



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PUBLIC SCHOOL 329

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 21K329

PRINCIPAL: SALEMA MARBURY **EMAIL:** SMARBURY@SCHOOLS.NYC.GOV

SUPERINTENDENT: ISABEL DIMOLA

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Salema Marbury	*Principal or Designee	
Ruben McLaughlin	*UFT Chapter Leader or Designee	
Zorida Mohammed	*PA/PTA President or Designated Co-President	
Leah Depena	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lisa Lafontant	Member/ asst. Principal	
Suzette Robbins	Member/ Paraprofessional	
Rachelle Ettman	Member/Teacher	
Natascha Richardson	Member/Parent	
Angela Fergeson	Member/Parent	
Ruth Renderous	Member/Parent	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, at least 50% of classroom teachers in grades kindergarten through 5 , will create and utilize curriculum maps aligned to the NYS and Common Core Standards in ELA and social studies.

Comprehensive needs assessment

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

To develop teacher competency in creating a rigorous and coherent curricula that is aligned to the NYS and Common Core Standards, across grades in ELA and social studies by engaging teachers in frequent Curriculum Mapping sessions and professional development in order to improve student achievement in reading and writing. Per our 2010-2011. Progress Report only 43% of our students are proficient in ELA.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

During professional development and teacher work group sessions teachers will create, revise and /or update curriculum maps aligned to the NYS standards in ELA and social studies and the Common Core Standards in ELA. Teachers will meet during grade level meetings to create cognitively demanding tasks along with rubrics which will be utilized to assess students' performance on the tasks in order to determine mastery of the selected ELA and social studies standards. Teachers will participate in school and/or Network coordinated professional development sessions focusing on curriculum mapping and the creation of standards based tasks. These curriculum maps will be utilized as our scope and sequence and will be updated and/or revised based on student performance on the aligned tasks. Informal and formal observations will take place throughout the school year to observe the effectiveness of teaching practices. Student data will be reviewed at least three times per year. Information gathered during classroom observations and student data reviews will be utilized to adjust and revise teaching practices throughout the school year. Teachers' implementation of lessons will be monitored frequently through a series of brief classrooms visits, grade meeting conversations and one to one conversations.

- As a result of engagement in professional development sessions, teachers will create and revise curriculum maps to show units that are aligned to NYS and Common Core State Standards in ELA and social studies. These documents will be reviewed at least 3 times throughout the school year by the administration to ensure effective implementation and revision of units as needed.
- Teachers will have cataloged a variety of cognitively demanding tasks for reading, writing and social studies. Catalogs will include the teachers' reflection on the purposefulness of each tasks and the impact on student learning.

- Students will be constantly engaged in working on cognitively demanding tasks. Students' work from these tasks will be discussed at grade meetings and inquiry meetings to help teachers and the administration to plan next steps for interventions or acceleration.
- Results from common grade assessments will show that students are improving in their comprehension of complex text as measured by rubrics specifically designed for this purpose and that their writing has improved as a result.
- Examination of student reading performance as measured by the Fountas and Pinell reading levels will show that 50% of students in K-2 have moved at least two reading levels from their entry or assessed levels in September through January.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Engage parents during Parent Orientation and Curriculum Night sessions whereby parents have the opportunity to meet with teachers and learn about the NYS and Common Core Standards aligned activities their child will participate in throughout the academic year.
 - Invite parents to attend Learning Leaders training sessions so they may have the opportunity to volunteer and assist in the classroom
 - Inform parents of their child's progress towards meeting the NYS Common Core Standards in ELA and Social Studies in the form of Student Progress Reports.
 - Provide parents with copies of intervention plans in the event their child struggles to achieve specific standards; provide parents with specific strategies on what they can do at home to assist their child

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Title I funding will be utilized to support professional development activities to assist staff members in becoming highly qualified.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

After-school activities funded by CASA and 21st Century Grants will be utilized to support student enrichment programs.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I, Tax Levy, ,ARRA and Contract for Excellence Funding will be utilized for professional development.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012, 50% of the students targeted for inquiry work in mathematics, will demonstrate improvement in their problem-solving abilities, facility with basic number facts, and their ability to express themselves in writing about solutions as measured by common formative assessments developed by grade level groups, end of unit tests, specific pre and post tests designed to target the concepts or skills identified for improvement.

