative (staff), if applicable	
N/A	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
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	
Amanda Onion	Member/	
Eileen Riley	Member/	
Maria Santos-Valentin	Member/	
Lori Ungemah	Member/	
Semara Calhoun	Member/	
Katie Rafferty	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Matthew Weeks	Member/	
	Member/	

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

#### **The Six Elements of the Framework for Great Schools**

**Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS 39's mission encapsulates our school community's beliefs concerning teaching and learning. At PS 39 we believe that students learn best in an environment that provides opportunities for continuous learning for all of its members, develops strong collaborative relationships among all stakeholders, utilizes consistent models of instruction supported by professional development and provides an enriched curriculum. Classroom pedagogy is aligned to these beliefs as evidenced by the strong and consistent use of the workshop model of instruction across the school in all subjects.

Teachers uniformly utilize the workshop model for providing instruction offering students strong instructional modeling, opportunities to practice newly acquired skills/strategies and time for small group, assessment driven instruction to meet the specific learning needs of individual or groups of students. This model consistently provides students with opportunities to communicate with peers and teachers to help them grow ideas and make meaning of their learning. In every classroom you see teachers delivering specific mini-lessons that are strategy based and aligned to both standards and unit goals. The mini-lesson is short with a clear teaching point that is concise and repeated often in child friendly language in order to make the strategy accessible to all students. The teacher model is clear and explicit so that students can achieve the learning outcome. While students work independently to practice the strategy or another specific skill, the teacher provides instruction to small, flexible student groups that were formed by assessment to meet the specific instructional needs/goals of those particular students. This instructional time is well planned and there is a schedule in place that ensures equity in small group instruction. This small group, differentiated instruction drives our curriculum revisions and supports our beliefs about how children learn best. Overall there is a sense of collaboration between the teacher and the students as well as between students. Specific questions and student talk opportunities are planned to support high levels of student thinking and participation throughout the workshop. There are high expectations for learning and achievement as evidenced by student work, charts, checklists, and rubrics. Students understand their changing roles throughout the workshop. Students are expected to work independently, utilizing class charts and other structures for support. All teachers keep a record of small group instruction and conferences. This assessment information is used to plan future whole class and small group instruction. Small group and individual conferring allows students multiple entry points to curriculum and the specialized scaffolding that teachers provide helps all students experience success toward meeting standards. Evidence of rigor can be found when visiting our consistently child centered classrooms that have been organized to support student independence and celebrate the work of the children who learn there. Posted student work in the content areas are accompanied by rubrics, student checklists to make assessment criteria clear to students, and charts/tools around the room that promote accountable talk in partnerships and small groups.

To ensure that every student receives high quality instruction that meet individual learning needs our teachers participate in a range of professional development opportunities. We believe that professional development is the cornerstone to support teachers' continuous professional growth resulting in improved teaching practice and student performance outcomes. Teachers are supported by coaches from Teacher's College as well as regular professional development cycles during our Monday professional development time which support teaching and revising curriculum, supporting IEP and ESL students, merging TERC and GO Math curriculum and utilizing the FOUNDATION word study programs among others. Teacher Team Leaders participated in an intensive three-day workshop, Core Collaborative, on formative assessment. Teachers also participate in study groups to support improvement in pedagogy utilizing the Danielson Framework (this work will be discussed in greater detail at a later point).

In order to fully understand PS 39 as a school it's important to appreciate our deep commitment to enriching the existing curriculum for all students in order to develop intrinsic motivation for learning by honoring student choice while building students' self-confidence and critical thinking skills. Enrichment is provided through three primary means: frequent class

trips, extensive external arts partnerships and utilizing the School Wide Enrichment Model (SEM) to support our social studies work and student interest clusters.

We are extremely fortunate that our children attend school in one of the most remarkable cities in the world! Teachers view

our city as a learning laboratory for children and take advantage of its vast variety of cultural and historical resources to illustrate

and enhance the standard curriculum and learning. Classes regularly take trips to museums and other cultural attractions to

help bring their learning to life in a very real way. In order to further enhance the standard curriculum, our school provides students with an array of partnerships during the school day. Partnerships are found on every grade and include those

focused on critical thinking and problem solving (Chess, Music Composition with the NY Philharmonic, Gardening),

wellness (Y Swim, Family Fitness Days, Grade Level Fitness Days at the Armory) conservation/science (NY Audubon Society) and the

arts (Arts Connection Dance, New Victory Theater, NY Philharmonic Music Appreciation) to name just a few.

Over the past 8 years PS 39 has developed an extensive SEM program for students. The overarching goal of SEM is the application of gifted education pedagogy to all students, including those with IEP's and ELL students. SEM focuses on enrichment for all students through high levels of engagement and the use of enjoyable and challenging learning experiences that are constructed and differentiated around students' interests, learning styles and preferred modes of expression. All of our Social Studies units are planned and facilitated through the SEM in order to enhance and enrich the curriculum. This instructional approach allows student to self-select the area of the unit that they would like to study in greater depth as well as their preferred method to present their learning. This provides all students, including students with disabilities and limited English proficiency, with opportunities for increased success as student choice encourages intrinsic motivation which keeps students highly engaged in their learning and projects.

. Teacher pedagogy is consistently assessed utilizing the Danielson Framework and a variety of professional development techniques including full staff workshops to better understand the intricacies of the framework, study groups around professional texts to support improvement in specific indicators, the use of pre/post visit and classroom observation protocols to support effective inter-visitations and the generation of effective peer feedback on practice. The purpose of full staff workshops on the framework is to create a common understanding of its expectations and connections to improving student achievement.

## 15K039 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	411	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		0.6%	% Attendance Rate	95.9%
% Free Lunch		18.1%	% Reduced Lunch	3.1%
% Limited English Proficient		2.6%	% Students with Disabilities	16.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	5.7%
% Hispanic or Latino		14.5%	% Asian or Native Hawaiian/Pacific Islander	6.5%
% White		71.1%	% Multi-Racial	2.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		8.34	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	7.7
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		67.1%	Mathematics Performance at levels 3 & 4	73.5%
Science Performance at levels 3 & 4 (4th Grade)		98.1%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools Element – Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

**Quality Review Results (2013-2014)- Develop Teacher Pedagogy from a coherent set of beliefs informed by the instructional shift in the common Core Standards and the Danielson framework for Teaching. This was a proficient area.** Feedback to the principal was that teachers’ application of observation feedback & instructional practices were not consistent across classrooms and teachers.

**Danielson Results- Designing Coherent Instruction AND Using Assessment in Instruction.** These indicators refer to the sequence of learning activities following a coherent sequence that is aligned to instructional goals and designed to engage students in high-level cognitive activity **AND** assessment that is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. A review of our end of year Danielson MOTP results indicates that 37.5% of our teachers were rated as developing or low level effective in indicator 1e (designing coherent instruction) and 16% of our teachers were rated as developing or low level effective in indicator 3d.

