2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 15K039
School Name: P.S. 039 HENRY BRISTOW
Principal: ANITA DE PAZ
Comprehensive Educational Plan (CEP) Outline

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### School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>P.S 39 – The Henry Bristow School</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Number (DBN):</td>
<td>15K039</td>
</tr>
<tr>
<td>BEDS Code:</td>
<td>331500010039</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>K – 5</td>
</tr>
<tr>
<td>School Address:</td>
<td>417 Sixth Avenue, Brooklyn, New York 11215</td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(718) 330 – 9310</td>
</tr>
<tr>
<td>Fax:</td>
<td>(718) 832 – 2010</td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Cathleen McCarthy</td>
</tr>
<tr>
<td>Email Address:</td>
<td><a href="mailto:CMccarthy@schools.nyc.gov">CMccarthy@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Principal:</td>
<td>Anita de Paz</td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Suzann Bassil</td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>RudiGanz</td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Dana Luria</td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>N/A</td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### District Information

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

### Field Support Center (FSC)
Brooklyn North

FSC: ____________________ Executive Director: ____________________

Executive Director’s Office Address: 131 Livingston Street, Brooklyn, New York 11201

Executive Director’s Email Address: BFitzge2@schools.nyc.gov

Executive Director’s Email Address: (718) 935 – 3954 (718) 935 – 2382

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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anita de Paz</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Jamie Cohen</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Rudi Ganz</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative <em>(optional for elementary and middle schools; a minimum of two members required for high schools)</em></td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Marie Bache</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Andrea Marguiles</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Dana Luria</td>
<td>Member/ Parent</td>
<td></td>
</tr>
<tr>
<td>Allison Sokoloff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matthew Strong</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stephanie Long</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Katherine Ulanowsky</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Teacher</td>
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<td>Member/ Teacher</td>
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<td>Member/ Teacher</td>
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<tr>
<td></td>
<td>Member/ Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/ Assistant Principal</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

1. What is your school’s mission statement?

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

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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

We are extremely fortunate that our children attend school in one of the most remarkable cities in the world! Teachers view our city as a learning laboratory for children and take advantage of its vast variety of cultural and historical resources to illustrate and enhance the standard curriculum and learning. Classes regularly take trips to museums and other cultural attractions to help bring their learning to life in a very real way. In order to further enhance the standard curriculum, our school provides students with an array of partnerships during the school day. Partnerships are found on every grade and include those focused on critical thinking and problem solving (Chess, Music Composition with the NY Philharmonic, Gardening), wellness (Y Swim, Family Fitness Days, Grade Level Fitness Days at the Armory), and the arts (Brooklyn Arts Council, New Victory Theater, NY Philharmonic Music Appreciation) to name just a few.

3. Describe any special student populations and what their specific needs are.

Approximately fifteen students (or 4% of our total school population) are identified as English as a New Language students. Our English as a New Language (ENL) student population is unique in that we do not have a large cohort of students speaking a single language. Rather, our English as a New Learner population is transient and typically represents one or two students speaking one common language. For the most part, our English as a New Learner students are children from families who travel and live internationally for professional reasons. Our active English as a New Learner students typically do not perform at the same level as their general education peers. However, once
they have placed out of English as a New Learner support, they perform comparably to the general education students. These students are supported by a full-time English as a New Language teacher, by small group instruction in the classroom, or push-in/pull-out academic support.

Approximately forty-five students (or 11% of our total school population) are identified as students with disabilities. Our students with disabilities typically perform at lower levels that their general education peers in both English Language Arts and in math. These students are supported by small group instruction in the classroom, five full-time special education teachers in Integrated Co-Teaching classes or push-in/pull-out academic intervention support in the combination that best meets their needs.

4. Identify 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.

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

An analysis of PS 39's Framework for Great Schools indicated that in Rigorous Instruction, Collaborative Teachers, Supportive Environment, and Strong Family-Community Ties we scored a level four. In Effective School Leadership and Trust we improved to a mid-level three.
### School Demographics and Accountability Snapshot for 15K039

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
<th>English Language Learner Programs (2018-19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PK,0K,01,02,03,04, 05</td>
<td>410</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>Transitional Bilingual</td>
<td>N/A</td>
<td>Dual Language</td>
<td>N/A Self-Contained English as a Second Language</td>
</tr>
</tbody>
</table>

**Special Education Programs/Number of Students (2015-16):**

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th>N/A</th>
<th># SETSS (ELA)</th>
<th>1</th>
<th># Integrated Collaborative Teaching (ELA)</th>
<th>51</th>
</tr>
</thead>
<tbody>
<tr>
<td># Special Classes (Math)</td>
<td>N/A</td>
<td># SETSS (Math)</td>
<td>N/A</td>
<td># Integrated Collaborative Teaching (Math)</td>
<td>47</td>
</tr>
</tbody>
</table>

**# Visual Arts:** 16  **# Music:** 16  **# Drama:** 16  **# Dance:** 16

**School Composition (2017-18):**

- % Title I Population: 12.0%  
- % Attendance Rate: 96.4%  
- % Free Lunch: 11.5%  
- % Reduced Lunch: 0.2%  
- % Limited English Proficient: 4.9%  
- % Students with Disabilities: 11.5%