Comprehensive needs assessment

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

To improve the mathematics performance level of students in all grades by enhancing the level of school wide inquiry with a focus on looking at student work . As per our 2010-2011 Progress report only 54% of our students are proficient in mathematics.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Teachers will participate in professional development workshops coordinated by the leadership academy and/or our Network that will focus on organizing student data effectively, analyzing student data effectively, looking at student work, and utilizing student data effectively to drive instruction.
- All teachers, including cluster teachers, will participate in a grade level inquiry group and will utilize researched based strategies to accelerate the learning of their targeted groups.
- Administrators will observe inquiry groups at work to provide guiding feedback.
- Informal and formal observations will take place throughout the school year to observe the effectiveness of teaching practices.
- Student data will be reviewed at least three times per year.
- Information gathered during classroom observations and student data reviews will be utilized to adjust and revise teaching practices throughout the school year.
- Inquiry Group Progress will be reviewed at least 3 times per year and will determine by student progress towards meeting mathematics standards.
- Student mastery will be determined by teacher made exams aligned to NYS and Common Core performance standards and noted on "Benchmarked"

NYS/Common Core Standards Mastery Recording Sheet.

- Teachers will documentation and sharing of strategies that work to improve student performance.
- Informal Observation of Inquiry Meetings will determine the effectiveness of their collaborative work.
- Informal Observations of Inquiry Group Sessions to determine effectiveness of teaching strategies.
- Pre-assessment and post-assessments will be utilized to demonstrate student improvement in their mathematics performance.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Provide parents with take home supplements and resources during our Parent Teacher conferences and Curriculum Night
 - Share specific grade level expectations in mathematics with parents during parent workshops conducted both during the day and in the evening
 - Engage parents in discussions and share strategies during School Leadership and Parent teacher Association meetings
 - Inform parents by sharing timely results of formal and informal assessments so that parents are aware of specific areas of struggle for their child; ensure that all parents have access to the ARIS system (via home or school computers) to monitor their child's attendance and academic growth
 - Utilize the School Messenger telephone system to inform parents of upcoming events and programs available to assist their child in achieving the NYS and Common Core Standards in Mathematics

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Title I funding will be utilized to support professional development activities to assist staff members in becoming highly qualified.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

After-school activities funded by CASA and 21st Century Grants will be utilized to support student enrichment programs.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I, Tax Levy, ,ARRA and Contract for Excellence Funding will be utilized for professional development.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012, 100% of classroom teachers will engage in studies around "Using Questions and Discussion Techniques" and "Using Assessments in Instruction" by studying the Daniel's Framework for Teaching and demonstrating growth in the planning and implementation of lessons in both areas as measured by a research-based rubric.

Comprehensive needs assessment

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

To improve teacher effectiveness by developing professional learning communities in which teachers are engaged in studying how to craft and implement learning experiences that result in improved students performances.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Planning time will be provided by the Administration for teachers to meet as a grade to read researched based-materials, look at exemplars, and design Units and a series of learning activities that engage students in high-level cognitive activities. Coaches, Network Specialist and the Administration will be present at the sessions to provide guidance and support.
- A Calendar of classroom visits (formal and informal observation) will be developed and consulted frequently to ensure that each teacher is visited with a focus on the selected competencies indicated above.
- The professional development committee (principal, AP, coaches, lead teachers) will develop and implement PD plans that target individual or group of teachers based on the cumulative results from classroom visits.
- Teachers with the help of the Network support will develop a self-assessment tool to reflect on their status at different intervals of the PD series and indicate, according to the rubric, where they stand and what additional help they need to reach their target.
- Pre-assessment: Teachers with the help of the Admin and the Network will develop and take a pre-assessment based on the two competencies identified above.
- Post-assessment: Teachers with the help of the admin and Network will develop and take a post-assessment based on the two competencies identified above. Each teacher will rate him/herself using the rubric used throughout the year and create goals for the new school year.
- The principal and AP will engage teachers in conversation around their current status as measured by the rubric and discuss future learning goals for the teacher.