**School Survey Results-** NYC survey results are not yet available. However, based on a review of our SLT parent survey, internal conversations, and staff meetings a need for more cognitively challenging instruction for higher levels students has been identified.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of classroom teachers in K-5 will participate in consistent, long-term professional development around improving formative assessment practices in reading. Progress towards this goal will be measured through regular reviews of PD agendas, feedback forms, and classroom observation results connected to indicators 1e and 3d on the Danielson Framework for Teaching.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Formative assessment professional development facilitated by teacher leaders will be prominently featured in our Monday afternoon PD cycles.</p>	<p>All K-5 teachers and administrators</p>	<p>September 2015-June 2016</p>	<p>Teachers, teacher leaders, and administrators</p>
<p>Work with external consultant from the Core Collaborative 3 times across the year to extend teacher competency in fully integrating Formative Assessment practices into daily teaching.</p>	<p>All K-5 teachers and administrators</p>	<p>September 2015-June 2016</p>	<p>Teachers, teacher leaders, administrators, and consultant</p>
<p>Develop protocol to regularly reflect upon and revise existing Common Core aligned TC units of study in reading to include specific learning intentions and success criteria.</p>	<p>All K-5 teachers and administrators</p>	<p>September 2015-June 2016</p>	<p>Teachers and administrators</p>
<p>Administrators will rate indicator 1e and 3d on all observations to provide teachers with actionable feedback to improve their formative assessment practices.</p>	<p>All K-5 teachers and administrators</p>	<p>September 2015-June 2016</p>	<p>Teachers and administrators</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Professional development provided by TCRWP and the Core Collaborative and teacher leaders. Schedule adjustments, teacher coverages to provide common planning periods as well as grade level and vertical team meetings.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By February 2016, all classroom teachers will have participated in on-going professional development around formative assessment as well as team meetings and will have been rated in Danielson indicator 1e and 3d for 50% of their overall number of observations. Progress towards this goal will be measured through regular reviews of PD agendas, feedback forms, and classroom observation results connected to indicators 1e and 3d on the Danielson Framework for Teaching.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools Element – Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

**Quality Review Results (2013-2014)-No recommendations were made in this area. This was a well-developed area.**

**Danielson Results-Creating An Environment of Respect and Rapport AND Managing Student Behavior.** These indicators refer to classroom interactions between the teacher and students and among students being highly respectful. Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. These are areas of strength for our teachers but there is evidence of a need for additional support for teachers and staff and to be more proactive in behavior management and helping students self-manage their behavior more effectively.

**School Survey Results- NYC survey results are not yet available .** However, based on a review of our SLT parent survey, internal conversations, and staff meetings a need for improved social/emotional support for our most challenging students was surfaced. There was also an identified need to provide teachers with specific professional development in proactively approaching support for these students. Additionally, a need for students to have greater opportunities to participate and contribute to overall school life was identified.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all classroom teachers will consistently implement the Second Steps curriculum in their classrooms, the number of student committees will increase by 50% (from 2 teams to 4 teams), and teachers and students in grades 3-5 will receive Mindful Education training to help create a culture of increased empathy and provide students with the skills to self-regulate their behavior. Progress toward this goal will be measured through regular review of PD agendas, feedback forms, and classroom observations of Second Step and Mindful Education lessons.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Provide consistent behavioral expectations using the 4 tenants of PBIS and the school-wide voice scale.</p>	<p>All teachers including clusters, all students</p>	<p>September 2015-June 2016</p>	<p>Administrators, all teachers, school aides, guidance counselor</p>
<p>Teachers will use the research based curriculum Second Steps to explicitly teach students social-emotional skills and accompanying vocabulary.</p>	<p>All teachers including clusters, all students</p>	<p>September 2015-June 2016</p>	<p>Administrators, all teachers, guidance counselor</p>
<p>Work with Mission Be consultants to teach our students skills of stress-management, emotion regulation, executive control, and overall physical and emotional well-being .</p>	<p>All students, classroom teachers, administrators</p>	<p>September 2015-June 2016</p>	<p>Mission Be Consultant, classroom teachers, administrators</p>
<p>Creation of the School Ambassador and Wellness Team to increase student leadership opportunities.</p>	<p>Select students in grades 1-5</p>	<p>September 2015-June 2016</p>	<p>Administrators, various team facilitator (Staff and parents)</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Staff members, parents, guidance counselor, Mission Be consultants, Second Steps Curriculum and scheduling adjustments for assemblies, professional development, and team meetings.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Administrators will observe consistent use of PBIS tenants in out of classroom locations. Administrators will observe consistent use of school-wide voice scale both inside and outside of the classroom. Administrators will include observations of Second Steps lessons as part of their teacher’s required Danielson observations. Administrators will</p>

monitor the number of guidance and administrative requests for assistance, class removals, and principal's suspensions. The School Ambassadors and Wellness Teams will have been established and meet regularly. Progress toward this goal will be measured through regular review of PD agendas, feedback forms, and classroom observations of Second Step and Mindful Education lessons.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools Element – Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

**Quality Review Results (2013-2014)-No recommendations made in this area. This was a well-developed area.**

However, internally we recognize a need to improve our alignment of assessments to curricula using ongoing (formative) assessment and analyzing information on student learning outcomes to adjust decisions at the team and classroom levels.

**Danielson Results-Growing and Developing Professionally.** This indicator refers to teachers seeking out opportunities for professional development and making a systematic effort to conduct action research. Teachers solicit feedback on practice from both supervisors and colleagues. Teachers initiate important activities to contribute to the profession. This is an area of strength for our teachers that we would like to use as leverage to improve teacher pedagogy in indicator 3d. Teachers have identified a desire for PD opportunities around our school wide goal of improving formative assessment practices as well as self directed PD opportunities to conduct action research around topics that are specific to their personal needs.

**School Survey Results-** NYC survey results are not yet available. However, based on a review of our SLT parent survey, internal conversations, and staff meetings a need for more frequent opportunities for teachers to work productively and discuss student work with colleagues surfaced. Additionally, a need for more focused professional development was identified.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teacher clarity and instructional coherence will improve student engagement as measured by 100% of teachers achieving an effective or highly effective rating in Danielson component 3d.

\*100% of all classroom teachers K-5 will participate in collaborative teams to improve the coherence and clarity of instruction in reading by partnering with Teacher’s College and The Core Collaborative for professional development focused on content, lesson planning, and implementation. Progress toward this goal will be measured by classroom observation and ratings on Danielson component 3d.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Identify an in-house Formative Assessment Leadership Team comprised of teachers representing all grade levels K-5. These teachers will participate in a three-day professional development series lead by The Core Collaborative.</p>	<p>Classroom Teachers identified to participate in the Formative Assessment Leadership Team</p>	<p>June 2015-June 2016</p>	<p>Administration, teacher leads, TC Coaches and Core Collaborative Consultant.</p>
<p>Teacher Leads will support grade colleagues in revising curriculum maps and lesson plans to align more closely to CCLS, create learning intentions and success criteria to improve formative practices in the priority standards. Lead teachers will facilitate grade level professional development.</p>	<p>Classroom Teachers</p>	<p>September 2015-June 2016</p>	<p>Administrators and Teacher Leaders</p>
<p>Collaborative grade level teacher teams will meet with Formative Assessment teacher leaders at the beginning of each reading unit to unpack the priority standards addressed in the unit. At the end of each unit the same teams will meet to gather samples of student work to serve as exemplars and to reflect and revise units.</p>	<p>Classroom Teachers</p>	<p>September 2015-June 2016</p>	<p>Teacher Leaders and teachers</p>
<p>Literacy Team, Math Team, Social Studies Team, and a Special Education Team will meet monthly with Administration to review student performance data to inform revisions to curriculum and assessments.</p>	<p>Classroom Teachers</p>	<p>September 2015-June 2016</p>	<p>Teacher Team Leaders, Grade Level Teams, Administrators</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>Teachers identified for Formative Assessment Leadership Team, classroom teachers, Core Collaborative consultant, administration, and scheduling adjustments for professional development and team meetings.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	
	<p>C4E</p>		<p>21<sup>st</sup> Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	

## **Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016:

- All members of the Formative Assessment Leadership Team will have had at least one additional professional development with a consultant from The Core Collaborative.
- All classroom teachers will have participated in at least 3 professional development sessions facilitated by the Formative Assessment Leadership Team.
- All classroom teachers will have met with lead teachers on content teams to review progress on student performance at least 2 times.
- All classroom teachers will have been rated in Danielson indicator 3d for 50% of their overall number of observations.

