

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

**DBN: (i.e. 01M001):**

**17K399**

**School Name:**

**P.S. 399 STANLEY EUGENE CLARK**

**Principal:**

**MARION J. BROWN**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

**Stanley Eugene Clark Elementary  
School**

School Name: \_\_\_\_\_ School Number (DBN): \_\_\_\_\_

K-5

Grades Served: \_\_\_\_\_

2707 Albermarle Rd. Brooklyn, NY 11226

School Address: \_\_\_\_\_

718-693-3026

Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

Donna Saul

School Contact Person: \_\_\_\_\_ Email Address: \_\_\_\_\_

Marion J. Brown

Principal: \_\_\_\_\_

none

UFT Chapter Leader: \_\_\_\_\_

Joanne Trellis

Parents' Association President: \_\_\_\_\_

Debra Kennedy

SLT Chairperson: \_\_\_\_\_

Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_

Joanne Trellis

none

Student Representative(s): \_\_\_\_\_

**District Information**

District: 17 Superintendent: \_\_\_\_\_

1224 Park Place, Brooklyn Ny 11213

Superintendent's Office Address: \_\_\_\_\_

[Cellis3@schools.nyc.gov](mailto:Cellis3@schools.nyc.gov)

Superintendent's Email Address: \_\_\_\_\_

718-221-4372

Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

Brooklyn South Field  
Support Center

BFSC: \_\_\_\_\_ Director: \_\_\_\_\_

415 89th St Brooklyn NY 11209

Director's Office Address: \_\_\_\_\_

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[CWatson21@schools.nyc.gov](mailto:CWatson21@schools.nyc.gov)

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Director's Email Address:

718-759-4934

Phone Number:

Fax:

## 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)
Marion J. Brown	*Principal or Designee	
Nell July Sealey	*UFT Chapter Leader or Designee	
Joanne Trellis Parent	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative (staff), if applicable	
Joanne Trellis	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>	
Lannel Collymore	Parent	
Dianne Guillaume	Teacher	
Deborah Kennedy	Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Theresa Patterson	Paraprofessional	
Cordelia Baird	Parent	
Tanya Sangster	Parent	
Oneika Williams	Parent	
	Teacher	
	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

Stanley Eugene Clark, PS 399 is a K-5 school located in Flat Bush, Brooklyn. Stanley Eugene Clark is an elementary school with 485 students from kindergarten through grade 5. The school population comprises 84% Black, 12% Hispanic, 1% White, and 3% Asian students. The student body includes 6% English language learners and 6% special education students. Boys account for 50% of the students enrolled and girls account for 50%. The average attendance rate for the school year 2014 - 2015 was 94%.

Our mission statement is to achieve "academic growth" for all children, through standards driven instruction; in a safe and nurturing environment, in collaboration with parents and the development of civic, social and higher order thinking skills, necessary for the promise of College and Career Readiness. Our Instructional Focus for school year 2015-2016 is: Using data to customize rigorously tiered instruction and pedagogical practices.

Our Students with Disabilities are supported by our IEP/SETTS teacher who does push in as well as pull out support services. These students require additional scaffolding and direct and explicit instruction to support their learning. Our 2nd grade students who have an IEP also benefit from being in an ICT classroom where they have a General Education, as well as a Special Education teacher. Our English Language Learners are supported through push in and pull out support services. Our ELL teacher assists them with building and acquiring the language and vocabulary necessary to help them achieve in their regular classroom setting.

Over the last school year, the elements of the Frameworks for Great Schools in which our school made the most progress are Collaborative Teachers, Effective School Leadership, and Strong Family Ties. Last year, our teachers met in Vertical and horizontal teams to collaborate and plan. As a direct result of this planning, five of our teachers applied to and were accepted into the Office of Leadership's Teacher Leadership Program. Additionally, over the course of two years our school has been committed to engaging in Lab Site Classrooms. The fundamental purpose of the Lab Site classroom is to enhance teacher practice by modifying practices that work and removing those that do not result in student achievement. A lab site classroom is the focal classroom on the grade. The classroom teacher teaches a lesson, while colleagues, on the grade, support staff, and the administrative team observe not only the teacher's pedagogical skills, but also the reaction and engagement of the students. The ultimate goal of the Lab Site study is to improve teacher pedagogy across the grade, and the school, in order to increase student achievement.

Through the use of the Danielson's Framework for Teaching, our teachers receive a minimum of four observations with timely feedback that supports their pedagogical growth and instructional outcomes.

As evidenced by the NYC School Survey:

86% Teachers in this school share/discuss students work with other teachers.

88% teachers at this school make a conscious effort to coordinate their teaching with instruction at other grade levels

Our areas of key focus this year are to continue having teachers work collaboratively and engage in responsive professional learning that will help them grow their pedagogical skills and practice. In addition, we want to improve the rigor in all classrooms and customize our instruction to meet the needs of our individual learners. We understand that our teachers bear the majority of the responsibility of educating our students, however we view our administrative team and as parents as integral partners in the process. We engage in ongoing discussions with our parents in regards

to their student's achievement. This dialogue takes place on Tuesday afternoons, or as requested by parents. In addition, our teachers have an online grade book for parents to access at any time.

We are committed to doing what's best for our students and embracing those structures that will help and support us in becoming a successful educational environment for all of our students.

## 17K399 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	499	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	86.9%	% Attendance Rate		93.3%
% Free Lunch	91.1%	% Reduced Lunch		4.4%
% Limited English Proficient	6.2%	% Students with Disabilities		8.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	12.9%	% Black or African American		70.8%
% Hispanic or Latino	12.1%	% Asian or Native Hawaiian/Pacific Islander		2.8%
% White	1.0%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.18	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		4.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)		13.16
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	23.4%	Mathematics Performance at levels 3 & 4		29.3%
Science Performance at levels 3 & 4 (4th Grade)	93.8%	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				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	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	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	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	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
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	YES			
<b>Accountability Status – High Schools</b>				
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.

After careful analysis and review of student performance trends, our School Quality Review, and our data from the previous year, which indicated that 23% of our students were on grade level in ELA and 29% were on grade level in Math, our Grade facilitators, recognized the need to ensure greater student access to the content and curricula. We then revisited our School Quality Review and chose to directly focus on Scaffolding and Multiple Entry Points as part of our School-wide Instructional Focus. Our goal, as shaped by our Quality Review feedback is to “Deepen the use of multiple entry points learning activities and instructional strategies to provide appropriately challenging and rigorous learning opportunities to promote high achievement for all students”. As a result we have used our Grade Facilitator Instructional Team, which is comprised of the grade facilitator from each grade, to study how to effectively use Scaffolding and Multiple Entry points as a teaching strategy. Our task was to deepen the Grade Facilitator’s understanding and utilization of scaffolding and multiple points. Each Grade facilitator would then turnkey the information to the teachers on their grade. Currently, each grade is engaged in a study of Scaffolding and Multiple Entry points. Each grade has selected a tool to engage in a grade wide study/inquiry to determine: Can We Use Scaffolding and Multiple Entry Points to Build Rigor in All Classrooms to Promote Academic Growth? The study is being conducted using the following assessment tools:

- K Lesson Study
- 1 Lesson Study
- 2 Data Analysis
- 3 Student Work Analysis
- 4 Data Analysis
- 5 Student Work Analysis

Each grade will use this information and data to develop cognitively engaging instruction that utilizes scaffolds and multiple entry points to ensure student success and access to the content.

Additionally, we are addressing the following feedback received through our Quality Review, “Enhance teachers’ ability to consistently check for student understanding, effectively align rubrics with feedback, and make instructional adjustments to support students’ learning progress”. Teachers use rubrics as a means to help their students self-assess and set goals for themselves as learners. Teachers also use the rubric to provide actionable feedback and next steps for their students.

### Strengths

Curricula aligned to instructional shifts

Structured weekly team meetings

ELA Coach

Math Coach

Authentic student work products

Building Teacher capacity through Professional Learning

Structured protocol to look at student work

Structured protocol to look at student data

Effective pedagogy that supports student growth through actionable feedback and student tasks

Engaged in effective informal and formal observations

### **Needs**

Continually challenge higher performing students

Developing scaffolds to ensure that students are working to their full potential

Promote active student engagement

Effectively align rubrics with feedback

### **Data Sources**

School Quality Review

School Snap Shot

### **Data Source Findings**

Quality Review Overall Proficient

Needs to Improve QRI 1.2 and 2.2

**School Quality Snapshot** 23% met State ELA Standards

29% met State Math Standards

All students shown excellent growth in ELA

Lowest students shown good growth in ELA

All students shown good growth in Math

Lowest students shown good growth in Math

Effectiveness of Teaching and Learning rated Fair

Assessment of what students are learning rated Fair

High expectations communicated to the staff rated Excellent

How well do teachers work together rated Good

**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, there will be a 5% increase in ELA and Math scores, as evidenced by the NYS exams.