- All teachers will write a reflection about the process, the benefits derived and recommendations.
- Individual or group professional development plans delineating steps for progress and movement during the course of study.
- Pre-and Post assessments
- School developed rubric that measures each teachers' status regarding "Using Questions and Assessments"
- Formal and informal observations written reports.
- Calendar of observation dates align to actual observations
- Teachers' reflections and recommendations

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Share copies of the School Progress Report and Quality Review with parents during PTA meetings to ensure that parents are aware of the school's overall achievement status as well as next steps
- Provide parents with student Progress Reports and copies of Student Goals so that parents are aware of progress their child is making throughout the year.
- Equip parents with key questions and discussion points to be utilized when conferencing with teachers to promote productive discussions centered on NYS and Common Core standards as well as their child's academic performance.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Title I funding will be utilized to support professional development activities to assist staff members in becoming highly qualified.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

After-school activities funded by CASA and 21st Century Grants will be utilized to support student enrichment programs.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I, Tax Levy, ,ARRA and Contract for Excellence Funding will be utilized for professional development.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By the end of June, 2012, 50% (230) of all students in grades K-5, will be able to

- a. Demonstrate growth in effective problem-solving by using mathematical modeling; creating viable arguments to support their decisions and critique the reasoning of others.
- b. Demonstrate growth in effectively forming and supporting opinions based on the reading of complex-text; and responding through selected genres—information writing, personal essays, literary essays, narrative accounts and historical events through first-person narratives, poetry, and oral and written reports.

Comprehensive needs assessment

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

To increase students' academic proficiency in mathematics and literacy by creating and implementing performance-based tasks that measures students' problem-solving and critical analysis ability in mathematics; and engage students in effectively forming opinions and finding information to support their opinions and justify their arguments through persuasive writing across all subjects and grades.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Teachers will utilize current student data to formulate tasks that meet students' current status in reading, writing and mathematics
- Teachers will analyze a variety of tasks (literacy and mathematics) as a method to develop or select appropriate tasks that meet the goal.
- Coaches, Network Specialist and Administration will provide profession development in formulating lessons that include the designing or selection of rigorous tasks.
- ESL teachers and ELL Network Specialists will provide professional development to teachers so that there is scaffolding in lesson preparation and multiple entry points for the tasks developed or selected to meet the needs of ELL students

- Teacher teams will meet to utilize data from current student work to determine the quality of student work as measured by agreed upon rubrics.
- The SETSS teacher and Special Education Network Specialist will provide assistance to teachers in developing and using strategies to help students improve their performance on selected tasks.
- A variety of tasks will be selected or developed for regular use in classrooms based on students' entry levels.
- Performance-based tasks will be utilized for common assessments to develop students' competencies in forming opinions, writing persuasively, supporting arguments, solving math problems through modeling, and making and supporting conjectures.
- Student work will reflect responses to complex text, formulated opinions, arguments and persuasive writing in the different genres identified above.
- Student work will reflect improved approaches to problem-solving in mathematics.
- Students' participation in classroom discourses will show improvement in oral presentation, the adherence to the use of protocols, and a display of confidence on the part of teachers and students.
- Progression of lesson including scaffolding and multiple entry points for ELL students through the collection and review of teacher lesson plan books
- An increase in the quality and quantity of student response to informational text as evidenced by the results of formative and summative assessments, current student work, formal, informal and snapshot classroom observations, student short term writing goals and students data information.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Maintain a Parent Resource Center and lending library (instructional materials for parents will be located in Room 231). Ensuring that this resource center is equipped with computers for parents to utilize for the purpose of accessing their child's information via ARIS specifically information related to their child's achievement in English Language Arts and Mathematics.
- Conduct parent workshops during the day and in the evening to introduce the Common Core learning standards.
- Provide parents with resources via P.S. 329 school website including sample online activities that are Common Core aligned and complex in nature.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Title I funding will be utilized to support professional development activities to assist staff members in becoming highly qualified.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