**Racial/Ethnic Origin (2017-18):**

- % American Indian or Alaska Native: 0.5%  
- % Black or African American: 5.9%  
- % Hispanic or Latino: 8.0%  
- % Asian or Native Hawaiian/Pacific Islander: 7.6%  
- % White: 75.6%  
- % Multi-Racial: 2.9%

**Years Principal Assigned to School (2018-19):**

- 12,25

**% of Teachers with No Valid Teaching Certificate:**

- 0%

**% Teaching with Fewer Than 3 Years of Experience:**

- 11%

**Average Teacher Absences:**

- 6.7

**Student Performance for Elementary and Middle Schools (2017-18):**

- ELA Performance at levels 3 & 4: 86.9%  
- Mathematics Performance at levels 3 & 4: 86.7%

**Science Performance at levels 3 & 4 (4th Grade) (2016-17):**

- 96%

**Science Performance at levels 3 & 4 (8th Grade) (2016-17):**

- N/A

**Student Performance for High Schools (2018-17):**

- ELA Performance at levels 3 & 4: N/A  
- Mathematics Performance at levels 3 & 4: N/A

**Global History Performance at levels 3 & 4:**

- N/A

**4 Year Graduation Rate:**

- N/A

**Regents Diploma w/ Advanced Designation:**

- N/A

**Overall NYSED Accountability Status (2018-19):**

- Reward: Yes Recognition  
- In Good Standing: Yes Local Assistance Plan  
- Focus District: Yes Focus School Identified by a Focus District  
- Priority School: No Focus Subgroups  
- N/A

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native: N/A</td>
<td>Hispanic or Latino: N/A</td>
<td>Hispanic or Latino: N/A</td>
</tr>
<tr>
<td>White: YES Multi-Racial</td>
<td>Students with Disabilities: N/A</td>
<td>Students with Disabilities: N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged: N/A ALL STUDENTS</td>
<td>Economically Disadvantaged: N/A ALL STUDENTS</td>
<td>Economically Disadvantaged: N/A ALL STUDENTS</td>
</tr>
</tbody>
</table>

#### High School

<table>
<thead>
<tr>
<th>Met Adequate Yearly Progress (AYP) in ELA (2016-17)</th>
<th>Met Adequate Yearly Progress (AYP) in Mathematics (2016-17)</th>
<th>Met Adequate Yearly Progress (AYP) in Graduation (2016-17)</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native: N/A</td>
<td>Hispanic or Latino: N/A</td>
<td>Hispanic or Latino: N/A</td>
</tr>
<tr>
<td>White: Multi-Racial</td>
<td>Students with Disabilities: N/A</td>
<td>Students with Disabilities: N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged: N/A ALL STUDENTS</td>
<td>Economically Disadvantaged: N/A ALL STUDENTS</td>
<td>Economically Disadvantaged: N/A ALL STUDENTS</td>
</tr>
</tbody>
</table>

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**Science Performance at levels 3 & 4 (8th Grade):**

- 96%

**Science Performance at levels 3 & 4 (8th Grade) (2016-17):**

- 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**

<table>
<thead>
<tr>
<th>Question</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element?</td>
<td>Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

Historically, our school has worked around various curriculum frameworks and has had extensive experience working collaboratively in grade teams to revise and adapt curriculum to meet students needs. In the 2018-19 school year, we will apply these professional skills to school-wide mathematics teaching and learning.

This goal was identified as high priority by analyzing the following data from 2017-2018:

- Feedback from teachers during grade level team meetings
- Teacher survey data regarding math professional development
- Observation feedback from Engage NY math lessons

These data sources indicated the greater need for differentiation, exploration, and opportunities for repeated practice as well as closer alignment to state-wide math standards.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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 2019, 100% of teachers in grades K-5 will analyze and revise Engage NY math curriculum to better meet the needs of students, including modifications for specific student groups, such as students with disabilities and English language learners. In particular, each grade will focus on three units that support mastery of focus standards.**
### Part 3a – Action Plan

#### 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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Activities/Strategies:</th>
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<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tr>
<td>Periodic vertical alignment checks to ensure progression of skills and standards to avoid duplication and/or gaps.</td>
<td>Vertical Teams</td>
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<td>Classroom teachers Kindergarten- grade 5 and principal/asst. principal</td>
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<td>Work with the Core Collaborative to unpack math standards</td>
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<td>Two days in the following months: November 2018, January 2019, March 2019 and June 2019</td>
<td>Classroom teachers Kindergarten- grade 5 and principal/assistant principal, Core Collaborative Consultant</td>
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<tr>
<td>Family Workshops to present modifications and at home support strategies for Engage NY Curriculum. These workshops would be a combination of in-class observation followed by round table discussion facilitated by grade team math leader</td>
<td>Families</td>
<td>October 2018 and March 2019</td>
<td>Classroom teachers K-5 and grade level math leaders</td>
</tr>
<tr>
<td>Grade-level teams to preview units and determine curriculum modifications</td>
<td>Teachers</td>
<td>Ongoing September 2018- June 2019</td>
<td>Classroom teachers K-5 and principal/assistant principal</td>
</tr>
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</table>

#### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

**September 2018: Family Curriculum Night (Classroom teachers Kindergarten- grade 5 and Principal/Assistant Principal)**
October/November 2018: Family Friday Workshop and Roundtable (Classroom teachers Kindergarten- grade 5 and Principal/Assistant Principal)

November 2018: Family/Teacher Conferences (Classroom teachers Kindergarten- grade 5 and Principal/Assistant Principal)

January 2019: Promotion in Doubt Family/Teacher Conferences (Classroom teachers Kindergarten- grade 5 and Principal/Assistant Principal)

February/March 2019: Family Friday Workshop and Roundtable (Classroom teachers Kindergarten- grade 5 and Principal/Assistant Principal)

March 2019: Family/Teacher Conferences (Classroom teachers Kindergarten- grade 5 and Principal/Assistant Principal)

May 2019: Family/Teacher Conferences (Classroom teachers Kindergarten- grade 5 and Principal/Assistant Principal)

Ongoing: Assessment portfolios travel between home and school (Classroom teachers Kindergarten- grade 5 and Principal/Assistant Principal)

### 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.

- Core Collaborative consultants, common preps, Monday professional development time, Tuesday parent engagement time, and schedule adjustments.

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

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
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</table>

### 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.

- Parent sign-in sheets from workshops and roundtables (ongoing, after each event)

- Principal, Assistant Principal and Cabinet review of teacher team notes and revised curriculum maps housed in Google Drive (February 2019)

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

- Team notes, parent sign-in sheets, revised curriculum maps

**Part 5c.** In February 2019, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>3. What policies, practices, and structures are in place to ensure you are supporting the whole child?</td>
</tr>
</tbody>
</table>

Restorative practice is aligned with the values and practice of our community. In 2017-18 school year, 4 of 17 classes piloted restorative circles. The goal is to allow our staff and all our students, as well as our families, to develop more explicit, formalized practice for restorative circles.

This goal was identified as high priority by analyzing the following data from 2017-2018:

- Mid-year one-on-one feedback conversations between teachers and administration
- Internal professional development teacher survey
- Parent feedback from Diversity and Inclusion Committee and survey
- District and city-wide initiatives promoting Diversity and Inclusion and Social-Emotional Learning (SEL) Supports for Students

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 100% of staff will have experienced, as participants, two restorative circles by a trained facilitator, and every class in grades K-5 will practice routine restorative circles.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
</tr>
<tr>
<td>Target Group(s) Who will be targeted?</td>
</tr>
<tr>
<td>Timeline What is the start and end date?</td>
</tr>
<tr>
<td>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</td>
</tr>
<tr>
<td>Principal and select teachers participate in intensive summer professional development</td>
</tr>
<tr>
<td>PS 39 Guidance Counselor, Social Worker, Principal, and select trained teachers will facilitate three restorative circle professional development sessions with whole staff during Monday afternoon professional development time.</td>
</tr>
<tr>
<td>PS 39 Guidance Counselor, Social Worker, Principal, and select trained teachers will model restorative circle facilitation with students in all classes.</td>
</tr>
<tr>
<td>One Family Interactive Workshop (presented at two times: morning and evening) facilitated by trained staff members (i.e. Guidance Counselor/Social Worker, teachers, or Principal)</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

- **September 2018**: Teachers will introduce Restorative Circle Practice as part of year overview at Open School Night

- **January 2019**: A Family Interactive Workshop (presented at two times: morning and evening) facilitated by trained staff members (i.e. Guidance Counselor/Social Worker, teachers, or Principal)

### 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.

Restorative Circle professional development provided by principal and trained staff members, Monday professional development time, Tuesday parent engagement time, and schedule adjustments.
### Part 4b

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
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<tr>
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</table>

### 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 2019, all teachers will be trained in Restorative Circles and are beginning implementation. Families will have attended family workshop.

#### Part 5b

Indicate the specific instrument of measure that is used to assess progress.

- Family sign-in sheet and feedback survey from attendees
- Classroom observations by Principal and Assistant Principal
- Teachers professional development sign in sheets

#### Part 5c

In February 2019, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
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<td>1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
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Over the past few school years, PS 39 teachers have successfully worked with Core Collaborative on aligning reading curriculum with Common Core Standards. Teachers expressed their desire to replicate this work in their writing instruction.