Progress toward this goal will be measured by classroom observation and ratings on Danielson component 3d.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5D – Framework for Great Schools Element – Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### **Part 1 – Needs Assessment**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

**Quality Review Results (2013-2014)-No recommendations were made in this area. This was a well developed area.**

**Danielson Results-This is not aligned to school leadership. \* The Principal Performance Review is aligned to this area.** The principal received a rating of 4/4 for each individual review last year (2/2) and has not yet received results for the first review for this year. The second review has not yet occurred.

**School Survey Results- NYC survey results are not yet available .** However, based on a review of our SLT parent survey, internal conversations, and staff meetings a need to build collective capacity of the staff to lead school reform AND to increase teacher influence by providing more opportunities for teachers to participate in shared decision making processes was indicated.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, additional opportunities for inclusive/facilitative leadership will be created for teachers through the creation of a School Cabinet. The Cabinet will meet monthly with the administration to speak on behalf of colleagues when school wide decisions need to be made and to provide progress reports from the various teacher teams working in our school. Progress towards this goal will be measured by meeting agendas and team minutes.

### **Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Create a School Cabinet comprised of teachers representing all grade levels to meet monthly with Administration.	All Teachers	October 2015, January 2016, and May 2016	Teacher Representatives, Administrators
Our school's Professional Development Committee will meet every 2 months with Administration to reflect on current professional development opportunities and offer suggestions for future professional development plans.	All Teachers	Sept. 2015, Nov. 2015, Jan. 2016, Mar. 2016, and May 2016	Teacher Representatives, Administrators
Teachers will be offered three opportunities to participate in DYO professional development cycles where topics, projects, and measures of progress are self-determined.	All Teachers	September 2015-June 2016 during Monday PD time	All Teachers, Administrators

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.												
Teachers, Administration, Monday professional development time, and scheduling adjustments for Cabinet and Professional Development Team meetings.												
<b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.												
X	Tax Levy	Title I SWP	Title I TA	Title II, Part A	Title III, Part A	Title III, Immigrant						
	C4E	21 <sup>st</sup> Century Grant	SIG/SIF	PTA Funded	In Kind	Other						

#### **Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, the School Cabinet will have met at least 4 times. The School Cabinet will have surveyed the staff twice regarding key school issues and staff satisfaction. This data will be analyzed to inform future school decisions and help determine areas of improvement. The school Professional Development Committee will have met at least

three 3 times to reflect on professional development opportunities and offer suggestions for future professional development. Every teacher will have participated in at least one full DYO professional development cycle.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools Element – Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

**Quality Review Results (2013-2014)- No recommendations were made in this area. This was a well-developed area.**

**Danielson Results-This is an area of strength for teachers but neither of the aligned Danielson indicators aligned to this area is rated.**

**School Survey Results- NYC survey results are not yet available .** However, based on a review of our SLT parent survey, internal conversations and staff meetings a need to increase opportunities for parent participation and support for overall school life was indicated so that the number of parents participating in shared decision making processes would extend beyond the PTA Executive Board and SLT.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the number of parent committees supporting our school will increase from 2 (SLT and PTA) to 6 (School Celebration/Special Events Committee, Gardening Committee, Wellness Committee, C.A.R.E. (Creating a Respectful Environment) Committee, SLT and PTA. Progress towards this goal will be measured through regular reviews of team agendas, minutes, and action plans.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Create additional parent committees: celebration/school event committee, the gardening committee, the wellness committee, and the social emotional committee. They will meet monthly during parent engagement time with an administrator, our parent coordinator, and teacher representatives.</p>	<p>Parents</p>	<p>September 2015-June 2016</p>	<p>Administrators and Parent Coordinator</p>
<p>The work of each committee will be to create a mission statement to guide the work of the committee across the school year. Each team will then create a year-long action plan as well as mechanisms to gather feedback on their work and structures to monitor their progress towards their goals. Each committee will be responsible for the planning, implementation and follow-up of the work of their team.</p>	<p>Parents</p>	<p>September 2016-June 2016</p>	<p>Administrators, Parent Coordinator, Parent Committee Members</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p>One Tuesday afternoon Parent Engagement Time a month will be devoted to committee meetings so that teachers and administrators can participate in meetings. Schedule adjustments will be made as necessary to accommodate committee activities and events.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>By the end of January 2016, the 4 newly formed school committees will have mission statements and action plans in place for the work of the committee. Each committee will commit to one school based activity or project to be</p>

implemented in Spring 2016. Progress towards this goal will be measured through regular reviews of team agendas, minutes, and action plans.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<p>K – Gr. 2: Reading at two levels below specified F &amp; P level for grade</p> <p>Gr. 3 – 5: Reading at two levels below specified F &amp; P level for grade and/or Performance Level 1 or 2 score on the 2015 NYS ELA</p>	<p>K – Gr. 2: FUNdations; Guided Reading; interactive writing</p> <p>Gr. 3 – 5: Guided reading; reteaching of reading and writing mini-lessons; interactive writing</p>	<p>Small group; pull-out &amp; push-in by K-2 AIS teacher</p> <p>Small group; pull-out &amp; push-in by Gr. 3-5 AIS teacher</p>	<p>Two to three times per week during the school day</p> <p>Two to three times per week during the school day</p>
<b>Mathematics</b>	<p>K – Gr. 2: Score of 50% or below on the previous grade’s End of Year Go Math! Summative Assessment</p> <p>Gr. 3 – 5: Score of 50% or below on the previous grade’s End of Year Go Math! Summative Assessment and/or Performance Level 1 or 2 score on the 2015 NYS Mathematics Test</p>	<p>K – 2: Go Math! Reteach lessons &amp; RTI lessons</p> <p>Gr. 3 – 5: Go Math! Reteach lessons &amp; RTI lessons</p>	<p>Small group; pull-out &amp; push-in by K-2 AIS teacher</p> <p>Small group; pull-out &amp; push-in by Gr. 3-5 AIS teacher</p>	<p>Two to three times per week during the school day</p> <p>Two to three times per week during the school day</p>
<b>Science</b>	<p>Teacher recommendation and/or</p> <p>Performance Level of 1 or 2 on the 2015 NYS Science Test</p>	<p>Reteach lessons &amp; RTI lessons</p>	<p>Small group; pull-out by Science teacher</p>	<p>Once per week during the school day</p>
<b>Social Studies</b>	<p>Teacher recommendation;</p>	<p>K – 5: School Wide Enrichment Model (SEM)</p>	<p>Small group; by classroom teacher &amp; AIS teacher</p>	<p>Twice per week during the school day</p>

	teacher created assessments			
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referral of students by classroom teacher to the Child Study Team for review and determination	K – 5: Emotional, behavioral, and/or crisis counseling	Small group and/or one-to-one	One to three times per week, as needed

## Section 7: Title I Program Information

### Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### **2a. 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.

#### **2b. High Quality and Ongoing Professional Development**

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

### Part 3: TA Schools Only

#### **3a. Use of Program Resources**

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

#### **3b. 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).

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. 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.

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **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. (Refer to Galaxy for FY '16 school allocation amounts)	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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of 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.