After-school activities funded by CASA and 21st Century Grants will be utilized to support student enrichment programs.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I, Tax Levy, ,ARRA and Contract for Excellence Funding will be utilized for professional development.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	23	23	N/A	N/A	0	0	0	1
1	36	36	N/A	N/A	1	0	1	0
2	46	46	N/A	N/A	0	0	1	3
3	29	29	N/A	N/A	0	2	1	1
4	31	31	31	31	0	0	1	0
5	45	45	45	45	0	0	1	3
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>The students are provided Academic Intervention by the classroom teacher’s use of: research based strategies, small group instruction and differentiated instruction. These methods are tailored to meet the individual needs of students based on the skills they haven’t mastered.</p> <p>Through our Inquiry work we have identified The Big Three. The Big Three are skills that students have difficulty with school-wide. These skills will be incorporated into our Skill of the Week pacing, will be embedded into daily lessons and revisited several times throughout the school year to ensure that students successfully master these skills. Individualized Intervention Plans will be developed by teachers for students who have not met their current benchmarks and need additional support in order to meet the next benchmark. The plan will outline what the teacher will do in addition to the regular classroom instruction to ensure that these students move to the next level.</p> <p>The Extended Day period will be used to give students reading intervention. The My Sidewalks Reading Intervention program is an intensive reading program that accelerates reading through explicit instruction in the five core elements of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. It is used with small groups of students 2x a week for 45 minutes in K-5 classrooms.</p>
<p>Mathematics</p>	<p>Math Tutoring</p> <p>Students in grades K-5 receive differentiated, small group instruction in the classroom. Students also receive math tutoring 1x a week for 45 min. in the extended day session. In addition to that we have a tutoring program for third, fourth and fifth grade students. Teachers help prepare students for the Math Exam in the After school Tutorial program. Teachers review, track and practice the entire curriculum doing approximately two major skills each session. Students selected are “at risk” and chosen through the recommendation of classroom teachers and their previous state exam scores.</p>
<p>Science</p>	<p>The 4th grade students receive additional instruction in science from the Science cluster teacher and their classroom teacher to ensure that the entire curriculum is covered and that skills taught in earlier grades are reviewed. This prepares them for the Science state exam that is administered in June. Students use Measuring Up test prep books along with other materials to ensure their success on this exam.</p>

Social Studies	Students are taught how to do research using the Independent Investigation Method. This model allows the students to do research of the Social Studies themes using various strategies based on learning styles and interests. Teachers are able to work with small groups who are having difficulty and guide the through the process.
At-risk Services provided by the Guidance Counselor	At the request of the school based support team, the Guidance Counselor provides at-risk counseling for a period of six weeks to assess if the student needs counseling on a long term basis. If it is determined that the student does need on-going counseling a full evaluation will have to be completed.
At-risk Services provided by the School Psychologist	If a student has a crisis or displays behaviors that show they may need counseling the School psychologist sees students for a period of six weeks to determine if sessions are needed on an on-going basis in a group or individually. Before a child can be seen on a regular basis a full evaluation will have to be completed.
At-risk Services provided by the Social Worker	At the request of the school based support team the Social worker will meet with at-risk students for a period of six weeks to determine the need for on-going sessions. Students will have to be evaluated before the Social Worker can see students permanently.
At-risk Health-related Services	The nurse provides on-going classes throughout the school year. These classes teach the students how to manage illnesses such as asthma and diabetes in school and at home.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress. Six times during the academic year, P.S. 329 will provide parents with specific information related to their child's achievement towards meeting the grade level standards in all subject areas. Reports and feedback will be in the form of Student Progress Reports, Individualized Student Goal Reports, Individualized Intervention Plans and Student Report Cards;
- Discussing student progress reports with parents to ensure that each parent knows their child's currently level of performance and share strategies that parents can implement at home to support their child's success. Where appropriate, we will design individualized Academic Intervention Plans outlining specific strategies the teacher will be implementing in the classroom that are aligned to students' specific academic struggles.
- Providing parents with the information and training needed to effectively become involved in the education of their children including supporting parents in the use of ARIS as well as providing parents with the opportunity to train as Learning Leader Volunteers;
- Providing assistance to our parents in understanding New York City, New York State and Common Core standards and assessments, During annual Curriculum Night, Parent Orientation and Parent Teacher Conferences parents will be provided with the opportunity to review grade level expectations, discuss individual student work and gain insight on strategies they can use at home to reinforce their child's learning ;
- Utilizing the P. S. 329 School Messenger telephone notification system and the P.S. 329 School website to share information about student/parent related programs, specialized programs, student enrichment, special events, meetings and other activities in a format, and in languages that parents can understand. Parent handouts and notices will also be made available in translated format. Throughout the year parents will be encouraged to complete