This goal was identified as high priority by analyzing the following data from 2017-2018:

- Internal teacher Professional Development survey
- Cabinet meeting notes
- Grade team meeting observations

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, classroom teachers will closely examine and vertically align writing standards and rubrics in expository writing. This practice will provide a framework for writing narrative and opinion rubrics.
Part 3a – Action Plan

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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
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<tbody>
<tr>
<td>Periodic vertical alignment checks to ensure progression of skills and standards to avoid duplication and/or gaps as assessed in rubrics</td>
<td>Vertical Teams</td>
<td>Once per trimester; September 2018 and June 2019</td>
<td>Classroom teachers Kindergarten-grade 5 and principal/asst. principal</td>
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<td>Work with the Core Collaborative to unpack writing standards</td>
<td>Teachers</td>
<td>Two days in the following months: November 2018, January 2019, March 2019 and June 2019</td>
<td>Classroom teachers Kindergarten-grade 5 and principal/assistant principal, Core Collaborative Consultant</td>
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<tr>
<td>Family Workshops to present modifications and at home support strategies for the writing curriculum. These workshops would be a combination of in-class observation followed by roundtable discussion facilitated by grade team English Language Arts (ELA) leader</td>
<td>Families</td>
<td>October 2018 and March 2019</td>
<td>Classroom teachers K-5 and grade level math leaders</td>
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<tr>
<td>Grade-level teams to preview units and determine curriculum modifications</td>
<td>Teachers</td>
<td>Ongoing September 2018-June 2019</td>
<td>Classroom teachers K-5 and principal/assistant principal</td>
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3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

September 2018: Family Curriculum Night (Classroom teachers Kindergarten-grade 5 and Principal/Assistant Principal)
November 2018: Family/Teacher Conferences (Classroom teachers Kindergarten- grade 5 and Principal/Assistant Principal)

January 2019: Promotion in Doubt Family/Teacher Conferences (Classroom teachers Kindergarten- grade 5 and Principal/Assistant Principal)

March 2019: Family/Teacher Conferences (Classroom teachers Kindergarten- grade 5 and Principal/Assistant Principal)

May 2019: Family/Teacher Conferences (Classroom teachers Kindergarten- grade 5 and Principal/Assistant Principal)

Ongoing: Assessment portfolios travel between home and school (Classroom teachers Kindergarten- grade 5 and Principal/Assistant Principal)

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**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.

- Core Collaborative consultants, common preps, Monday professional development time, Tuesday parent engagement time, and schedule adjustments.

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

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**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.

- Parent sign-in sheets from workshops and roundtables (ongoing, after each event)

- Principal, Assistant Principal and Cabinet review of team notes and revised writing rubrics housed in Google Drive (February 2019)

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

- Team notes, parent sign-in sheets, revised writing rubrics

**Part 5c.** In **February 2019**, 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

| 1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year. |
| 2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year. |

Our school has a clear mission statement and we would like to develop a vision to realize our mission. Various members of the PS 39 community have expressed interest in the evolution of our school and through vision development, we will create a clear path for achieving shared priorities.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, a designated Vision Development Team comprised of multiple stakeholders will create a school-wide vision statement that provides an aspirational description of what PS 39 would like to achieve over the course of the next five years. We will use Design Thinking, a research-based protocol that focuses on empathy, ideation, and feedback.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create Vision Development team</td>
<td>Vision Development Team</td>
<td>October 2018</td>
<td>School Leadership Team</td>
</tr>
<tr>
<td>Complete stakeholder Interviews and focus groups including input from students,</td>
<td>All Stakeholders</td>
<td>October-December 2018</td>
<td>Vision Development Team</td>
</tr>
<tr>
<td>families, community members, and staff.</td>
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<tr>
<td>Generate vision based on stakeholder interviews and other relevant school</td>
<td>Vision Development Team</td>
<td>January-February 2019</td>
<td>Vision Development Team</td>
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<tr>
<td>documents</td>
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<tr>
<td>Engage stakeholders in feedback and revision sessions</td>
<td>All Stakeholders</td>
<td>March 2019</td>
<td>Vision Development Team</td>
</tr>
<tr>
<td>Revise vision based on feedback</td>
<td>Vision Development Team and School</td>
<td>April 2019</td>
<td>Vision Development Team and School Leadership Team</td>
</tr>
<tr>
<td>Publicize vision and use vision statement to determine instructional and cultural</td>
<td>All Stakeholders</td>
<td>May-June 2019</td>
<td>School Leadership Team and Vision Development Team</td>
</tr>
<tr>
<td>goals for 2019-2020 School Year</td>
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</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

- **October 2018:** Families will be invited to participate in Vision Development Team
- **November-December 2018:** Families will be interviewed and participate in focus groups
- **March 2019:** Families will review vision and provide feedback
- **May-June 2019:** Families will learn about vision through school events and communication
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.

Programming to schedule monthly meetings
Per session

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

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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.

In February, we will have a draft vision ready for stakeholder feedback based on work of the Vision Design Team and their interviews and focus groups conducted in Fall 2018.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Notes from Vision Design Team meetings
Minutes from SLT meetings
Notes from stakeholder interviews

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Currently, PS 39 engages parents in a number of general family engagement opportunities such as social events, classroom visits, family workshops, written communication, social media, and parent-teacher conferences.

This goal was identified as high priority by analyzing the following data from 2017-2018:

- Parent survey questions around engagement
- Conversations between Parent Association Executive Board and the Diversity & Inclusion Parent Subcommittee

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, there will be an increase in family engagement opportunities through education outreach and celebration for targeted populations as measured by surveys and attendance at events.
### Part 3a – Action Plan

**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:

- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.
- 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).