**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>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</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>
Teachers will need to be covered to engage in inter-visitations and Learning Walks.	Classroom Teachers	October 2015- June 2016	Assistant Principal, Principal
The teams will dedicate 90 minute Common Planning Periods to team Inquiry work.	Classroom Teachers	September 2015-June 2016	Grade Facilitators
Data Consultant will be hired to analyze and share school data.	Classroom Teachers	October 2015 – December 2015	Outside Resource
The teams will analyze student work and use the data as the basis for curriculum planning.	Classroom Teachers	October 2015- June 2016	Grade Facilitators, Teacher Leadership Teams

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

With support from school administrator, NTN Trainings, Eureka Math training, teachers will continue to implement and adjust the scope and sequence for the school-wide curriculum to ensure that the instructional shifts are being addressed.

-Administrator conducts regular visits to classrooms and provides feedback

-Teachers engage in collaborative planning and Professional Learning

**Part 4b.** 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**

**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 students in grades 3-5 will show a 5% increase as measured by the Measures of Student Learning assessments.

**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.

We are preparing all students to be career and college ready, and we continually communicate high expectations for our students. Our students are supported by all the adults in the building and each student is known really well by at least one adult in the building. We strive for academic excellence and achievement by providing standards driven instruction. Teachers utilize coherent lesson plans that support all student learners. In addition, our environment nurtures all students and allows our students to be an integral of the school community. For instance, our mini morning monitor arrives to school by 7:30 am each morning. Upon their arrival, they clock in and they began their morning assignments. Some students distribute class attendance sheets, take chairs down in the kindergarten classrooms, or set up for our morning assembly in the auditorium. At 8:30 am, we begin our morning assembly and it is led by our mini morning monitors. They lead the student body, staff, and community in the Pledge of Allegiance, singing the Anthems, assisting other students in sharing their special announcements, and finally in the recitation of the school’s affirmation. Our students take part in various extracurricular activities and initiatives that builds upon and extends their academic experience.

#### Strengths

Supportive environment

Standard driven instruction

School-wide affirmation

Coherent lesson plans

Authentic student work product

Mini Morning Monitors

Robotics team

Saturday Academy

Afterschool Academy

Light Sail Program

Student conferencing

School-wide Grading policy

**Needs**

Deepen use of rubrics

Deepen use of scaffolds and multiple entry points

Increase levels of student engagement

**Data Source**

Quality Review

School Snap Shot

Parent Survey

**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 100% of the teachers will be using holistic or analytic rubrics to assess student tasks in all content areas.

**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>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</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>Teachers will be responsible for designing instruction that include specific scaffolds for students with particular needs or deficits, and will participate in student lead Parent Teacher Conferences, to discuss the outcome of that instruction. Student lead Parent Teacher Conferences will be scheduled on Tuesday afternoon</p>	<p>Students in Grades K-5</p>	<p>September 2015-June 2016</p>	<p>Classroom Teachers, Cluster Teachers, Principal, Assistant Principal</p>

Grades 2-5 students will participate in the Saturday Academic Program that will focus basic skills in ELA and Math. The program will build fluency to enable students to read and solve problems with fluency and accuracy.	Students in Grades 2-5	December 2015-April 2016	Classroom Teachers Assistant Principal
Teachers will utilize convergent and divergent questioning to grow the classroom discussions, and utilize rubrics so that students can engage in peer and self-assessment.	Students in Grades K-5	September 2015-June 2016	Classroom Teachers, Cluster Teachers, Principal, Assistant Principal
The Guidance Counselor will organize classroom presentations on goal setting. Along with the classroom teachers, she will revisit the goals for each child 3 times during the school year. Students will be guided in the process of developing vision boards and college and career boards, and the guidance counselor will convene academic conferences with students who are failing their academic classes.	Students in Grades 3-5 Students in Grades 3-5	November 2015-May 2016 January 2016- April 2016	Guidance Counselor, Principal, Assistant Principal Classroom Teachers Assistant Principal
Students in Grades 2-5 will participate in the Afterschool Academy that will focus on ELA and Math. The program will help students reinforce their ELA and Math comprehension skills.			

#### 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.										
Human Resources – Principal, Assistant Principal, Classroom Teachers, Cluster Teacher										
Instructional Resources – Ready Gen, Engage NY Math Modules, Foundations, Social Studies Curriculum, Science Curriculum										
Per Session Funding (contingent upon budgetary funding) for Saturday Academy										
Scheduling modifications to conduct teacher 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	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
X	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 100% of assessed tasks in ELA and Math will have a holistic or analytic rubric to assess student performance.
<b>Part 5b.</b> In <b>February 2016</b> , 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.

Teachers are committed to the success and improvement of their classrooms and schools. Each teacher on the grade is a facilitator for the grade. For example, each grade has three teachers. One teacher acts as the Grade Facilitator, one teacher is the ELA Facilitator, and the remaining teacher is the Math Facilitator. In their role as facilitator, each teacher is then an active member of two professional learning teams. They are a member of their horizontal grade team, and meet with the teachers on their grade during their common preps and planning prep. They are also a member of the vertical team which is made up of the corresponding facilitator from each grade. This team meets on the Professional Learning Mondays. Each facilitator is responsible for sharing information concerning their area of expertise. The ELA and Math Facilitators meet with the ELA and Math Coach respectively. The Grade Leaders meet with the Assistant Principal, and they are also responsible for establishing the School-wide Focus. All out of Class personnel meet with the Principal, and they are responsible for establishing strategies and support structures for utilizing and implementing the Common Core Standards for each grade within their content area. Our teachers work collaboratively to facilitate and enhance student achievement.

#### Strengths

Weekly common planning

Vertical Professional Learning Teams

School-wide Professional Learning Team

Weekly Bulletin

Grade Leader Facilitator

ELA Facilitator

Math Facilitator

ELA Coach

Math Coach

On-going Professional learning

School-wide Instructional Focus

Grade Level Professional Study

Network training

Pearson Ready gen training

Engage NY Math Training

Onsite Math Consultant

**Needs**

Work as a team to continually assess and check for student understanding

Develop teacher pedagogy to that it meets the needs of all learners so that all students produce meaningful work products

Align assessments to curricula and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level

**Data Source**

School Snapshot 75% of teachers agree that leaders of this school place a high priority on the quality of teaching

53% of teachers would recommend this school to parents

Quality review QR Indicator 1.2 Developing

QR Indicator 2.2 Developing

**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, 100% of the pedagogical staff will be part of one or more school-wide team(s) to ensure there is cross-articulation of needs and support throughout the school community, and that all efforts are aligned to, and support the school's instructional goals.

**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 teacher-parent collaborations to improve student achievement.</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>Teachers across the grades and disciplines will volunteer to serve on the School-wide Professional Learning Team. This team will look at school-wide data and determine the school-wide instructional focus.</p>	<p>Staff</p>	<p>November 2015- June 2016</p>	<p>Principal, Assistant Principal</p>
<p>Each grade will select a grade leader/facilitator to lead each of the 6 horizontal teams. The grade leaders/facilitators will serve on a vertical team that is led by the Assistant Principal.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Grade Facilitator, Teacher Leader</p>
<p>Each grade will select ELA and Math facilitators who will serve on the school's ELA and Math Vertical Teams. These teams will study the content and strategies for delivery.</p>	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Grade Facilitator, Teacher Leader</p>
<p>Five teachers have volunteered to be a part of the Teacher Leadership Team. TLP is designed to challenge and support teacher leaders across the city in developing the content knowledge and facilitative leadership skills needed to guide instructional improvements in schools.</p>	<p>Teachers</p>	<p>October 2015 – June 2016</p>	<p>Office of Teacher Leadership (DOE)</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>Human Resources - Principal, Assistant Principal, Grade Facilitators, Teacher Leaders</p> <p>Schedule Adjustments - Common Planning Periods</p> <p>Instructional Resources - NTN Professional Development, Eureka Math Professional Development</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	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	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, at least 3 of the 5 teachers participating on the Teacher Leadership Team will conduct at least one Professional Learning workshop.