questionnaires and surveys which outline topics that may be of interest and/or concern to the school community. Survey feedback will be utilized to determine workshop topics and parent resource needs;

- Providing professional development opportunities on a bi-weekly, monthly and quarterly basis aligned to our school goals for school staff to improve outreach, communication skills, student outcomes and competency in order to build stronger ties between parents and other members of our school community.;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills, grant writing skills, and improving community involvement;
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of our children and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will utilize feedback from Parent Surveys to plan, coordinate and facilitate ongoing workshops. 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 aligned to school community needs (as per Parent Surveys)with topics that may include: parenting skills, health and wellness, NYS grade-level curriculum and assessment expectations; literacy, accessing community and support services; as well as ARIS and technology training to build parents' capacity to help their children at home;

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

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

- holding an annual Title I Parent Curriculum Conference;
- Aligning parent resources sessions(i.e. health night, curriculum night) to monthly PTA meeting dates as well as hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Program Committees, Parent-Teacher Association and Title I Parent Committee;
- supporting or hosting family day events including Art exhibits, Superstar of the Month, Awards dinners, Dance and Theatre events, Student Government Organization events and Cook shop sessions ;
- maintaining a Parent Resource Center and lending library (instructional materials for parents will be located in Room 231). Ensuring that this resource center is equipped with computers for parents to utilize for the purpose of accessing their child's information via ARIS. Parent resources will also be available in the form of a Take Home Library which will be open to families at each Parent Teacher Conference date;
- encouraging more parents to become trained school volunteers(Learning Leaders);
- providing written and verbal progress reports that are periodically given (two times per year) to keep parents informed of their children's progress (i.e. two student goal reports, Winter and Spring progress reports);
- utilizing our school website to keep parents informed about school activities, events and special programs;
- providing school planners for regular written communication between teacher and the home;

SCHOOL-PARENT COMPACT

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

parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- ensuring that our parents are aware of the times their child's teacher is available for daily conferences.
- 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 for those parents who cannot attend a regular Parent/Teacher meetings;
- 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 academic intervention programs, tutorials programs, student enrichment, parent-centered programs, and meetings in a format/language (and to the extent practicable) that is clear to parents;
- 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 their child's learning profile, reading level, achievement towards meeting the New York State and Common Core Standards (for each child) as well as other useful school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services (in Spanish, Mandarin, Cantonese, Creole, Urdu and other languages) in order to effectively communicate with limited English speaking parents;
- sharing information with parents regarding 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 as Learning Leaders and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year (aligned to survey feedback), including Parent Orientation, Curriculum Night, Parent Teacher Conferences, Health and Wellness Fairs and Job Fairs with a goal of improving student achievement and parent involvement;

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 the New York State and Common Core standards and assessments as well as allowing parents to monitor their child's progress throughout the academic year. In addition, resources will be made available during parent teacher conferences, curriculum night, and other planned workshops. Parent training and support will be provided at varying times to maximize opportunities for parents to attend.
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents including ENACT workshops, Cook shop Nutrition Programs;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Ms. Marlene Wilks	District 21	Borough Brooklyn	School Number 329
School Name The Surfside School			