<sup>2</sup>The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

---

**Parent Involvement Policy (PIP) Template**

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 the school. **[School name]**, 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 the school and the families. The 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 the school community. **[School name]** 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 the school community;

The 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. The

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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC) Template**

**[School name]** , 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 on assessments.

#### **I. School Responsibilities:**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

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

### 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 ENL teacher, and one parent.

Principal <b>Anita de Paz</b>	Assistant Principal <b>Cathleen McCarthy</b>
Coach <b>n/a</b>	Coach <b>n/a</b>
ENL (English as a New Language)/Bilingual Teacher <b>type here</b>	School Counselor <b>type here</b>
Teacher/Subject Area <b>Helen Hernandez/AIS</b>	Parent
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Karen Hershowitz</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member
Superintendent <b>type here</b>	Other (Name and Title)

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>386</b>	Total number of ELLs	<b>22</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	22	<b>Newcomers</b> (ELLs receiving service 0-3 years)	19	<b>ELL Students with Disabilities</b>	1
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	1	<b>Long-Term</b> (ELLs receiving service 7 or more 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
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	19			1						0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: \_\_\_\_\_

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): \_\_\_\_\_

Number of students who speak three or more languages: \_\_\_\_\_

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese	1			3										0
Russian	1													0
Bengali														0
Urdu		1												0
Arabic		1	3											0
Haitian														0
French	1	1												0
Korean	1													0
Punjabi														0
Polish	1													0
Albanian														0
Other	1	1	3	1		1								0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	1	1	1	1										0
<b>Emerging</b> (Low Intermediate)		1												0
<b>Transitioning</b> (High Intermediate)	3		1											0
<b>Expanding</b> (Advanced)	2	1	3	1										0
<b>Commanding</b> (Proficient)			4	1		1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total						1								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total			4	1		1								0

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4					1				0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4							1		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 PS 39 uses the data from several sources such as the NYSITELL, NYSESLAT, ATS, Fountas and Pinnell, and TC to differentiate instruction for students acquiring language. The NYSITELL establishes whether or not a student is an ELL. If they are identified as eligible for services, the procedures to let their parents know are implemented. The student is put in an ENL program until the parent makes a decision of which program the student should go into. The teachers at PS 39 also uses Teacher's College running records (Fountas and Pinnell), informal observations and attendance as a means to assess early literacy skills for ELLs. Currently, ELLs are reading at a variety of different levels as well as writing at different levels. Only 1 of our ELLs also have IEP. We have continued to notice that our ELL's blend well with the other students and they work hard to acquire English. The attendance for ELLs is stable. Students from Yemen struggle with adjusting with schooling in English. It is unsure the type of schooling they received. NYSESLAT data reveals that ELLs and their teachers need to focus on writing. ELLs score lowest in writing than in other modalities. The ENL department has begun an ENL inquiry group in order to focus on the needs of the students and ensure that teaching is aligned with the Common Core Learning Standards. The data informs the school's instructional plan by allowing the school to create classes that allow the ENL teacher to work in an intergrated/stand-alone environment, as needed. It allows the ENL teacher to work closely with the classroom teachers to align their lessons plans and reinforce the teachers' teaching points.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 At present, the students registered at PS 39 fall mostly under the expanding category. Generally, they start with some English skills and advance quickly to expanding. Out of all the students tested this September, 4 tested as entering ELLs. All other students tested commanding. Students tested by the previous ELL provider received Transitioning, Emerging and Expanding proficiency levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
 Using the AMAO tool, we are able to understand our ELLs acquire English at a faster rate than compared to other schools. This data reveals that our at-risk students are generally not our ELLs or Former ELLs. For the 2014-2015 school year, ELLs made up of 3.8% or 16 students of the total school population of 424. One ELL was held over in the past 3 years. One ELL was flagged for having 2 or

more years of service and scoring at the 1<sup>st</sup> quarter on the NYSESLAT. The percentage of students who attained proficiency for 2014-2015 was 46.15% or 6 students.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

The students enter PS 39 at varying levels. In the last three years, the students that received a score of Entering have transitioned past Entering and have made large gains in English acquisition from Expanding to Commanding levels. The students at PS 39 have not taken tests in their home language since the exams are not given in their home language in the Freestanding ENL program. If PS 39 had a TBE or Dual Language program, then students would be assessed in their home language. This year we have not had any Spanish speaking ELLs. The school leadership team uses the results from our ELL periodic assessments to determine where to place the ELLs. They also use it to support ELLs in their targeted skill areas. Continual support in content areas is important. The students work on their reading and listening skills, and writing organization. The ENL teacher uses the home language, for translation purposes. For example, if the ELL seems to have trouble understanding her, she will use Google translate to ensure the word is the correct word in both languages. This ensures that the Entering ELL does understand the ENL teacher. The ENL teacher also uses the home language in the beginning of the year to give the students quick translations for them to communicate necessities ie, bathroom, nurse, accident etc. There are also Oxford picture dictionaries for the kids to use. The ELL periodic assessments show that the ELLs learn at a quicker rate than other ELLs in the city. The school leadership and teachers can use this information to understand that the students at PS 39 work hard to understand the concepts taught to them and that the students can understand grade level material that are aligned to the common core.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Students are screened each academic year to determine if they are at risk. Student performance is monitored and are provided support in the classrooms in Tier I. For Tier I instruction a rigorous and evidence-based curriculum, including English language development for ELLs is provided. If they do not make progress in Tier I, then they move onto Tier II and they are given extra attention, activities, and experience targeted to the area necessary for improvement, in addition to core instruction. Finally, Tier II would be intensive and individualized instruction in small groups or 1:1 instruction. If any ELL is identified as needing extra support the RtI framework will be implemented by a team, which includes the student's teacher, ELL provider, AIS teacher, parents and administration, The team would meet periodically to discuss the student's progress.

6. How do you make sure that a student's new language development is considered in instructional decisions?

During the beginning of the school year, PS 39 uses the data taken from the Home Language Information survey, the informal interview and the ELPC screen of ATS to determine the second language needs of the students. The classroom teacher and the ELL providers work closely with each other to make sure each student's needs are being met. The administration ensures that there are plenty of resources for ELLs to use both tangible materials and online resources. The cultural background of the student is taken in consideration when unit plans are created. If the student is not performing as well as we hoped, then we would look to see if the student was having the same problems in his/her home language. The teachers and ELL provider share data about the student periodically to ensure the student is improving. The data they share are reading levels, quizzes and test results, writing workshop projects and other content areas. PS 39 is not a bilingual school. We do not use the performance levels associated with the bilingual model.