**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.

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. Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources. The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback. Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices , student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health

#### **Strengths**

Teachers participate in regular Professional Learning that focuses on specific domains and components

Newly created Teacher Leadership Team allows teachers to participate and share in leadership

Teachers engage in post observation conferences and receive actionable feedback

Teachers participate in Lab Sites

Teachers participate in Inter-visitations

Each teacher selects an option for their observations

Administrators align schools goals to the vision

Emphasis on technology to support the schools curricula

Closely analyzed the math curriculum to assure alignment to the instructional shifts

Led by the school leader the schools staff see themselves as accountable for all of the students

#### **Priority Needs**

Deepen the use of multiple entry points learning activities and instructional strategies to provide appropriately challenging and rigorous learning opportunities to promote high achievement for all students.

Enhance teachers' abilities to consistently check for student understanding, effectively align rubrics with feedback, and make instructional adjustments to support students' learning progress.

**Data Source**

Quality Review

Elementary School Quality Snap Shot

**Schools Strengths**

The administrative team works closely with teachers to provide them with quality feedback that will allow them to improve their professional practice. Additionally, the administrative team works closely with teachers to allow them to have a voice in curriculum planning and implementation. Teachers were very instrumental in restructuring the writing portion of the Ready Gen program so that it aligns closely with the writing process. Our current need is to ensure and maintain the rigor in all classrooms and to closely monitor teachers use of data to improve their planning and instruction.

**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, 100% of qualified teachers will receive the designated number of informal and formal observations using uniform observation tools and receive feedback that accurately captures strengths, challenges, and next steps using a shared teaching framework.

**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 parent leadership and engagement as a key lever for school improvement.</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>To improve the instructional core across classrooms, we will strengthen the common language and understanding of what quality teaching looks like, by deepening the school community's comprehension of research-based frameworks.</p>	<p>Classroom Teachers, Cluster Teachers</p>	<p>October 2015-June 2016</p>	<p>Principal, Assistant Principal</p>

During the 2014-15 school year, an observation schedule will be generated to ensure that all teachers are receiving the required number of observations. The school leaders, including an “F” Status AP, will conduct formal and informal classroom observations, and offer feedback and professional development to support improved teacher practice.	Classroom Teachers, Cluster Teachers	October 2015-June 201	Principal, Assistant Principal
Each teacher will conference with an administrator, at the beginning of the year, to select an option for their observations. School leaders will use the 8 Danielson components to coordinate and conduct classroom observations that include traditional supervisory observations, classroom inter- visitations, and instructional rounds. All informal observations will include a follow-up comment with actionable feedback. The shared understanding of the teaching framework will be used in the creation of teacher goals. The actionable feedback and goals will be used for teachers to identify areas on which to focus and actively pursue professional growth. Teachers will receive professional development that focuses on specific domains and components.	Classroom Teachers, Cluster Teachers	September 2015-June 2016	Principal, Assistant Principal
Teachers who receive Ineffective or Developing ratings will be provided with targeted support such as videos, articles, inter-visitations, and bi-monthly meeting with the coaches. Teachers who receive 2013-14 end of the year rating of Ineffective or developing will implement a pedagogical improvement plan to focus on areas of weakness.	Classroom Teachers, Cluster Teachers	September 2015-June 2016	Principal, Assistant Principal

**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.										
Office of Teacher Leadership										
Data Consultants										
NTN Math Consultants										
Eureka Math Consultant										
Scheduling adjustments to meet with teachers										
<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	X	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.
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By February 2016, 100% of qualified teachers will receive a minimum of two observations using uniform observation tools and receive feedback that accurately captures strengths, challenges, and next steps using a shared teaching framework.

**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.

The Stanley Eugene Clark Elementary School, PS 399, welcomes and encourages parent involvement and participation. We begin our day as a school community, and our parents participate every morning. During our daily morning assembly, after saying the pledge, and singing the anthems, our students greet the Principal, Assistant Principal, their teachers, and all parents in attendance.

Throughout the year, parents receive frequent updates about the student’s achievement. This update begins in September at Back to School Night where teachers highlight the academic program and curriculum. Also during this time, parents will be able to make their appointment for the Parent Teacher Conference in November. Next parents receive progress reports and report cards to advise them of their child’s progress.

Parents will also be able to meet with their child’s teacher during the afternoon on Tuesday. This year, we will have student lead parent conferences on Tuesday. The teacher will provide notice to each family at least a month in advance just in case they need to make arrangements in their schedule to participate in the conference.

During Parent Teacher Conferences, in November and March, parents will be given a pamphlet that provides them with questions to ask during the conference. The information that they receive will empower them to understand the data and use this information to support their students continued achievement, or to advocate for appropriate support services for their child.

#### **School Survey Strengths**

98% of parents feel that the school keeps them updated about their child’s progress

93% of parents feel that the school makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways

94% of parents feel that they are informed about their child’s progress

96% of parents feel that the school is responsive to parent feedback

95% of parents are satisfied with the response they get when they contact their child’s school. (95)

The school leader, in collaboration with the instructional teams, has instituted a Common Core Learning Standards (CCLS) curriculum to engage all learners in cognitively challenging tasks. (1.1)

#### **Quality Review Strengths**

Using a wide array of instructional, organizational and community resources, the principal ensures that programs and enrichment opportunities are available to all students and are aligned to the school's goals.

The principal and staff work as a unified team to create a unique culture that promotes students' confidence, thus supporting students' academic and personal growth

The school leaders and staff continuously communicate high expectations aligned to the Danielson Framework for Teaching and college career readiness to foster a culture for learning.

### **Quality Review Needs**

Deepen the use of multiple entry points learning activities and instructional strategies to provide appropriately challenging and rigorous learning opportunities to promote high achievement for all students.

Enhance teachers' ability to consistently check for student understanding, effectively align rubrics with feedback, and make instructional adjustments to support students' learning progress.

### **Data Source**

New York City School Survey

School Quality Review

Currently our students are performing at 26% on grade level in ELA and 28% on grade level in Math. We encourages parental involvement via many different strategies and activities in an effort to increase student achievement. To help achieve our goals, the parents are provided assistance in understanding City, State and Federal standards and assessments during PTA meetings. A review of the CCLS and the steps our school is taking to align curriculum to meet the standards is provided for parents. For example, parents have the opportunity to participate in EngageNY workshops where they will receive an overview of the program as well as access to websites such as EngageNY and Eureka Math to help their children at home. Additionally, parents are provided with information and resources during parent workshops regarding the changes in the New York State assessments and the expectations of their children. The parents are provided with a caring and effective home-school partnership to ensure that they can effectively support and monitor their child's progress.

## **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, 70% of parents will have attended at least one Parent Teacher Conference, or will go on to Jupiter grades to check their student's progress

**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 stronger family and community ties and to increase parent involvement in support of improved student outcomes.</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>Monthly School Leadership Team meetings will be held as a forum to discuss, among other topics, a shared teaching framework to design workshops for teachers and parents.</p>	<p>Parent/ school Community</p>	<p>September 2015-June 2016</p>	<p>Principal, Assistant Principal</p>
<p>Parents will be encouraged to complete the 2014-2015 NYC School Survey in order to gain further insight about the quality of teaching as viewed by all school community members.</p>	<p>Parent/ School Community</p>	<p>February 2016- April 2016</p>	<p>Parent Coordinator, Assistant Principal</p>
<p>Provide Parents with information sessions on understanding the CCLS and its rigorous demands for preparing children for the future. Help the parents understand what it means to successfully prepare children for college and Careers. Provide parents with resources for helping their child with homework and enrichment. Make sure that parents are aware of their child’s academic strengths and challenges. Help them identify resources to exploit their academic strengths and eliminate their challenges.</p>	<p>Parent/School Community</p>	<p>September 2015 – June 2016</p>	<p>Assistant Principal</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>Human Resources</p> <p>Principal</p> <p>Teachers</p>

Parent Coordinator

Technology Teacher

Jupiter Grades

No per diem or per session used

**Part 4b.** Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF	X	PTA Funded		In Kind		Other

**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 35% of all parents will have attended at least one Parent Teacher Conference, or go on to Jupiter Grades to check their student's progress.