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<tr>
<th>Activities</th>
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<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
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<tbody>
<tr>
<td>Formation of a welcome committee where buddy families will be assigned to new families and conduct welcome calls and other outreach activities</td>
<td>Families</td>
<td>July 2018-September 2018</td>
<td>Parent Coordinator and Parent Committee</td>
</tr>
<tr>
<td>Family Education Workshops on the following topics: Individualized Education Plan, writing assessments, math instruction strategies, and Restorative Circles</td>
<td>Families</td>
<td>September 2018-June 2019</td>
<td>Principal, Kindergarten-5 Teachers, Guidance Counselor and Social Worker</td>
</tr>
<tr>
<td>Diversity and Inclusion events including: book club, multicultural welcome dinner, service projects, Your Story, Our Story take-home project</td>
<td>Families and all staff</td>
<td>September 2018-June 2019</td>
<td>Diversity and Inclusion Committee</td>
</tr>
<tr>
<td>Family Communication and welcome activities will spotlight key personnel focusing on clusters, service providers, and School Based Support Team as well various parent led teams.</td>
<td>Parents</td>
<td>September 2018-June 2019</td>
<td>Parent Coordinator and PA Executive Board, Diversity and Inclusion Committee, and School Leadership Team</td>
</tr>
<tr>
<td>Students and staff will participate in Mix-it-up at Lunch to foster inter-grade friendships.</td>
<td>Students and staff</td>
<td>September 2018-June 2019</td>
<td>Teachers</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

Diversity and Inclusion Committee, schedule adjustments for Mix-It-Up at Lunch, Tuesday Parent Engagement Time.

**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 | || 21st Century Grant | || SIG | || 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 2019, parents will have participated in at least one school function.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Event sign-in sheets

**Part 5c.** In **February 2019**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.
### Direction:

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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to NYSED’s memo.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>K – Gr. 2: Reading at two levels below specified F &amp; P level for grade Gr. 3 – 5: Reading at two levels below specified F &amp; P level for grade and/or Performance Level 1 or 2 score on the 2018NYS ELA</td>
<td>K – Gr. 2: FUNdations; Guided Reading; interactive writing Gr. 3 – 5: Guided reading; reteaching of reading and writing mini-lessons; interactive writing</td>
<td>Small group; pull-out &amp; push-in by K-2 AIS teacher Small group; pull-out &amp; push-in by Gr. 3-5 AIS teacher</td>
<td>Two to three times per week during the school day Two to three times per week during the school day</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>K – Gr. 2: Score of Level 2 or below on the Engage NY Performance Task Gr. 3 – 5: Score of Level 2 or below on the Engage NY Performance Task and/or Performance Level 1 or 2 score on the 2018NYS Mathematics Test</td>
<td>K – 2: Engage NY Differentiated Modules Gr. 3 – 5: Engage NY Differentiated Modules</td>
<td>Small group; pull-out &amp; push-in by K-2 AIS teacher Small group; pull-out &amp; push-in by Gr. 3-5 AIS teacher</td>
<td>Two to three times per week during the school day Two to three times per week during the school day</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Teacher recommendation and/or Performance Level of 1 or 2 on the 2018NYS Science Test</td>
<td>Reteach lessons &amp; RTI lessons</td>
<td>Small group; pull-out by Science teacher</td>
<td>Once per week during the school day</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Teacher recommendation; teacher created assessments</td>
<td>K – 5: School Wide Enrichment Model (SEM)</td>
<td>Small group; by classroom teacher &amp; AIS teacher</td>
<td>Twice per week during the school day</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------------</td>
<td>------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</td>
<td>Referral of students by classroom teacher to the Child Study Team for review and determination</td>
<td>K – 5: Emotional, behavioral, and/or crisis counseling</td>
<td>Small group and/or one-to-one</td>
<td>One to three times per week, as needed</td>
</tr>
</tbody>
</table>
**Section 7: Support for Students in Temporary Housing (STH)**

**Directions:**
- **All** Title I schools must complete Part A of this section.
- **All** Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

### Part A: FOR TITLE I SCHOOLS

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
</tr>
<tr>
<td>2.</td>
<td>Please describe the services you are planning to provide to the STH population.</td>
</tr>
</tbody>
</table>

### Part B: FOR NON-TITLE I SCHOOLS

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
</tr>
<tr>
<td>2.</td>
<td>Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
</tr>
</tbody>
</table>
PS 39 plans to provide any future STH population with the following services using Title-I set aside funds:

- Before school, after school, and/or summer programs
- Counseling services (internal or community based)
- Basic needs such as clothing, school supplies, and health related needs
- Tutoring services
- Transportation once the student is permanently housed

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.

The school did not receive an allocation.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>X</th>
<th>Non-Title I</th>
</tr>
</thead>
</table>

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.

N/A

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).

N/A

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A
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.).

N/A

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.