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

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

At the beginning of the year, the ELL provider look at the results of the NYSESLAT and NYS ELA exam to see what the students need to work on. Once the teachers have the TC running records/DRA, attendance, they are given to the ELL providers to analyze, as well. The ELL providers assess the ELLs students to ensure that the students are successfully understanding the topics covered. It is challenging for the ELL-SWD to meet the AYP, however other ELLs generally meet AYPs. The ELL program is assessed based on the success of the ELLs.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.  
PS 39 will identify ELLs that are brand new to the NYC/NYS public school with the new Home Language Information Survey. If the parents speak a language other than English and the HLIS is available in their home language, then it is given to them. A licensed pedagogue, the ENL teacher or another trained licensed pedagogue, will interview the student and parent during the intake process. If translation is needed, our LAC, the parent coordinator, will assist in translating or finding an appropriate translator. If the survey indicates that the home language is something other than English or if it is both English and other language, and the student's informal interview shows that the NYSITELL is needed, then the student is given the NYSITELL to assess the students' language skills within ten days of enrollment, as required by the Department of Education. If the student is found eligible for ELL services an entitlement letter will be sent out within 5 days of his/her NYSITELL scores. If the student is identified as a Spanish speaker, then the Spanish Lab will also be administer within ten days to the student in order to determine language dominance. This intake process will apply to anyone entering the NYC school system or re-entering the NYC or NYS public school system after two years. After this process is completed the ENL teachers will analyzes the results of the NYSITELL to determine the amount of time that the students will be serviced and the levels of each student. The NYSITELL and Spanish LAB results are placed into the ENL binder in the ENL classroom. The HLIS originals are placed in the main office, while the NYSITELL the Spanish LAB results are sent to the network via the ATS scanner.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
As per the ELL Policy and Reference Guide, to identify SIFE students we administer the oral interview questionnaire. If possible we will administer the Literacy Evaluation for Newcomer SIFE for students whose home language is Arabic, Bengali, Chinese, Haitian Creole or Spanish. If the student is identified as SIFE within 30 days of initial enrollment then SIFE status will be indicated on the BNDC screen on ATS. Though the SIFE student has been identified within 30 days, PS 39 will have up to twelve months to determine SIFE status. SIFE status will be removed once an ELL scores a transitioning level or higher on the NYSESLAT.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
For students entering the NYC public school system with an IEP, the process is determined with a Language Proficiency Team witin 20 days. The Language Proficiency Team will consist of a school administrator, an ENL teacher, a representative from the Special Education department and the parent or guardian and a translator, if needed. The LPT will consider whether or not the student will need to take the NYSESLAT based on a few criteria. The LPT will assess the student based on their HLIS, the student’s history of language use at school and at home, whether the student could be considered SIFE based on the ELL Policy and Reference Guide, the student’s evaluation, and information provided by the Committee on Special Education. If the LPT determines that the student does not have English language acquisition needs then the recommendation is sent to the principal for determination. If the principal accepts the recommendation, then the recommendation is sent to the superintendent for final approval. The supertintedent or the designee has 10 days to accept or reject the LPT’s recommendation. If the superintendent’s office rejects the recommendation, then the school will have 5 additional days to test the student. If the LPT determines the student might have English Language acquisition needs then the student will be eligible to be tested with the NYSITELL immediately. The Language Proficiency Team NYSITELL Determination Form must be completed and placed in the student's cumulative folder. The timeline to accept or reject the LPT recommendation is 20 days.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
To ensure that entitlement and non-entitlement letters are distributed within five school days after the NYSITELL is scored, the ENL teacher will notify the parents through a phone call that the letter will be mailed home along with some other paperwork to be brought along to the parent orientation. If translation is needed, she will call the Translation and Interpretation Unit for assistance. The letters that are available in the home language will be sent home in the home language. For parents whose children are deemed non-ELLs, they will not receive the orientation package.  
Along with the entitlement and non-entitlement letters there will also be a letter, which states that their child is an ELL or is not an ELL. If they would like to appeal that decision then, they have 45 days of enrollment to appeal.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
Along with the entitlement and non-entitlement letters sent home by the ENL teacher there will also be a letter, which states that their child is an ELL or is not an ELL. If they would like to appeal that decision then, they have 45 days of enrollment to appeal by sending in a written request from a parent/guardian, a student's teacher (with written consent from a parent or guardian), or the student, if they are 18+. However, the written request must be made within 10 school calendar days after receipt of written notice, but if the

CSE is consulted than the process is completed within 20 days. This can be made in English or the parents' preferred language. If translation is needed, than the Translation and Interpretation Unit will be contacted by the ENL teacher. The copies of all letters are filed in each students' individual file in a filing cabinet in the ENL teachers's office.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

At the start of each school year, after registration, parents of students that are identified as ELLs by the NYSITELL, are invited in to learn more about the various programs NYC has to offer. PS 39's ELL department is responsible for sending home brochures provided by the DOE website, which includes a brief explanation of each program. The ELL providers also send home an invitation for orientation, entitlement letters, parent survey and selection form. If a student does not qualify for ELL services, a non-entitlement letter is sent home. At the same time, previously identified ELLs will receive either continued entitlement letters, or non-entitlement letters, if they scored commanding on the NYSENLAT. When the parents attend orientation, they are given the same packet that was sent home, if needed. The ELL providers explain to the parents that New York City offers a choice of freestanding ENL, Transitional Bilingual, and Dual Language programs. They are told that PS 39 currently offers freestanding ENL, which generally has students from many different native-language backgrounds and English is the only common language among the students, but native language support is used, when ever possible. The parents are free to choose the program that serves their child best. We tell the parents that in a transitional bilingual program the students receive Native Language Arts along with an English as a Second Language component. The Transitional Bilingual Program was designed so that students can develop conceptual skills in their native language as they learn English. In the first year of a Transitional Bilingual Program, TBE students should receive 60% of instruction in their native language and 40% in English. The Dual Language Program serves both ELLs and student whose first language is English and are interested in learning a second language. This model would allow students to become bilingual. Students in Dual Language Programs would receive half of their instruction in English and half in the second language. If they choose either Transitional Bilingual or Dual Language Programs, then they are given two options. The first option is that the ELL providers will find an alternative school that meets their standards. The second option is that they can choose to allow their child to remain at PS 39 and, if 20 students of the same language and grade level show interest in transitional bilingual or dual language programs then one will be created and a letter will be sent home in both English and the home language. The parents also watch the orientation video during orientation. The orientation video is provided on the Department of Education website in eleven different languages. Since the ENL room has three computers multiple videos in different languages can run at the same time, so that we can best accommodate the parents, will be given the survey where they choose which program to place their children in. If the parent does not attend orientation, then the ELL providers will contact the parent at home. If translation is needed, a Spanish speaking paraprofessional, will translate in Spanish. The ELL provider can provide translation for Chinese. All other languages will use the Translation and Interpretation Unit of the Department of Education. If all means of communication has been exhausted and the parents did not choose a program for the child, then their choice will be transitional bilingual This process is completed within 10 days of school.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

When the parents are invited to attend orientation for parents of newly enrolled ELLs, by the ELL providers, a packet including the ELL Parent Brochure, Parents' Preferred Language Form, Entitlement letter, Parent Survey and Selection Form is sent home. The forms will be sent out in the home language, as needed. The packet does not need to be filled out until after orientation, but the parents should bring the packet to orientation. If they did not receive the packet, there are extra copies at orientation. As stated in the response to question 2, this orientation outlines the freestanding ENL, Transitional Bilingual and Dual Language programs available to ELLs in the New York City school system. The ENL department, is responsible for ensuring the parents understand the different programs offered. The parents fill out the forms at the orientation and return the forms prior to leaving orientation. When the ELL providers receive all the forms copies are made and the originals are put in the student's file. The copies are placed in the ENL binders. Once that has been completed the Placement Letters are sent home confirming the parent's decision and a copy is kept both in the student's file and in the ENL binder. Those that requested a TBE/DL program will be added onto a spreadsheet and updated periodically. If there are enough students of one language to start a TBE/DL program than the principal will be notified and steps will be taken to notify the parents. If there is still interest than the principal will notify DELLS for assistance.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If the parents did not attend the parent orientation then three attempts will be made by the ENL teacher to reach the parent to complete the parent survey and program selection form in the parent's preferred home language. If translation is needed than the Translation and Interpretation Unit will be contacted. If the parent does not respond after the third and final attempt then the child will be placed in bilingual education as a default. All forms are collected and stored by the ENL teacher her filling cabinet which include a folder for each ELL.