**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>	Class work  Formative Assessments  Summative Assessments  MOSL  Computer Adaptive  End of the Unit Assessments  Report Card	Teachers College Running Records  Graphic organizers  Extended Day Program  Reading and Writing Strategies  Study Skills  Diagrams, charts and tables  Repeated readings	Pull-out/Push-in  Small group	3:00 to 5:00pm on Wednesdays and Thursdays (after school)  During the school day  Saturdays (foundational skills)
<b>Mathematics</b>	Class work  Formative Assessments  Summative Assessments  MOSL  Computer Adaptive  End of the Unit Assessments  Report Card	Test Ready  Think Through Math  Ten Marks  Number Lines and Number Charts  Manipulatives	Pull-out/Push-in  Small group	3:00 to 5:00pm on Wednesdays and Thursdays (after school)  During the school day  Saturday Basic Skills
<b>Science</b>	Science MOSL	Discovery Education	Pull-out/Push-in	3:00 to 5:00pm on Wednesdays and

	<p>Class work</p> <p>Formative Assessments</p> <p>Summative Assessments</p> <p>Report Card</p>	<p>Brain Pop</p> <p>National Geographic Learning Resources</p> <p>Scholastic Study Jams</p> <p>NEO K-12</p> <p>Sheppard software</p> <p>Tier 3 content level vocabulary</p> <p>Scaffold support with Scientific Inquiry group</p>	<p>Small group</p>	<p>Thursdays (after school)</p> <p>During the school day</p> <p>Saturdays (foundational skills)</p>
<b>Social Studies</b>	<p>Class work</p> <p>Formative Assessments</p> <p>Summative Assessments</p> <p>Report Card</p>	<p>Discovery Education</p> <p>Brain Pop</p> <p>Scholastic</p> <p>Time for Kids</p> <p>National Geographic Learning Resources</p> <p>Tier 3 content level vocabulary</p> <p>Scaffold support with DBQ responses and argumentative essay writing.</p> <p>Ready Gen Anchor Text are Social Studies and Science</p>	<p>Pull-out/Push-in</p> <p>Small group</p>	<p>3:00 to 5:00pm on Wednesdays and Thursdays (after school)</p> <p>During the school day</p> <p>Saturdays (foundational skills)</p>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Referrals from Teacher</p> <p>Referral by Parent</p> <p>Report Cards</p> <p>Class work</p>	<p>Services provided by Guidance Counselor.</p> <p>At-risk Counseling</p> <p>Academic Intervention Services</p>	<p>Pull-out/Push-in</p> <p>Small group</p>	<p>3:00 to 5:00pm on Wednesdays and Thursdays (after school)</p> <p>During the school day</p> <p>Saturdays (foundational skills)</p>

	Formative Assessments	Referral for Community Based Services Intervention		
	Summative Assessments			
	MOSL			
	Computer Adaptive			
	End of the Unit Assessments			

## 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>X</b>	<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.
Attend all job Fairs and Hiring Centers to ensure that I hire all high quality teachers. Provide PD for all new teachers and teachers who are not highly qualified in best pedagogical practices. School leaders and secretary review all credentials to ensure compliance.

**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).
<p>Teachers participate in:</p> <ul style="list-style-type: none"> <li>• School-wide Professional Development sessions</li> <li>• CCLS mapping</li> <li>• Aligning the curriculum to the CCLS</li> <li>• Professional Development sessions on TEP</li> </ul> <p>Provide time for teachers to attend network and Central PD sessions.</p>

**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.

Teachers participate in the decision making process regarding the use and selection of appropriate assessment measures as well as professional development regarding the use of assessment results to improve instruction. Teachers meet in teams during common prep periods and weekly collaboration periods to select and review various performance tasks as well as content area tests for implementation. Teachers also meet during these allotted times to review student work samples and use the data to guide instruction. Teachers are also represented on the MOSL committee, Instructional and Professional Development Teams and participate in decisions regarding school-wide assessments.

**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	457,141.00	x	Part 2
Title II, Part A	Federal	77,689.00	x	
Title III, Part A	Federal	11,200.00	x	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,448,399.00	x	

**<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.

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#### **Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Stanley Eugene Clark Elementary School PS 399 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. Stanley Eugene Clark Elementary School PS 399 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)**

Stanley Eugene Clark Elementary School PS 399 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.

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

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

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

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

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

Part A: School Information	
Name of School: <u>Stanley Eugene Clark Elementar</u>	DBN: <u>17K399</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>10</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input 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
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>1</u>
# of content area teachers: <u>2</u>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: \_\_\_\_\_ The proposed program's objective is to help new-comers and beginner proficiency level ELLs. Participants have either arrived recently to this country or have very little time in an all English classroom setting. These students have a wealth of background knowledge but lack the vocabulary needed to be able to participate in class discussions.

-  
This program will focus on increasing basic, as well as content-based, vocabulary. It will be taught in themes to allow students multiple opportunities to use the vocabulary. Additionally, a focus will be placed on ESL strategies and scaffolds to assist students with phonics and reading in order to empower students to be able to assist themselves in their own learning while in the mainstream classroom. The objective is that by the end of the program, students will be able to use 3-4 reading strategies independently in their general classroom. These supplementary services will help to shorten the silent phase, boost students' confidence and, consequently, participate more in their general education class.

-  
This program will serve a total of 10 students. Participants will range from first through fifth grades and focus on the students who have extremely limited English vocabulary and who are not able to identify the sounds of the letters nor blend the sounds to read new words in English. Instruction will be provided in English, using a plethora of visuals and images to aid in comprehension. The program will take place after school, from 3-5pm, two times per week, Wednesdays and Thursdays. When sessions fall on a day that there is no school, make-up sessions will be provided on a different day during that week. Six students are in first grade, two student are in third gade, and two student are in fifth grade. The program will begin on January 7, 2015 and end on June 18, 2015.

-  
The teachers for the program will consist of: one ESL teacher, who is certified in ESL; one content area Math teacher, who has a general ed/common branch license but is the school's math coach and has a Master's in Math; and one general ed/common branch license teacher who has certificates for completing various art workshops. Sessions will be 2 hours long, two days out of the week. Every 3<sup>rd</sup> week of the month, both the Wednesday and Thursday sessions will be taught collaboratively between the ESL teacher and the school's Math Coach who has a common branch license and has a Master's in Math. We will plan lessons together to integrate the Math concepts into the ESL lessons such as creating math stories and using Math language objectives for solving math problems. Every 4<sup>th</sup> week of the month, both Wednesday and Thursday sessions will be taught collaboratively between the ESL teacher and the general ed/art teacher. We will integrate art into the given theme of the month such as creating picture story books, using language and illustrations to tell and illustrate a story or create a digital story. All other sessions will be taught solely by the ESL teacher.

-  
The breakdown will look like this: 1 ESL teacher 44 sessions at 2 hours per session =  $\$51.51 \times 88 \text{ hours} = \$4,532.88$  PLUS 1 content area Math teacher and 1 general education teacher 4 hours each per month = 8 hours total per month for 6 months = 48 hours total  $\times \$51.51 = \$2,472.48$ . The total per session  $(\$4,532.88 + \$2,472.48) = \$7005.36 = 63\%$  of the funds for direct instruction.

-  
The ESL teacher will use Language Power, a differentiated, thematically-based, and age-appropriate instructional resource. Two kits will be ordered: the K – 2 and the 3 – 5 version. The program provides rigorous instruction in the four language domains.  $\$470 \text{ per kit} \times 2 = \$940$ .  $\$300$  worth of art supplies

### Part B: Direct Instruction Supplemental Program Information

which will be based on the subjects/themes that will have been covered by the ESL instructor. \$300 for math manipulatives. Additional resources that are rich in illustrations are RosettaStone which is \$300 and Time For Kids which will be \$40. Total for supplies = \$1,880 = 17% of the funds for supplementary instructional materials.

### Part C: Professional Development

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

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

Begin description here: \_\_\_\_\_ The ESL teacher, Carmen Kimper, will attend professional development sessions provided by the Department of ELLs. Then, she will turn-key the information to the rest of the staff inside the building. Aside from the ESL teacher, no other teacher on staff has an ESL or Bilingual extension/certificate. She is the only Title III teacher in the school and will be providing PDs to the all the other mainstream classroom teachers in the school, many of which have ELLs in their classrooms. In conversations with the general ed classroom teachers, the ESL teacher has learned that there is a need and an interest in learning more about ESL strategies that can be immediately implemented in their daily teachings. Three professional learning workshops will be offered. One workshop will be titled Scaffolding for ELLs and will be offered on December 23rd. One workshop will be titled Reading Strategies for ELLs and will take place on March 3rd. One workshop will be titled Building Vocabulary and will be offered on May 5th. Each of these workshops will take place at 3:30pm during the school's PD hours Tuesdays. Each of these workshops will be taught by the school's ESL Teacher/Coordinator and all teaching staff from grades k-5 will participate.