N/A

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. 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. 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Indicate the amount contributed to Schoolwide pool. Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using all its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.
Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

- **Title I, Part A – Schoolwide Programs**: To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

<table>
<thead>
<tr>
<th><strong>Parent and Family Engagement Policy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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. P.S.39 Henry Bristow, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Support for Parents and Family Members of Title I Students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>P.S.39 Henry Bristow will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● 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;

Parental Involvement and School Quality

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., ESSA/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 1st of each school year to advise parents of children participating in the Title I program about the school’s Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the Elementary and Secondary 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;

### Encouraging School-Level Parental Involvement

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)

P.S.39 Henry Bristow, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum

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 Elementary and Secondary (ESSA) Act;

I. School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

● conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;

● convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school’s Title I status and funded programs and their right to be involved;

● arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

● respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;

● providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

● involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

● providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

● ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;

I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) 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

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.
DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Brooklyn</td>
<td>39</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Name</th>
<th>Henry Bristow</th>
</tr>
</thead>
</table>

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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Anita de Paz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Cathleen McCarthy</td>
</tr>
<tr>
<td>Coach</td>
<td>n/a</td>
</tr>
<tr>
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<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Marley Zeno</td>
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<tr>
<td>Teacher/Subject Area</td>
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<td>Parent Coordinator</td>
<td>Karen Hershowitz</td>
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<td>Field Support Center Staff Member</td>
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<tr>
<td>Superintendent</td>
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<tr>
<td>Other (Name and Title)</td>
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</table>

C. Teacher Qualifications

Provide a report of all staff members’ certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

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

D. Student Demographics

| Total number of students in school (excluding pre-K) | 421 |
| Total number of ELLs | 19 |
| ELLs as share of total student population (%) | 4.51% |
**Part II: ELL Demographics**

**A. ELL Programs**

This school serves the following grades (includes ELLs and non-ELLs)

Check all that apply:

<table>
<thead>
<tr>
<th>Program</th>
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</thead>
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<tr>
<td>Transitional bilingual education program (TBE)</td>
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<tr>
<td>Dual language program (DL)</td>
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<tr>
<td>Freestanding ENL</td>
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</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE)
  - Yes
- Dual language program (DL)
  - Yes
- Freestanding ENL
  - Yes

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
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**Part III: Assessment Analysis**

After reviewing and analyzing the assessment data, answer the following:

1. **What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?**
   
   We use Fountas and Pinnell running records and TCRWP assessments, as well as NYSITELL and NYSESLAT data, to guide instructional planning for our ELLs. These assessments provide valuable data on phonics, comprehension, retelling, writing, and proficiency by language modality (listening, reading, writing, and speaking).

2. **What structures do you have in place to support this effort?**
   
   Fountas and Pinnell running records are conducted in September, November, January, March, and June to provide frequent and rich data on student progress and areas for growth in literacy. TCRWP pre-assessments (with detailed rubrics) are conducted at the beginning of each writing unit and provide valuable data for planning individualized instruction. Post-assessments, conducted at the end of each unit, also provide valuable data on student progress and future areas for growth in upcoming units.
3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   We use NYSITELL or NYSESLAT data to determine a baseline and areas of need for English language proficiency. We also use running records as well as reading and writing unit pre- and post-assessments to determine needs and track growth throughout the year.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Once this data is received, it is analyzed by the ENL teacher, who will determine what interventions are necessary. For example, if a student scored low on the reading section of the NYSESLAT and a Fountas and Pinnell running record indicates a struggle with phonics, the work for that student will focus on phonics and reading strategies.

5. How does your school use data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to **ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS) section and RtI Guide for Teachers of ELLs.]
   Students are screened each academic year to determine if they are at risk. Student performance is monitored and students are provided support in the classrooms in Tier I. For Tier I instruction a rigorous and evidence-based curriculum, including English language development for ELLs, is provided. If they do not make progress in Tier I, then they move onto Tier II and they are given extra attention, activities, and experience targeted to the area necessary for improvement, in addition to core instruction. Finally, Tier II would be intensive and individualized instruction in small groups or 1:1 instruction. If any ELL is identified as needing extra support the RtI framework will be implemented by a team, which includes the student’s teacher, ENL provider, AIS teacher, parents and administration. The team would meet periodically to discuss the student’s progress.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the **ELL Data Analysis Tool** and RLAT from ATS].
   We use data from state exams (ELA and Math) for our third, fourth, and fifth grade students. We use NYSESLAT data for all students. We use the RLAT report to track NYSESLAT scores, broken down by modality, back three years for each student. This report helps us identify trends in growth by student and across the entire ELL population of our school.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs?
   After analyzing this data, the ENL Coordinator shares the school-wide trends with the administration and student trends with the student’s classroom teacher. This enables every teacher working with that student to know their areas of strength and areas for growth.

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**Part IV: ELL Programming**

**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.
      Our stand-alone program is conducted in a separate room by a licensed ENL teacher. These groups are determined by grade level and contain heterogeneous proficiency levels. Our integrated ENL/ELA is delivered in the student’s home classroom during literacy blocks and co-taught by the general education teacher and the licensed ENL teacher. Every ELL on each grade level is clustered into one class per grade level to enable co-teaching.
   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)?