9. Describe how your school ensures that placement parent notification letters are distributed.

The placement letter will be distributed at the orientation by the ENL provider in the parent's preferred language of communication, if translation is needed then the ENL provider will ensure the document is translated by making use of the Translation and Interpretation Unit.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All ELL documentation is kept in the ENL binder in the ENL classroom by the ENL Provider. Additionally, one copy of the HLIS and the Parent Survey and Selection form is put in the student folders in the main office for quick reference. The ENL Provider, school secretary, Administrators and parents will have access to the ELL documentation.
11. 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 NYSESLAT is administered in the spring by the ENL provider. The Testing Coordinator along with the ENL teacher, are responsible for administering the test. First, the ELL provider run the RLER on ATS to determine the number of students that will take the NYSESLAT. Then the ELL provider and Testing Coordinator will test the students on the speaking section first once the exam arrives. The NYSESLAT is administered under all necessary ELL testing security measures. Students are tested in a separate location, in groups no bigger than 12 on three different days by grade band. These three days covers the reading, listening and writing modalities. If the student is absent for any day of testing they will make up the test as soon as possible. The NYSESLAT will determine if the students will continue to receive ENL services for the following school year. It will also test to see if the students acquired more English.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The ELL coordinator sends out the continued entitlement and transitional support parent notification letters at the same time she sends out the entitlement and non-entitlement letters to ensure that everything is sent out in a timely manner. The ENL teacher will check the parents' preferred languages to see if there are any parents that prefer a language other than English.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
The most popular program in this school is the freestanding ESL program. The ENL teacher will check the parents' preferred languages to see if there are any parents that prefer a language other than English. During the parent orientation, the ELL Providers will outline the three programs for the parents. If translation is needed the Spanish speaking paraprofessional would translate for the Spanish speaking parents, while our Chinese speaking ELL provider will translate for any Chinese-speaking parents. The current trend in parent choice is the freestanding ESL program. The ENL provider monitors parent choice by creating an excel spreadsheet of parent choices for the past five years. This spreadsheet is shared with the school's administrators. At this time, there are not enough students to open a bilingual program, however, should the numbers change, PS 39 will re-evaluate the programs. The trend in parent choice is that the parents most often choose freestanding ENL. This is put on a spreadsheet created by the ENL provider and updated to ensure any changes. If there are enough parents who want to create a TBE/DL program and there are 20 students in the grade, then the school will begin to create the program.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.

PS 39 implements an intergrated and stand-alone ENL program depending on the needs of the ELLs. After the ELL providers evaluate the data, they decide which groups to teach. Entering ELLs receive one unit of ENL Stand-alone and one unit of Intergrated ENL/ELA. Emerging receive .5 unit of Stand-alone ENL along with 1 unit of Intergrated ENL/ELA and .5 unit of either depending on the needs of the student. Transitioning ELLs will receive .5 unit of Intergrated ENL/ELA with .5 of either intergrated or stand-alone depending on the needs of the students. Expanding will receive 1 unit of Intergrated ENL/ELA. Commanding will receive .5 of either Intergrated ENL/ELA or another content area.
  - b. TBE program. *If applicable.*  
n/a
  - c. DL program. *If applicable.*  
n/a
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The school ensures the mandated number of instructional minutes is provided according to proficiency levels in each program model by allowing the ELL provider to work closely with the ELA teachers and the content area teachers ensuring that the mandated hours are met. There are five proficiency levels, Entering, Emerging, Transitioning, Expanding, and Commanding. For Entering ELLs, they receive 2 units of ENL instruction per week, which equals to 360 total minutes, 180 is standalone, and 180 is intergrated ENL/ELA. For Emerging ELLs, they also receive 2 units, but 90 are stand alone, 180 are intergrated, ENL/ELA, and 90 are stand alone or intergrated ENL with ELA or another content area. For Transitioning ELLs, they receive one unit or 180 minutes per week. 90 is intergrated ENL/ELA and 90 is flexible standalone or intergrated ENL/ELA or content area. For Expanding, they receive one unit. 180 are intergrated ENL/ELA or other content area. Commanding receive .5 unit which is 90 intergrated ENL/ELA or other content area.
3. Describe how core content is delivered in each program model. 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.

In the freestanding ENL program, the students learn only in English, however, all efforts are made to allow students to highlight their culture and language. Depending on the level of student if native language is needed, some will be provided. For example, there would be bilingual dictionaries and translated texts. Core content is delivered in sheltered English where content area and ESL instruction is intergrated. In the TBE program, 75% of instructional time is provided in the native language, if they are entering students and slowly transitioning into English only. All instruction is common core-aligned to accelerate student achievement. TBE programs work by transferring literacy skills from a student's home language to a student's new language by focusing on linguistic interdependence. In TBE, some content areas can be taught in the native language. In a Dual Language program, the students learn 50% in English and 50% in the other language to continue developing students' home languages as well as English language skills. The students in dual language programs continue to remain in DL programs even after they reach proficient on the NYSESLAT.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Since we do not offer a bilingual program at this time, ELLs are not evaluated in their native language. The only exception is when the Spanish speaking students take the Spanish Lab. The Spanish Lab determines language dominance.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Using a variety of assessments like Fountas and Pinnell reading levels, periodic writing assessments, both formal and informal listening and speaking assessments the ELL provider can appropriately evaluate ELLs in all four modalities of English acquisition throughout the year, usually monthly or once every two months, if there are less teaching days. Students are given vocabulary tests.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL status

There are no SIFE students at PS 39 at this time. However, in the past, the ESL teacher at PS 39 works closely with the Academic Intervention Specialist and the SETTS teacher to work on specific skills and strategies need of all students requiring additional support. A separate focus program would be used to target SIFE students. Since SIFE students often have large gaps in their language proficiency and knowledge base, SIFEs are taught to learn and practice skills for academia. Strategies in reading,

phonics, vocabulary and writing that may have been taught in earlier grades would be used in conjunction to a program, such as the Wilson Reading Program. SIFE students are also paired with a student that can assist in social language development, organization and assignments in other classes.

6b. Newcomers are paired with proactive English-speaking students in their class who enjoy helping their peers. This is a mutual relationship where both students benefit from each other. Through their peers newcomers learn the nuances of American culture in the school environment. Their peers in turn, are exposed to the perspective of a newcomer. Newcomers also receive services that enhance the way their peers learn. Newcomers are literate in their native language and are able to transfer their knowledge to English. Both newcomers and long term ELLs receive sheltered English content instruction. Scaffolding techniques, schema building, modeling, and bridging are essential as ELLs learn academic concepts in another language.

6c. At PS 39, ELLs who have been receiving services for about four to six years will focus on developing their CALP, in addition to scaffolded instruction. CALP is necessary for both language acquisition and successful academic development. Language learners who have been acquiring language for about four to six years learn the social and functional parts of language first, or Basic Interpersonal Communicative Skills (BICS). Though people acquire language at different rates, as teachers, we are responsible for ensuring students develop their BICS. By emphasizing the development of academic reading, writing, listening and speaking skills ELLs will be prepared for high school. It is essential that ELLs are supported in their classes so that they will become successful, acquire English and transition out of ENL.

6d. We focus on the development of academic language for long time ELLs. The challenge with long-term ELLs is correcting the fossilized errors that developed. Fossilized errors are corrected through explicit instruction. PS 39 currently does not have any long-term ELLs.

6e. The plan for supporting former ELLs is to group them with ELLs when the ENL provider is pushing into their classes. The ENL provider can provide extra support during group work and during reading and writing conferences. This ensures that the former ELLs are still supported in their classes. During state exams, former ELLs are entitled to test accommodations like time and a half and small groups for two years after testing out.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment will be tracked by the school by the ELL provider, ELA, other content teachers, and the parent or guardian. If the student is identified as an ELL, they will continued to be serviced until they are no longer deemed an ELL by the state or NYSESLAT. For non-ELLs, they will not receive services but if the qualified personnel and parent/guardian agree that the student has been adversely affected by the decision. Between 6-12months, the principal, must review the Re-identification process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal consults with a qualifying staff member, ELL provider or academic teacher, parent/guardian, and student. If there were any adverse affects to the student then the principal must provide additional support services to the student and may reverse the decision. The principal mus also consult with the superintendent or designee. The final notification must be in writing to the parent/guardian, and/or student in the preferred language within 10 school calandar days.