B. Language Allocation Policy Team Composition [?](#)

Principal Ms. Marbury	Assistant Principal Ms. Lafontant
Coach Ms. Smith	Coach Ms. Schettini
ESL Teacher Ms. Murlin	Guidance Counselor N/A
Teacher/Subject Area N/A	Parent N/A
Teacher/Subject Area N/A	Parent Coordinator Ms. Depena
Related Service Provider N/A	Other N/A
Network Leader Ms. Marlene Wilks	Other N/A

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	482	Total Number of ELLs	14	ELLs as share of total student population (%)	2.90%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Upon registration students are identified through the use of the Home Language Identification Survey (HLIS). If it is determined that the student's native language is other than English, an informal oral interview is conducted by a school pedagogue. The initial interview is conducted with the parents by our pupil accounting secretary, in conjunction with our certified ESL teacher or a school pedagogue. The interview is conducted in English and/ or the native language spoken. There are pedagogues on staff who speak the three main languages represented in our school (Spanish, Chinese, and Urdu). Students identified through the use of the Home Language Identification Survey (HLIS) are either deemed eligible or not for testing using the Language Assessment Battery (LAB-R). These children are administered the LAB-R by our school's certified ESL Teacher Ms. Murlin. The identified students are administered the Language Assessment Battery- Revised (LAB-R) no later than ten days after being enrolled in a New York City Public School. If the student scores at the Beginning, Intermediate or Advanced Level, the student is Limited English Proficient (LEP). The student is then placed in a bilingual education, dual language or freestanding ESL program, depending on the parent selection process. These children are then evaluated annually in the spring, by our ESL Teacher using the New York State English as a Second Language Achievement Test (NYSESLAT). If the student scores at the Proficient Level, the student is no longer considered to be LEP. If the student scores at the Beginning, Intermediate or Advanced Level, the services are continued until he or she scores at the proficient Level on the NYSESLAT. Students are placed as Beginners, Intermediate, or Advanced ELLs according to their annual progress on the NYSESLAT. The ESL teacher invites parents/guardians to a Parent Orientation Meeting. This meeting takes place within ten days of the English Language Learners admit date. Notification letters informing them of the meetings are given in their home language indicated on the HLIS. On staff pedagogues serve as translators at these meetings to inform parents of the programs available throughout the New York City Department of Education. Different models and types of language acquisition programs such as Transitional Bilingual Education, Dual Language, and English as a Second Language Program are discussed. The parents are then asked to fill out the Parent Survey in their home language. If Parent Survey and Program Selection letters are not returned, they are reissued and the Parent Coordinator, Ms. Leah Depena, then calls each parent to arrange for a one to one meeting. A pedagogue translator in the necessary native language is made available. Our school only has a freestanding ESL program. Parents are given the option to seek schools that offer appropriate bilingual instructional classes should they desire alternative programs not offered at Public School 329. The records of new admits to the school are checked by the ESL teacher and the pupil accounting secretary to determine the child's ELL status. An annual review of the Parent Selection and Program Survey has determined that the trend has been the selection of a freestanding ESL Program over any other program. After reviewing the mentioned documents we have found that of our fourteen ELLs six are receiving ESL as per their IEPs. And eight parents opted for our school's free-standing ESL program. The limited number of ELLs in any particular grade does not allow for a full ESL classroom in any particular grade level.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	10	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ⓘ

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	3		7	2		2				5
Total	3	0	7	2	0	2	0	0	0	5

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).

A. Programming and Scheduling Information

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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