   PS 39 implements an integrated and stand-alone ENL program depending on the mandates of each ELL. Entering ELLs receive one unit of ENL Stand-alone and one unit of Integrated ENL/ELA. Emerging ELLs receive .5 unit of Stand-alone ENL along with 1 unit of Integrated ENL/ELA and .5 unit of either depending on the needs of the student. Transitioning ELLs will receive .5 unit of Integrated ENL/ELA with .5 of either integrated or stand-alone depending on the needs of the students. Expanding ELLs will receive one unit of Integrated ENL/ELA. ELLs who scored Commanding within the last two years will receive .5 of either Integrated ENL/ELA or another content area.

3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

   In the freestanding ENL program, core content is delivered in English. All efforts are made, however, to draw on students’ home languages and cultures in order to foster bilingual literacy. Home language resources include a bilingual peer, bilingual dictionaries, and translated texts. Core content is delivered in sheltered English where content area and ENL instruction are integrated.

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

   Since we do not offer a bilingual program at this time, ELLs are not evaluated in their home language. The only exception is when the Spanish-speaking students take the Spanish LAB. When possible, a staff member who speaks the student’s language will assist in assessing home language proficiency. The ENL coordinator also speaks with parents and views any available grades from previous schools to create a more complete picture of a student’s home language literacy.

5. 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

   a. There are no SIFE students at PS 39 at this time. However, in the past, the ESL teacher at PS 39 works closely with the Academic Intervention Specialist to work on specific skill and strategy needs of all students requiring additional support. A separate focus program would be used to target SIFE students. Since SIFE students often have large gaps in their language proficiency and knowledge base, SIFEs are taught to learn and practice skills for academia. Strategies in reading, phonics, vocabulary, and writing that may have been taught in earlier grades would be used in conjunction to a program, such as the Wilson Reading Program. SIFE students would also be paired with a student that can assist in social language development, organization and assignments in other classes.

   b. Newcomers are paired with proactive English-speaking students in their class who enjoy helping their peers. When possible, students are paired with a student who speaks the same language. The ENL teacher also tours students around the school building and introduces them to key staff members. Visuals and classroom labels are used frequently. When newcomer students demonstrate phonics needs we utilize Fundations.

   c. At PS 39, ELLs who have been receiving services for about four to six years have generally mastered social language so instead we focus on refining academic language, which will help students succeed by Common Core standards. One way we foster academic language is rigorous vocabulary instruction. Additionally, we use accountable talk stems to encourage evidence-based thinking and writing.

   d. PS 39 currently does not have any long-term ELLs. In order to best determine the needs of a long-term ELL, the ENL teacher would analyze their previous NYS ESLAT scores and class work in order to determine their areas of greatest need.

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

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
The ENL teacher works with the general education teacher, special education teacher, and any related services providers to provide academic access to content areas and accelerate English language development. All of the student’s teachers work together to modify TCRWP materials and create appropriate scaffolds to best suit the student’s needs. Additionally, if an upper-grade student still requires more work with phonics, all teachers have access to Fundations materials.

7. How does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
PS 39 modifies the curriculum by having the content area teachers collaborate with the ENL and special education providers. PS 39 use a mix of co-teaching and stand-alone instruction, both one-on one and in small group settings, in order to enable ELL-SWDs to achieve their IEP goals. PS 39 is an inclusion model school, which allows for majority of classes to be push-in. ICT classes and pushing-in for related services are one way that flexible programming allows maximize time spent with general education peers. If an ELL has an IEP, they are placed in an ICT class. There are no 12:1 classes at PS 39.

8. 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.

Before we determine interventions we first analyze student data, sources of which include running records, TCRWP pre-assessments, state exams, math assessments, and content area assessments. In ELA we use Fundations and Words Their Way as targeted phonics and vocabulary interventions for newcomers as well as developing and long-term ELLs still requiring early literacy support. Math interventions include targeting vocabulary in small-group lessons (for developing and long-term students) as well as bilingual math vocabulary and manipulatives (for newcomer students).

The ENL teacher works with all classroom and AIS teachers to create a complete picture of a student’s strengths and areas for growth and chart a path going forward. All instruction is delivered in English with any available home language supports.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?
Looking at the previous year’s NYSESLAT data, our students struggle the most with writing. This year the ENL teacher will implement an ongoing dialogue journal with students who receive stand-alone services to create more comfort with writing. Additionally, the ENL teacher will collaborate with the general and special education teachers to create more direct grammar instruction within TCRWP.

10. If you had a bilingual program, what was the reason you closed it?
No programs or services for ELLs will be discontinued.

11. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are given equal access to all school programs by offering a variety of school programs open to all students. Math and ELA help specifically designed for ELLs is also offered. ELLs work with the ENL provider during extended day for extra English support. During the school day, there are a variety of standard curricular classes including ELA, Math, Science, Social Studies and Physical Education. In addition, Art, Technology, and Music are offered as specials. The after school, extracurricular activity at PS 39 is Chess. ELLs are sent home with letters in their parents preferred language about any extracurricular activities.

12. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
At PS 39 we use TCRWP, Fundations, Heinle picture and bilingual dictionaries, sight word readers, and Words Their Way. We also utilize iPads, laptops, websites such as Starfall, BrainPop, and Duolingo.