8. 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?

The instructional strategies and grade-level materials used to address the needs of ELL-SWDs include the development of content area vocabulary, phonics instruction, reading conferences, leveled texts, non-fiction reading strategies, and using graphic organizers. These materials help to breakdown the English language creating a better understanding of language aquisition. These strageties break things down so that they are easier for students to understand. The school ensures ELL-SWDs recieve all their mandated services on their IEPs by putting ELL-SWDs in ICT classes, if specified. If needed, there is assistive tech provided. Other technology used would be brainpop, Starfall, and other online resources that provide language support. There are additional SETTS services available in ELA and Math, for the students that require a less restrictive environment. All related services are located within the school building. IEPs are followed strictly.

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

PS 39 modifies the curriculum by having the content area teachers collaborate with the ENL and SETTS providers.

PS 39 uses a mix of push-in and pull out both one-on one and in small group settings, in order to enable ELL-SWDs to achieve their IEP goals. PS 39 is an inclusion model school, which allows for majority of classes to be push-in. Programming

Chart

ICT classes and pushing- in for related services is one way that flexible programming allows maximize time spent with non-disable peers. If an ELL has an IEP, they are placed in an ICT class. There are no 12:1 classes at PS 39.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>2 units of study <i>per week</i></b> (360 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	<b>1 unit of study <i>per week</i></b> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



\*Note “other approved services” does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

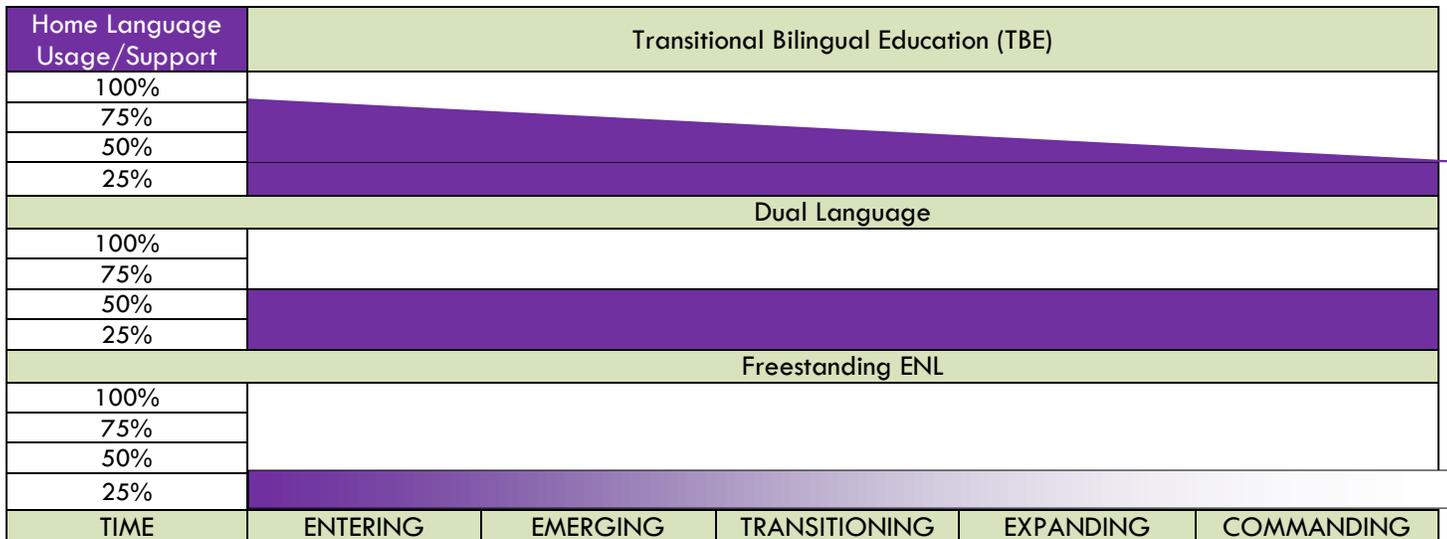


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.

### Implications for LAP in English Language Arts:

- \* Collaboration with content area and ENL teachers to develop a community of learning that is aligned with the Common Core.
- \* Be familiar with the academic performance of each ELL by analyzing data.
- \* Allow opportunities for students to participate in conversation that develops their academic language.
- \* Provide high-interest, low level independent reading books for ELLs.
- \* Ensure that all language modalities are incorporated during lessons using a variety of methods including group collaboration and daily journal writing.
- \* Create a print rich environment, using ESL dictionaries in an ELA classroom.
- \* Analyze data of ELLs to become informed about the academic performance of each ELL.
- \* ELLs can read in their native language, if needed.
- \* Bilingual dictionaries are used.

### Implications for LAP in Social Studies Content Area:

- \* Collaboration with content area and ENL teachers to develop a community of learning that is aligned with the Common Core.
- \* Be familiar with the academic performance of each ELL by analyzing data.
- \* Allow opportunities for students to participate in conversation that develops their academic language.
- \* Create a print rich environment, using ENL dictionaries in a Social Studies classroom.
- \* Provide content vocabulary support.
- \* Ensure all language modalities are incorporated during lessons using a variety of methods including group collaboration and daily journal writing.
- \* Analyze data of ELLs to become informed about the academic performance of each ELL.
- \* Bilingual dictionaries are used.

### Implications for LAP in Mathematics Content Area:

- \* Collaboration with content area and ESL teachers to develop a community of learning that is aligned with the Common Core.
- \* Be familiar with the academic performance of each ELL by analyzing data.
- \* Allow opportunities for students to participate in conversation that develops their academic language in math, like using English in word problems and collaborative group work.
- \* Allow students to communicate their problem solving skills in Math.
- \* Analyze data of ELLs to become informed about the academic performance of each ELL.
- \* Incorporate writing in the math lesson.
- \* Analyze students' mathematical strengths and weaknesses in order to drive and differentiate instruction.
- \* Bilingual dictionaries are used.

### Implications for LAP in Science Content Area:

- \* Collaboration with content area and ENL teachers to develop a community of learning that is aligned with the Common Core.
- \* Be familiar with the academic performance of each ELL by analyzing data.
- \* Allow opportunities for students to participate in conversation that develops their academic language in scientific words.
- \* Create a print rich environment, using ENL dictionaries in a Science classroom.
- \* Provide high-interest, low level independent reading books for ELLs.
- \* Ensure that all language modalities are incorporated during lessons using a variety of methods including group collaboration and daily journal writing.
- \* Analyze data of ELLs to become informed about the academic performance of each ELL.
- \* Provide content vocabulary support.
- \* Bilingual dictionaries are used.

### Plan for ELLs Requiring Intervention Support:

ELLs who require additional support in the four modalities (speaking, listening, reading, writing) include beginning or intermediate language learners, students with interrupted formal education (SIFE), grade holdovers, newcomers and Special Education students. All are considered newcomers and do not need additional services. However, if intervention is required, PS 39 has a multitude of providers willing to provide additional support. In previous years, students that receive additional support are now former ELLs.