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_ The ESL teacher, Carmen Kimper, will join forces with the Parent Coordinator, Ms. Fulton, to provide information sessions for parents of ELLs. As many of the parents are new to understanding and working with the New York City public school system, informational sessions will take place to familiarize parents with the skills that their children are expected to have to be able to succeed academically. Parent sessions will also teach parents how they can assist their children eventhough, they, themselves, do not speak fluent English. Topics to be covered include finding the main idea of a text, summarizing, retelling, exposing and increasing vocabulary and knowledge in the native language, and using online resources. The workshops that will be offered are as follows: How I can help my child access the common core taking place December 22 \_\_\_\_\_ nd \_\_\_\_\_ at 9am. Reading Strategies for Parents of ELLs taking place February 7 \_\_\_\_\_ th \_\_\_\_\_ at 10am. How to Integrate Math in your Everyday Lives taking place March 30th \_\_\_\_\_ th \_\_\_\_\_ at 3pm. Each of these sessions will be offered in collaboration with the Parent Coordinator.

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	=====	=====

**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>17</b>	Borough <b>select one</b>	School Number <b>399</b>
School Name <b>P.S. 399</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>Marion Brown</b>	Assistant Principal <b>Michele Hogan</b>
Coach <b>Starr Palmer</b>	Coach <b>Holman</b>
ENL (English as a New Language)/Bilingual Teacher <b>N/a</b>	School Counselor <b>Rochelle Jeffers</b>
Teacher/Subject Area <b>Ms. Holiday, Computer</b>	Parent <b>Trellis</b>
Teacher/Subject Area <b>Na</b>	Parent Coordinator <b>Rafaela Fulton</b>
Related-Service Provider <b>Ms. Amin Resource Room William</b>	Borough Field Support Center Staff Member <b>Dr. Jean Benoit</b>
Superintendent <b>Mr.C. Ellis</b>	Other (Name and Title) <b>N/a</b>

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>477</b>	Total number of ELLs	<b>37</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	<input checked="" type="checkbox"/> 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 type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input 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>	37	<b>Newcomers</b> (ELLs receiving service 0-3 years)	6	<b>ELL Students with Disabilities</b>	7
<b>SIFE</b>	3	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	2	<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								0
<b>ENL</b>	37	1	3		0	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:
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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	5	5	4	2	2	2								0
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	1	0	0	0	1	0								0
Urdu	0	0	0	0	0	0								0
Arabic	1	2	1	2	0	1								0
Haitian	1	3	2	1	1	0								0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other N/A														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)	3	2	2	2	2	1								0
<b>Emerging</b> (Low Intermediate)	2	2	1	0	0	0								0
<b>Transitioning</b> (High Intermediate)	1	3	2	3	0	2								0
<b>Expanding</b> (Advanced)	2	3	2	0	2	0								0
<b>Commanding</b> (Proficient)	0	0	0	0	0	0								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 AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														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			2	1	1									0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	4	1			0
5	3	0			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	4		1						0
5	3								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			3				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 <u>N/A</u>				
Chemistry				
Earth Science				
Living Environment				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Physics				
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other <u>N/A</u>				
Other <u>N/A</u>				
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 399 uses a variety of assessment tools to assess the early literacy skills of ELLs. We use the NYSITELL, Fountas and Pinnell, Running Records, Foundations (The Wilson Language Training Program), MOSL, Raz-Kids and teacher created assessments. The data provides information about our ELLs' areas of strength as well as their weaknesses. They also help to identify which tier each ELL falls in and informs our RTI (Response To Intervention) efforts. It also helps in identifying the types of scaffolds teachers can use to make the content comprehensible and accessible to ELLs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
The data patterns consistently show the students on the lower grade of the 2-grade span, scoring less on both the NYSITELL and the NYSESLAT since both tests have one booklet per every 2 grades. The lower-end grade ends up having more difficulty, especially with the reading and writing sections. Students who were at the transitional level performed better on Speaking and listening with minimal progress in writing. falls in and informs our RTI (Response To Intervention) efforts. It also helps in identifying the types of scaffolds teachers can use to make the content comprehensible and accessible to ELLs.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

During the last few years, the pattern across the P.S. 399 ELLs' NYSESLAT modality indicates that students are scoring higher in speaking and listening. The ELLs' SLO are designed to drive instruction: As reflected in the 2014-15 data the SLO will continue to reflect the following:

New comers, K-1 SLO will continue concentrating in listening, speaking and foundation skills.

Grades 3-5 and long terms ELLs, SLOs will continue to be designed around the development of reading and writing skills.

For the last years P.S. 399 ELLs have met standard and have met AMAO. Students have shown progress in academic achievement.

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 patterns of proficiency across the grades indicate that a larger number of students score at a proficient level in grades K, 1, and 2. Due to the fact that ELLs are given test modification during testing, ELLs students are scoring as well as native Language students. Some of the beginners and intermediate students are able to use their native language skills through speaking and listening to develop English proficiency. Since most of the ELLs at P.S. 399 are not able to read in their native language they are not tested in their native language.

b. The school leadership and teachers are using the Periodical Assessments to drive instruction. This data is used to write students' learning objectives, also group and regroup students, develop instructional units and choose instructional materials.

c. Periodical Assessment allows the school to analyze each student as well as the common characteristic of a group. The school has learned that new comers who attended school in their native country are able to transfer literacy skills to the second language. Since many of the students come without skills in reading and writing. P.S. 399 has developed an extended program to expose ELL students to a rich learning environment rich with academic English language and with the use of . The native language, when possible is used to scaffold the learning of the new language.

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](#).]

PS 399 is using data to guide instruction by choosing the scaffolds necessary for ELLs in each tier of the RTI framework. These will include using visuals/pictures, graphic organizers, books on tape, Raz-kids (which walks students through a book by reading the text aloud to them as well as showing the pictures that go along with the text, and highlights the text as it is being read. This way the student can begin to recognize what fluent reading sounds like, starts to recognize sight words, text direction, and pronunciation.) All ELL's are provided with iPads, small group and individualize instruction , graphic organizers, buddy system, the bilingual education and language glossaries for parents that are helping with the students' homework, TitleIII and translated dictionaries. ReadyGen's ESL components as well as Engage NY are also utilized

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

Teachers are encouraged to pair their ELLs with more fluent speakers in the classroom. They are encouraged to use a lot of Turn-and-Talk so that the ELL can hear a more fluent student express his/her ideas. The teacher is to model what she expects from the students and repeat directions in more than one way. Teachers are also encouraged to use language frames and cloze activities as well as include language objectives in each of their lessons. In order to guide instruction for ELLs within the RTI framework, classroom teachers monitor students. The ENL teacher meets regularly with classroom teachers, clusters and other related service providers to ensure that the instructional needs of the ELL students are being met. They receive a list of the ELL students in their class with the students' proficiency levels on the NYSITELL or the NYSESLAT. ENL teacher lets teachers know about the parent's responses on the Home Language survey and the parent interview such as how much schooling they had in another country and or how much English is used at home. If the child has someone to assist them with homework at home. In addition, the ESL teacher plays a role in inquiry meeting, staff conferences, and grade meetings. The ENL teachers also provides on going training to classroom teachers to ensure that the child's second language development is considered in instructional decisions. Teacher's instruction is aligned to the ESL/ELA

standards and assessment data analyses. ESL and classroom teachers plan and accommodate instructional decisions to support the students' second language acquisition.

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).

We evaluate the success of our ENL program by the NYSESLAT scores as well as the pre and post assessments of the units in our literacy program. MOSL scores, dibbles, unit assessments/PBA's and running records inform how our ELLs are doing compared to their native-English peers.

## 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.  
Upon registration, all NYS new admits in Grades K-5 as well as those who have not been in NYS public school for two or more years are screened through the HLIS to determine whether they are ELLs. The ENL teacher conducts an oral interview in the language of preference with the student and parent at the moment of registration. The purpose of the interview is to determine the student's home language and the student's eligibility to take NYSITELL. The ENL teacher with valid NYS licences is responsible for conducting initial screening and administrating the HLIS. The surveys are processed and students who may qualify for ENL services are given NYSITELL within 10 days from the registration date. NYSITELL determines which students are entitled to ENL education services. The ENL teacher conducts NYSITELL. The Spanish LAB (if necessary) is conducted by a teacher who is proficient in the Spanish language.
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).  
LENS was not working last year in order for us to use. Currently, we try to identify SIFE through the parent and student interview as well as student work.  
Administer the oral Interview questionnaire as well as Teacher's observation  
Administer the Literacy Evaluation for newcomers SIFE/LENS who have a Home Language of Spanish, Haitian Creole, Bengali, Fulani  
Initial SIFE students must be indicated in the DOE's data collection system no later than 30 days from initial enrolment (BNDC) as per CR Part 154. SIFE status will be removed once the ELL scores at Intermediate/transitioning levels on the annual English Language proficiency assessment though the student may continue to be identified as an ELL.
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).  
When a new student with IEP and home language other than English enrolls at PS 399, the LPT team reviews evidence of the student's English Language development. NYSITELL eligibility for students with IEP must be based on the determination of the LPT. The LPT is comprised of Ms. Williams (AP), Ms. Kimper (ESL teacher), Ms. Moore (psychologist), MS. Fulton (Parent Coordinator), Ms. Jeffers (Guidance Counselor) and the student's parents/guardians. Based on the evidence of the student's English Language development the LPT gives recommendations for the student to take or not take the NYSITELL.
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.  
The ENL teacher/coordinator is, responsible for the distribution of entitlement/ non entitlement letters to the parents/guardians of ELLs'. Letters are distributed within five days after the NYSITELL is scanned and scores are determined. Copies of all letters are securely stored. This process is ongoing to accommodate new admits. r),
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).  
Parents are informed of their right to appeal ELL status during the parent orientation meetings where they have an opportunity to watch sa video as well as through letter notification. This process is ongoing to accommodate new

admits, throw schedule meetings after or before school.