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
   Home language support is utilized whenever possible in our ENL program. This support includes translated texts, peer translators, staff translators, Duolingo, and bilingual picture dictionaries.

14. Explain how the school ensures all required services/resources support and correspond to ELLs’ ages and grade levels.
   Required services support and resources correspond to ELL’s ages and grade levels by ensuring that their goals are consistent with their needs. IEPs are read so that teachers and related services know the needs of the students and can create plans that are appropriate to their cognitive needs, as well as their grade and age. Every year required services evaluate the efficiency and effectiveness of their support to ensure that the resources are appropriate for ELLs. Throughout the year, related services also source for effective resources.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?

16. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
   Newly enrolled ELLs meet the ENL coordinator, support staff, and parent coordinator prior to the start of the new year. The ENL teacher tours new students around the school building, introducing them to all teachers that will have contact with them (including classroom teachers, front office staff, and cluster teachers). Whenever possible, students are introduced to another student who speaks the same language.

17. What language electives are offered to ELLs?
   Currently there are no language electives offered to ELLs.

18. For schools with dual language programs:
   a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
   b. In which language(s) is each core content area taught?
   c. How is each language separated for instruction?
   d. Is emergent literacy taught in the child’s home language first (sequential), or are both languages taught at the same time (simultaneous)?
   Paste response to question here:

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 and non-pedagogic staff.) What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
   PS 39 will provide professional development to all teachers and administrators that will address the needs of ELLs. This will be 15% of all required professional development hours for teachers. This will be completed during Monday PD hours beginning Monday, October 23rd, twice a month. The PDs will focus on language acquisition, co-teaching, and integrating language and content instruction in all areas. The ENL provider will focus 50% of professional development hours targeted to supporting ELLs in alignment with core content area instruction by attending ELL-specific Teacher’s College PDs and PDs provided by The Division of English Language Learners & Student Support. The teachers will look at formative assessment practices, which include breakdown reading standards into success criteria for student so that teachers can access themselves more accurately. The ELL provider participates in this work to become more familiar with the Common Core Learning Standards and
how they’re taught to provide language support.

PS 39 provides professional development to teachers during Monday PD, which involves formative assessment practices. It breaks down standards into success criteria for students so that students and teachers can access themselves more accurately. This is done twice a month beginning Monday, October 23rd.

2. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to ELL Policy and Reference Guide, Professional Development section.

The school focuses on the best coteaching strategies for the ENL teachers. The ENL teacher attends Teacher’s College PDs along with PDs provided by the Department of Education, frequently found in the newsletter sent by The Division of English Language Learners & Student Support. This is maintained on a Google calendar. Teachers are responsible for maintaining their PD records. They keep records of their PDs in their folders in the main office. All PDs provided at PS 39 have sign-in sheets that are collected. Staff will also be provided with agendas for ELL-related PD.

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 coordinator schedules individual meetings with parents during Parent Engagement time on Tuesday afternoons. If parents are unable to attend meetings at this time the ENL coordinator accommodates their schedule, meeting before or after school or over the phone if necessary. Using the preferred language information provided upon registration, the ENL coordinator sets up any interpretation that will be necessary. We frequently utilize over-the-phone interpretation provided by the Office of Translation and Interpretation.

2. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

The ELL parents are encouraged to join the PTA. Our Parent Coordinator reaches out to involve the ELL parents as much as possible. ELL parents are encouraged to participate in field trips, Title III after-school programs, our school garden, and as room parents.

Additional Information

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

Paste response here:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Anita De Paz, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
### Part VI: LAP Assurances

**School Name:** Henry Bristow  
**School DBN:** K039

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

<table>
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<th>Name (PRINT)</th>
<th>Title</th>
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<tr>
<td>Anita de Paz</td>
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<tr>
<td>Cathleen McCarthy</td>
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<td>School Counselor</td>
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<td>Superintendent</td>
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<td></td>
<td>Field Support Center Staff Member</td>
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<td>Helen Hernandez</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
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<td>(*Primary)</td>
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* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - Surveys conducted by your school.

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

2. List parents’ preferred languages for both written and oral communication. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
The majority of parents' preferred language for both written and oral communication is English. The other languages are Spanish, Chinese, Arabic, Portuguese, Ukrainian, Urdu, Russian, German, Japanese, French, Korean, Danish, Norwegian, and Maharathi.

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
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<tbody>
<tr>
<td>The documents typically disseminated and need translation are any &quot;backpack&quot; forms, which are forms that are sent home to all students from the Chancellor such as, but not limited to lunch forms, emergency cards, after-school programs, agendas, trip forms etc. The middle school application is given out in October. Two weeks prior the forms that need translation will be sent off to be translated. Notices about parent teacher conference were sent home mid-October. The Kindergarten and Pre-K application info will be sent home from December to March.</td>
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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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
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<tbody>
<tr>
<td>Formal face-to-face meetings the school will typically have with parents throughout the school year are parent-teacher conferences, curriculum nights, IEP meetings, meetings with the principal, guidance counselors, and parental outreach done by all teachers.</td>
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3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of [Chancellor’s Regulation A-663](#) and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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

Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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