11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Continual support in all content areas by intergraded ENL is effective in allowing the ELLs to learn from a variety of different teachers. The content teacher discusses with the ENL provider the individual needs of each ELL and they target the weaknesses. This is effective in correcting many language transfer errors along with meeting the needs of the ELLs. The ENL teacher uses conference notes to understand the student's progress. All teachers are made aware that they are teachers of ELLs by their cumulative folders and the ENL teacher. Assessments such as quizzes and exams are used and reviewed as needed. Quizzes are usually given once a week, exams at the end of a unit. The data is looked at once they are graded.
12. What new programs or improvements will be considered for the upcoming school year?  
The ELL provider will work with the students to create a penpal program.
13. What programs/services for ELLs will be discontinued and why?  
No programs or services for ELLs will be discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are given equal access to all school programs by offering a variety of school programs open to all students. Math and ELA help specifically designed for ELLs is also offered. ELLs work with the ENL provider during extended day for extra English support. During the school day, there is a variety of standard curricular classes including ELA, Math, Science, Social Studies and Physical Education. In addition, Art, Technology, and Music are offered as specials. The after school, extracurricular activity at PS 39 is Chess. ELLs are sent home with letters in their parents preferred language about any extracurricular activities.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
At PS 39 we use Write: Time for Kids, the computer lab, Foss Kits and a multitude of different instructional material. The technology used are iPads, laptops, websites such as Starfall and BrainPop. Native language materials are found in the form of translated texts and bilingual dictionaries.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
We have an Arabic speaking teacher this year to assist with the arabic ELLs.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Required services support and resources correspond to ELL's ages and grade levels by ensuring that their goals are consistent with their needs. IEPs are read so that teachers and related services know the needs of the students and can create plans that are appropriate to their cognitive needs, as well as their grade and age. Every year required services evaluate the efficiency and effectiveness of their support to ensure that the resources are appropriate for ELLs. Throughout the year, related services also source for effective resources.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
Newly enrolled ELLs meet the ELL provider, support staff, and parent coordinator prior to the start of the new year. They can tour the school building and the ELL provider provides the new ELLs a brief orientation where they can address any questions or concerns.
19. What language electives are offered to ELLs?  
Currently there are no language electives offered to ELLs.
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
PS 39 will provide professional development to all teachers and administrators that will address the needs of ELLs. This will be 15% of all required professional development hours for teachers. This will be completed during Monday PD hours beginning Monday, October, 26<sup>th</sup>, twice a month. The PDs will focus on language acquisition, co-teaching, and integrating language and content instruction in all areas. The ELL provider will focus 50% of professional development hours targeted to supporting ELLs in alignment with core content area instruction by joining an ELL study group provided by DELs. The teachers will look at formative assessment practices which includes breakdowning reading standards into success criteria for students so that teachers can access themselves more accurately. The ELL provider participates in this work to become more familiar with the Common Core Learning Standards and how they're taught to provide language support.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
PS 39 provides professional development to teachers during Monday PD, which involves formative assessment practices. It breaks down reading standards into success criteria for students so that students and teachers can access themselves more accurately. This is done twice a month beginning Monday, October 26<sup>th</sup>.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
The guidance counselor and parent coordinator assists with the ELLs as they transition from elementary to middle school. The guidance counselor attends Professional Development offered by North Brooklyn and District Support. The Parent Coordinator manages the translation of documents, into the parents preferred language, as needed. The Parent Coordinator also arranges parent meetings with onsite translation services.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
The school focuses on the best coteaching strategies for the ENL teachers. The ENL teacher goes to TC PDs along with PDs provided by the Department of Education, and any other places the ENL teacher finds PDs of interest including PDs found in the Weeklys sent out by DELs. This is maintained on a google calendar. Teachers are responsible for maintaining their PD records. They keep records of their PDs in their folders in the main office.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

On top of the mandated parent orientation meetings and the DOE-scheduled parent-teacher conferences, the ELL department also provides annual meetings with the parents of ELLs to discuss the student's progress and goals before the NYSESLAT. The parents preferred language is checked prior to the event. If needed, interpreters will be provided for the meeting.

2. Records are kept in the ENL office. The list of ELLs also include parent data like e-mails, phone numbers, and preferred language. The records also keeps track of when parent-teacher interaction occur and type. There is a list of parents for the annual meeting and the ENL teacher asks the parent/guardian to sign off on the list.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The ELL parents are encouraged to join the PTA. Our Parent Coordinator speaks Spanish and works to involve the ELL parents as much as possible. In previous years, ELL parents were active in the PTA. They help to organize the Annual School Auction and many other parent teacher events.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Currently the school works with the Brooklyn Public Library to provide English Language workshops to parents.
5. How do you evaluate the needs of the parents?

PS 39 evaluates the needs of the parents by working with the parent coordinator and assessing if they need translation or adjusting to the school culture. The school sends out a survey every year to assess how they are doing. The parent coordinator sends out a survey at the end of the year, which asks parents who have a preferred language other than English about their needs.

6. How do your parental involvement activities address the needs of the parents?

The parental involvement activities seek to involve the ELL parents in the school community. When their children apply to middle they sit down with the guidance counselor to discuss their options and needs.

### D. Additional Information

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

Paste response here:

## Part VI: LAP Assurances

School Name: <u>Henry Bristow</u>		School DBN: <u>K039</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Anita de Paz	Principal		11/4/15
Cathleen McCarthy	Assistant Principal		11/4/15
Karen Hershowitz	Parent Coordinator		11/4/15
Nina Fan	ENL/Bilingual Teacher		11/4/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Helen Hernandez	Other <u>AIS</u>		11/4/15
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **15K039**      School Name: **Henry Bristow**  
Superintendent: **Anita Skop**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Once the school receives all the information from HLIS, ATS reports, Student Emergency Contact cards, and any other parent survey, the LAC uses this data to determine the languages that parents need for communication. The information is placed onto a list of students who need translated forms, which is updated regularly. That list is given to the parent coordinator responsible for sending out forms.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The majority of parents' preferred language for both written and oral communication is English. The other languages are Spanish, Chinese, Arabic, Portuguese, Ukrainian, Urdu, Russian, German, Japanese French, Korean, Danish, Norwegian, and Maharathi.

## Part B: Creating a Communications Calendar

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

The documents typically disseminated and need translation are any "backpack" forms, which are forms that are sent home to all students from the Chancellor such as, but not limited to lunch forms, emergency cards, after-school programs, agendas, trip forms etc. The middle school application is given out in October. Two weeks prior the forms that need translation will be sent off to be translated. Notices about parent teacher conference were sent home mid-October. The Kindergarten and Pre-K application info will be sent home from December to March.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal face-to-face meetings the school will typically have with parents throughout the school year are parent-teacher conferences, curriculum nights, IEP meetings, meetings with the principal, guidance counselors, and parental outreach done by all teachers.

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The school meets the identified translation needs for common languages by using the translated forms provided by the DOE. For all other languages, the LAC identifies any staff that can translate. This list is distributed to staff. If there is no one on staff to translate, then the Translation & Interpretation Unit is used 2-3 weeks prior to the forms that need to be translated. There is also a parent who is a translator and will also assist in translating documents, as needed.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

If there are parents that need interpreters, over-the-phone interpreters or on-site interpreters will be provided. First, the LAC will review the list of parents who have a preferred language. Next, the LAC will contact the parents to see exactly what level of interpretation is needed, if at all. Some parents prefer bringing relatives, others prefer an interpreter. Based on this the LAC determines who is needed.

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## Part D: Training Staff on Policies and Procedures

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

During the beginning of the year staff meetings the information for the Language and Interpretation Unit is given out to all staff members. It is also made available in the main office and the guidance suites. The LAC also attends the in-person training provided. All teachers receive a reminder about translation services before all formal Parent Engagement events, such as, curriculum night and Parent-Teacher conferences. The "I Speak..." card was given out by the LAC.

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## Part E: Providing Notice of Language Assistance Services

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

The school posts the required posters right in front of the main office for the parents as required by the Department of Education and Chancellor's Regulation A-663.

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## Part F: Monitoring and Quality Control

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We send out a yearly survey which asks the parents how the school is doing on a multitude of levels including translating and communication. It also asks if there is anything we can improve upon.