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.  
During parent orientation, parents receive a detailed explanation of each of the programs. They are also informed that they have the liberty of researching other schools that may have their ideal/preferred program to which they can choose to transfer their child. Parents are also given a copy of the ELL brochure. The parent coordinator also supports this initiative. This is all done within the first 10 days of the child's enrollment. they watch a video in their native language that explains how each program functions -
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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.  
The ENL teacher explains the parent choice to the parent during orientation as well as provides the form in the parent's language of choice. The parent completes the form at that time. The ENL teacher and the parent coordinator make phone calls to the parents and guardians reminding them to return the forms. All attempts are documented and kept in the ENL teacher's binder. As per CR Part 154.2 if a form is not returned within 5 school calendar days, the student is placed in the program for ELLs.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
Parent survey and program selection form is always done in person, during the parent orientation. It is never sent home. Parents that are not able to attend the parents' Orientation meeting will have a schedule meeting during the ENL teacher's prep, or before school or after school.
9. Describe how your school ensures that placement parent notification letters are distributed.  
Same as with the entitlement and non-entitlement letters. Parent letters are given to the parents at dismissal, or an appointment is scheduled before school or after school, to explain to each parent the student's placement. The ESL teacher has a binder with all the parent notification letters. She has a checklist she works from where she notes the date in which the letter was sent home. The letters are copied and stored in the binder .
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The ENL teacher has a binder with all the parent notification letters. She has a checklist she works from where she notes the date in which the letter was sent home. The letters are copied and stored in the binder in a clear plastic sleeve. Each student has a clear plastic sleeve with a copy of each of the notification letters that were sent home.
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 exam is administered by a team composed of the reading specialist, math specialist, a retired reading teacher and an retired ESL teacher. The exam is administered in 3 sessions. The speaking is done in one session (individually), the listening is done in a separate session, and the reading and writing is done in a 3rd session.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Same as with all parent notification letters. The ENL teacher has a binder with all the parent notification letters. She has a checklist she works from where she notes the date in which the letter was sent home. The letters are copied and stored in the binder . Each student has a clear plastic sleeve with a copy of each of the notification letters that were sent home. This process is ongoing during the school year.
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).  
In looking at the Parent Survey and Program Selection forms, the majority of parents have chosen ESL as their program of preference. Therefore, PS 399's program offering is aligned with parent requests. We have not been able to offer a TBE program at PS 399 as there has never been enough students in one grade who share the same native language in order to form a class.

# 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.

ELLs have been placed in one class per grade in order to facilitate the mandated Integrated ENL minutes. Integrated ENL happens four periods per week as follows: first grade students are brought into the kindergarten classroom, integrated ENL happens in the one 2nd grade class, in the one 3rd grade class and then 5th graders are brought into the 4th grade class. Standalone ENL occurs four periods per week as well, however the standalone ENL combines two contiguous grades. Kindergarten are kept as a group on their own, 1st and 2nd grades are combined, 3rd and 4th grades are combined, and 5th grade is on their own. Expanding and Commanding level students are only serviced during the integrated ENL periods. The entire ENL program is provided in heterogeneous groups using differentiated instruction to meet their particular needs.
  - 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)?

So as not to interrupt the standalone ENL instruction, all students are pulled out of their classrooms for four periods per week. During the integrated ENL periods, the ENL teacher has a master list of small groups she works with in the classroom. All students get four periods per week of integrated ENL with the exception of the Transitioning and commanding level students. These student join the ENL teacher's integrated ENL small group only twice per week or can join in all four periods, depending on the level of support he/she may need.
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. Integrated ENL usually takes place during the literacy block. Graphic organizers, Google Translate, pictures, catchy songs, language frames and language objectives are worked into every lesson plan. Many turn-and-talk opportunities are given to the students so that ELLs can participate in conversations and hear what a more fluent speaker sounds like.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
N/A
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ENL program uses a point system to keep track of how many lessons focus on each of the four modalities throughout the year. Many of the teacher created assessments mirror the style of the NYSESLAT. Online literacy resources such as Starfall, Raz-Kids, and Rosetta Stone are used to evaluate students listening and reading comprehension skills. The Speaking modality are, often times, informally evaluated and the ENL teacher will record her noticings in a binder of continuous conference notes.
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

The mandate instructional schedule for ESL varies according to the students' English language proficiency level and the school daily schedule. Beginners and intermediate are mandated 360 minutes a week and advance 180 minutes a weeks. Students that are proficient, and tested out of ESL will also be included, if the schedule allows. Most students are group by grade level, grades 3-5 overlaps. The implementation of differentiated instruction within small groups with a great emphasis on cooperative work, and individual instruction is in place. Students that are SIFE and newcomers benefit from working with language profecient students. This method allows the creation of a students centered learning experiences that focus on

content process. Content may be modified for students who need additional practice with essential elements before moving on.

Differentiated instruction for ELL students is determined through assessment strategies and a variety of differentiated resources that address the wide range of knowledge, ability levels, interests, and learning styles that the students bring to the classroom. After testing with NYSITEL, NYSELAT, the ELA, periodical assessments, Computer Adapted Test, and unit test, the item analysis is examined by the ESL Committee and ESL teacher. Content of the instruction will be defined with remediation, enrichment or acceleration. The administration of the school as well as the Reading and Math coaches offered the ESL teacher as well as the monolingual teachers on going Staff Development, Articulation meetings and workshop using data to drive instruction.

The Newcomers and SIFE students use classic movies in the ESL video library (Pinocchio, Cinderella, the Cat is the Hat, etc.), as well as movies on the Discovery Channel and United streaming. Watching these programs after lunch or during the zero period, develops listening skills, vocabulary and comprehension skills, as well as developing social and academic language. Raz-Kids is an independent reading and listening program based on students who achieve reading fluency and comprehension. This program meets the needs of all of our subgroups. Newcomers begin by listening and following the text. As students advance in language acquisition, students will read the text only. Students progress from levels A to Z (as set by Fountas and Panella). Newcomers and SIFE are also using the BrainPopESL and Rosetta Stone to develop vocabulary, speaking and listening skills.

Brain-POP Computer Software is a skills-based, self-paced, and data-driven instruction program. This language arts program focuses on reading comprehension and English language conventions. Students may start at a very low level and gain confidence to move up. This program meets the needs of intermediate and advanced ELLs.

Since ELLs are kept with their grade level peers, all students, regardless of their subgroups, are exposed to the same content as their peers. However, SIFE students and newcomers who are at the entering level of ENL are provided with many language frames to go with the content. An emphasis on vocabulary and phonics are pulled / highlighted from the lesson. Also, Turn-and-talk helps with student's oral language and fluency. Long term and former ELLs get more emphasis on writing and reading comprehension, as these seem to be the areas they are most weak in according to the NYSELAT and MOSL assessments.

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.

N/a

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 Ready Gen Reading Program Scaffolded strategies Handbook supports the ELLs learners. The material accelerates ELLs language acquisition since it scaffolded strategies to help unlock the text the teacher is reading through activities, and routines that supports speaking, listening, reading and writing. It also provides a system that allows the students the understanding of how words work in complex text. It divides the Text Based Vocabulary into Tier III words, (words important to understanding the text) and Tier II ( words that require explanation). ;

All content areas are delivered in English. For beginners that are able to read in their native language, a translation application is usually used on an IPAD. For students that are beginners and are not readers in their native language oral translation is used (when possible) using their native language as a mean to scaffolding learning. P.S. 399 has been using content areas objectives correlative to language objectives as well as, writing, and reading objectives. Each content lesson becomes part of a lesson in listening, speaking, reading and writing. As well as a lesson in language functions related to the topic of the lesson. Each content lesson will use vocabulary and language strategies, formulating questions and answering questions, grammar, language structure, etc. The continuation of teaching the content with alignment with the language objectives will have students reach standards. Second-language is developed while teaching content-area instruction. The rubric that assesses the content area has the language and speaking standards integrated. Also when teachers are teaching Science, Math and Social Studies they are incorporating and teaching the academic vocabulary, using the Language and Speaking CORE Standards in context to make the information comprehensible. The result of the Math Performance, Science and Math Unit assessment indicates how the students' second language is developed.

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?

Each student's learning vision for each student is continuously monitored. This data keeps adjusting as the proficiency levels of students across language and content areas is shown. This data is reflected by teacher's observation, students work, and assessment: formal and informal. Through weekly articulation with cluster teachers, classroom teachers and the ESL teacher, there is a clear view of each student SLO. Emphasis is given to the student culture, throughout the school. There is strong respect for diversity and an appreciation of all home languages this is a priority in our academic plan. The school has established a common school-wide practices toward ELLs as well as all students. IEP goals as well as data and SLO are carefully monitor to drive instruction. The ELLs identified as having special needs are mainstreamed at P.S. 399, accommodating their learning needs. ELLs students with an IEP participate in small group instruction. An organized plan is developed with task-based recommendations. Ready Gen, is a Reading Curriculum that helps ELLs as well as lower level readers. The Ready Gen is designed helps the ELL SWD by Scaffold ed strategies in the Handbook support s. The material accelerates ELLs language acquisition since it scaffold strategies helps unlock the text the teacher is reading. This takes place through activities, and routines that support speaking, listening, reading and writing. It also provides a system that allows the students the understanding of how words work in complex text. It divides the Text Based Vocabulary into Tier III words, (words important to understanding the text) and Tier II (words that require explanation). The ELLs EWD plan includes intervention from the math coach, Raz-Kids, and Brain POP, after-school and before school activities, and ongoing parent teacher articulation. These students are also getting support from the Resource room teacher, the Guidance council and the Special Education teacher.

**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)	2 units of study <i>per week</i> (360 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/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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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(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. 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.

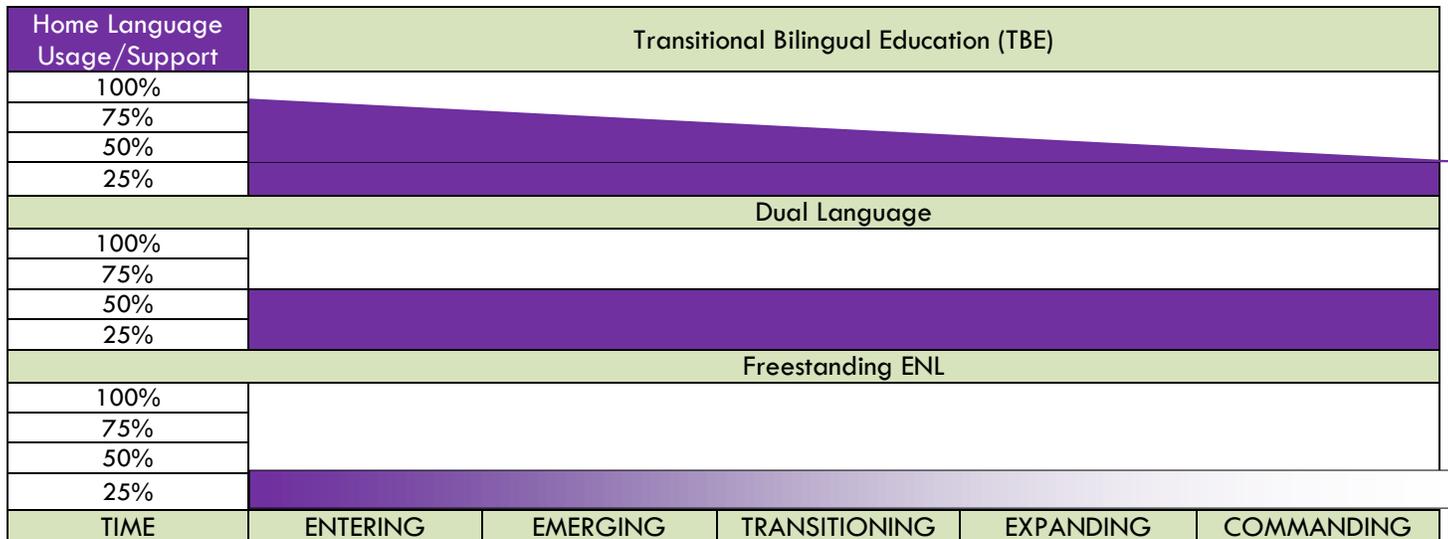


\*Note: “other approved services” does not apply to New York City at this time.

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.

PS 399 uses technology as intervention programs. BrainPop, ReadWorks, which has reading passages that mirror ELA common core passages. It also has answer sheets so that the students can check their answers. We also use TenMarks Math, which allows the teacher to reinforce her lessons as well as assess and design differentiated activities for students based on the students' needs. Think Through Math is also widely used throughout the school. Students can log-in at home. Teachers can follow students' progress and assess where their students are in order to inform instruction. RazKids, as mentioned previously allows the teacher to set the level of reading for the student and can draw assessments reports to also inform their teaching. Lastly, PS 399 offers a few parent workshops throughout the year and the parent coordinator serves as interpreter for our Spanish speaking parents as that is the most common home language in our school as well as instruction on the different Internet resources. This helps to empower parents to help their children at home in the different content areas.

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

The P.S. 399 ESL program is an integral part of the school community. It is a safe haven for the students as well as for the parents that speak another language other than English. Parents and students of English Language Learner (ELL) have significant communication challenges impacting their lives. P.S. 399 have established a climate that encourages growth in cultural responsiveness, sensitivity, and other important school functions that will help them assimilate and become an integrated part of their new academic community.

According to the data, ELL students have been scoring significantly higher in listening and speaking on the NYSESLAT test. The LAP Committee, as well as the classroom teachers and the ESL teacher, have assessed a need for the implementation of activities that would enhance proficiency in the areas of reading and writing. The plan includes activities around the NYS/ESL Learning Standards #2, where students will gain English for Literacy response, enjoyment, and expression. This requires that students develop the knowledge and skills of English through written interpretations of literature. There is a heavy concentration on the listening and speaking standard. Each learning objective will be accompanied by a listening, and speaking standard. Students learn and apply strategies in English to increase comprehension and meaning of text in English.

The continuation of English Language Proficiency is developed by a variety of methods. Social (BICS) and Academic (CALP) are developed through literature and content-based instruction with activities that encourage accountable talk. Materials are designed to help ELLs read, write, comprehend and speak at personally and academically proficient level. In addition, strategies for assessment are implemented with the use of the Reading and Math books (Reading and Math Ready, by Modern Curriculum). This is done to familiarize the students with the Math and Reading City and State test formats.

P.S. 399 promote cultural awareness through various school-wide activities. Therefore, our School Library contains reference books for the various cultures represented by our ELL students' population.

The strength of the program also lies in the amount of resources, especially technological resources, that are at teachers and students' fingertips that allows for visual, auditory, and tactile learning. All of which is important for ELLs. There remains lots of room for improvement since the school will try to hire more subs to give teachers a chance to participate in the ESL workshops that the Borough support Center offers.

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

For the upcoming school year the administration will consider organizing more time for classroom teachers to plan together with the ENL teacher. We also look forward to the continuation of ELL topics in the school professional development agenda.

13. What programs/services for ELLs will be discontinued and why?

N/A

14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

For the upcoming school year the administration will consider organizing more time for classroom teachers to plan together with the ENL teacher. We also look forward to the continuation of ELL topics in the school professional development agenda.

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.

As in question 10...PS 399 uses technology as intervention programs. BrainPop, Read works, which has reading passages that mirror ELA common core passages. It also has answer sheets so that the students can check their answers. We also use TenMarks Math, which allows the teacher to reinforce her lessons as well as assess and design differentiated activities for students based on the students' needs. Think Through Math is also widely used throughout the school. Students can log-in at home. Teachers can follow students' progress and assess where their students are in order to inform instruction. RazKids, as mentioned previously allows the teacher to set the level of reading for the student and can draw assessments reports to also inform their teaching.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language support comes in the form of the school-home connection. Parents are invited to a number of workshops throughout the year to inform the parents on how they can help their child at home. There is usually a Spanish interpreter present. For the other languages, parent volunteers or other school staff assist in interpreting the information, when needed for other languages a translator is hired. Also, the parent coordinator tries to send home communication in the different languages. We will continue to provide dictionary, Ipads with a translation application, and on going parent support

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All the resources that the school uses are research based materials, which have been designated the grade level they are most appropriate for. Different programs have been purchased that specifically cater to the lower grades (K-2) and others that specifically cater to the upper grades (3-5).

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).

Currently, PS 399 does not have any activity that assist newly enrolled ELLs before the beginning of the school year, unless they are students whose family attended the previous school year and they an benefit from the end of the year academic package. During the school year, however, there are parent workshops that help orient parents on how to use the many resources in our school. The parent coordinator and the ESL teacher offers on going information

19. What language electives are offered to ELLs?

N/A

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)?

N/A

## 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.)  
The ENL teacher attends professional development arranged by the network, Fordham University. General ed teachers have been encouraged to attend professional development outside of the building regarding teaching ELLs. The ENL teacher has offered to provide school-wide professional development in-house, however, all professional development offered includes strategies that can help the ELLs. The school Staff Development schedule includes workshops and activities that expose teachers to methods that can be used to meet the needs of ELL students. The English as a Second Language classroom is a resource center with ongoing articulation with the classroom teachers. The classroom teachers are invited to borrow ESL materials from the ESL room and they are invited to observe ESL methodology been implemented.
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?  
Teachers of ELLs are encouraged to participate in the Staff Development offered by the UFT, Department of Education. Through the Borough Support Center, Staff Development offered through the , Principals' Weekly and the Teachers' Weekly. The ESL teacher participates in the school CORE curriculum professional development as well as the staff development recommended provided by the network. During the planning of the School Professional Development topics, significant attention is given to the listening and speaking aspect of the CORE Curriculum in the development of learning goals for new comers and beginners as well as reading and writing for intermediate and advance ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
School Transition Support to Middle School Staff and parent support is provided by the Articulation Dinner which promotes a smooth transition from 5th Grade at P.S. 399 to top middle schools. The middle schools send representatives to this dinner who provide information regarding their specific programs. Individualized conferences are schedule with the ESL teacher, guidance and parent to fill out admission forms and give information to parents as needed.
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.  
Teachers, Assistant Principals, Paraprofessionals, Special Education Teachers, Psychologists, Occupational/Physical Therapists, Speech Therapist, Secretaries, and Parent Coordinators that have not participated in the Mandated 7.5 hrs of ESL Professional Development are encouraged to participate in the Staff Development offered by the UFT, Department of Education. Through The Borough support center Staff Development offered through Principals Weekly and the Teachers Weekly. The ESL teacher participates in the school CORE curriculum professional development as well as the staff development recommended provided by the network and share the information with the classroom teachers.  
  
The Literacy Coach, Math specialist and Technology Specialist articulates with teachers, on the use of hands-on and manipulative materials. These strategies help to facilitate instruction for the ELL learners. On-going communication between the English as a Second Language Teacher, Classroom Teachers, Literacy Teacher, Literacy Coach and Math Specialist also promote learning.  
  
The school Staff Development schedule includes workshops and activities that expose teachers to methods that can be used to meet the needs of ELL students. The English as a Second Language classroom is a resource center with ongoing articulation with the classroom teachers. The classroom teachers are invited to borrow ESL materials from the ESL room and they are invited to observe ESL methodology been implemented. All Staff Development and workshops are file in the 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?

The ENL teacher in partnership with the literacy coach, provide an annual parent workshop to model some of the ways they can work with their students at home. Focus is placed on reading with the child and asking higher order thinking questions to get the child thinking and engaging with the text as they would in school and on any assessment. Parents are also invited to meet with the ENL teacher on Tuesday afternoons to discuss what students are learning in class as well as how the child is progressing.

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.

Attendance sheets are kept on file along with copies of the meeting agenda.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The parent coordinator makes every effort to involve parents of ELLs. She does a lot of art-related activities with them and sends workshop notifications in the home language.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The parent coordinator schedules many works with community agency during the year.Ex: Caribbean Women, CABA, Learning Partners, etc.
5. How do you evaluate the needs of the parents? The principal, parent coordinator and the ENL teacher/coordinator maintain an open-door policy and parents are continuously are invited to voice their concerns,
6. How do your parental involvement activities address the needs of the parents? For the most part, parents have questions an concerns about helping the child with homework as well as how to understand the math strategies taught in school. They also want to understand how to use the technology resources at home. Many of the workshops offered at the school address these very same concerns. There are many parent workshops for each ELA, Math, and technology throughout the school year.

### 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.

N/A

<b>School Name: P.S. 399</b>		<b>School DBN: 17K399</b>	
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)
Marion Brown	Principal		1/1/01
M Hogan	Assistant Principal		1/1/01
Ms. Trellis	Parent Coordinator		1/1/01
Ms. c. Kimper	ENL/Bilingual Teacher		1/1/01
Trellis	Parent		1/1/01
Amin, Resource Teacher	Teacher/Subject Area		1/1/01
Holman. Math	Teacher/Subject Area		1/1/01
Dolores Litto	Coach		1/1/01
S. Palmar	Coach		1/1/01
Ms. Jeffers	School Counselor		1/1/01
Mr.C. Ellis	Superintendent		1/1/01
Dr. Jean Benoit	Borough Field Support Center Staff Member <u>N/A</u>		1/1/01
N/A	Other <u>N/A</u>		1/1/01
N/A	Other <u>N/A</u>		1/1/01
N/A	Other <u>N/A</u>		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **17** School Name: **399**  
Superintendent: **Clarence Ellis**

### 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.

Parents' language preferences for both written and oral communication are derived from on going communication with parents. Also from the HLIS forms in which the language information is entered into ATS. The parent coordinator gets a periodic list of families who have indicated a preference for language other than English. She sends pertinent school-home communication in the parents' preferred language.

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.

At PS 399, the languages that have been noted are Spanish, Bengali, Haitian Creole, Fulani, and Arabic. Parents preferred when notices are sent in English. Many parents do not read in their native language,,and they could find a friend or family to traslate.. The school will orally traslate and explain to parents notices or document that they can not understand. if needed a traslator is hire in the language needed.

## Part B: Creating a Communications Calendar

---

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 following documents are being translated and sent home to parents: Calendars, which are sent out every month; parent-teacher conference announcements, which are sent out right before the DOE required PTCs; after-school program sign-up, which is sent out in January; New York State testing dates, which go out sometime in March or April. Student curriculum is discussed during the first open school night as well as during curriculum night where there are translators available to assist parents. All of these documents are translated in-house but we are working on updating the documents earlier, for example towards the end of the current school year, in order to get it out to the translation and interpretation department and have them ready for the next school year.

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.

Throughout the school year, PS 399 typically has parent-teacher conferences in September, November, March, and May. We have technology nights in October, when parents are invited to learn how to use the technology resources available to students. We have a curriculum fair in May. Parents are also invited to attend a Math night in the Fall and Spring semesters, where they learn some of the math strategies the students are learning so that they can better help their children at home with homework. Similarly, there is an ELA night in both Fall and Spring semester in order to teach the parents some reading strategies as well as what might be expected on the ELA exam. PS 399 keeps an open door policy for parents that need assistance.

## 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.

PS 399 plans on having a list of documents that do not change much from year to year and have them ready to submit to the Translation & Interpretation Unit by May of the current school year. Working in partnership with the Parent Coordinator, the ENL teacher will form a Translation & Interpretation

committee made up of a parent volunteer for each of the identified languages and who can be present at school workshops as well as assist with the translating of school communication. Other documents can be translated in-house by school staff at a paying rate. For our in-house translation, documents will need to be submitted one week in advance of its expected date of distribution.

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.

For our school parent workshops, interpretation services will be provided by our school staff or Translation & Interpretation vendors,, for languages that we can not provide. For un schedule interpretation services teachers will use the over-the-phone interpreters via the Translation and Interpretation unit

#### **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.)

Each staff member has received a hard copy of the T&I Brochure, Language ID Guide, Language Palm Card. Training on how to use these materials will be included in the Professional Development session that the ENL teacher will provide.

#### **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

Each of these notifications has been enlarged and posted at the entrance of the school building. The main office, parent coordinator, and security desk have additional copies they can refer to if/when communicating with a parent with a language other than English.

## **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)

A parent survey will be sent to each family who indicated a language preference other than English. It will be sent together with the school survey and translated to their home language. In addition, observing and communicating with parents we have learned about their language preferences..