An ESL certified teacher provides instruction in English using ESL methodologies and scaffolding of prior knowledge. The ESL teacher provides services to English Language Learners in classrooms through ESL Pull-Out and Push-In Services. The amount of time is determined by the the individual results of the New York State English as a Second Language Achievement Test (NYSESLAT). Our program model is homogeneous in which proficiency levels are the same. The group size ranges from five to eight. Our groups consist of beginner and intermediate students in a group . Advanced students are grouped seperately. In order to maximize English acquisition for ELLs, the ESL teacher and the classroom teachers articulate and collaborate both formally and informally. The ESL teacher completes a monthly Articulation Report which includeds topics and strategies that will be addressed and utilized along with a plan for instruction on each student that is entitled to receive ESL services. This ensures adequate services and avoids overlapping of resources. The four modalities, reading, writing, listening, speaking are integrated into standard based lessons. Instructional goals are developed through common planning and review of students' progress between the ESL teacher and classroom teachers. P. S 329 teachers work with the ESL teacher to differentiate their classroom instruction to address student deficiencies and target students for success. P.S. 329 teachers develop a Bi Weekly Differentiation Plan to align the instruction to the predetermined deficiency of the student learner, and assist with managing data while differentiating instruction in ELA, mathematics, social studies and science. P.S. 329 students are involved in setting their own goals. Goal setting is monitored for progress three times during the school year. P.S.329 teachers conference with students and duly note their strengths as student learners. In addition, teachers assist students in this process and choose a goal area to address this S.M.A.R.T. goal. Teachers support students to accurately define the challenge as well as the specific action steps required. Students are asked what they think they'd have to do differently in order to reach their goal. Through ongoing classroom conversations, teachers offer encouragement to ensure and target student success. The ESL teacher also participates on our AIS and Support Inquiry Teams. The ESL teacher works with ELLs to implement literacy. Teachers in all grades teach both whole group and small group lessons. These lessons incorporate the methods suited to ELLs to help them meet their linguistic needs in the classroom. The needs are also addressed through a funded ESL teacher who provides small group instruction. Pulling students out or pushing into the classroom achieves this. In ESL pullout, students engage in various activities that promote the acquisition of language. Through the use of materials such as sight vocabulary flash cards, picture cards, rebus, selection audiocassettes etc., students begin to communicate with each other in English more proficiently. We are presently using Rigbys On Our Way To English Program K-5. This series includes a newcomer kit designed for ELLs in US schools less than three years. In addition, we are using Earobics and Rosetta Stone software for language acquisition and vocabulary building. These instructional materials and technology are used to support ELLs. Lessons focus on the individual abilities and needs of students as well as the language development of the child. TPR or Total Physical Response and labeling methods are used for students who speak very little English.

To better service our ELL population, we have focused our efforts on developing literacy with a structured ESL instructional program. Teachers are encouraged to use ESL teaching strategies within all content areas. They will use multi-level approaches provided in The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers. The Balanced Literacy Program will serve as their primary source of literacy instruction as it incorporates ESL methodologies and strategies where appropriate. The Balanced Literacy Program will develop strong literacy skills through the exposure of authentic literature in read-alouds,

A. Programming and Scheduling Information

shared readings, and accountable talks. Thus all students will develop listening, speaking and writing skills.

In the ESL program, the general education as well as the special education children are chosen by grade level and placed in groups according to their grade levels and scores on the NYSESLAT. Beginners and Intermediate ELLs receive 360 minutes per week while Advanced level ELLs receive 180 minutes of ESL alongside 180 minutes of ELA per week. Those that did score at the Proficient level received a letter indicating that they would be receiving an additional year of service to ease the transition from ESL to ELA. IEPs are reviewed on an annual basis and modified accordingly. Students are programmed into classes according to NYS mandates.

Our newcomers receive 360 minutes of instruction per week. Their program includes language development as well as content area instruction using ESL methodologies. Academic Intervention Service providers also provide them with small group instruction using research based programs. The AIS teacher utilizes tools such as ARIS and Acuity to support students who show continued weakness in phonemic awareness, phonics, letter recognition, fluency, reading comprehension, and writing.

Ells receiving services 4-6 years will be involved in a Balanced Literacy Approach which incorporates the workshop model with instruction including the content areas of mathematics, science, and social studies. Instructional ESL lessons are designed to meet the needs of the learners focusing on word study, vocabulary building, reading comprehension, fluency, and testing strategies for ELA and mathematics

As for our Ells identified as having special needs, the ESL teacher aligns the ESL program instruction with the students' IEPs as well as the special education classrooms by articulating with the special education colleagues and cross referencing various materials used in the specialized classrooms.

S.I.F.E students are provided with additional support. Classrooms are equipped with Promethean Boards and computers to assist in providing visuals for these students. They will receive additional small group instruction by our Reading Coach.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

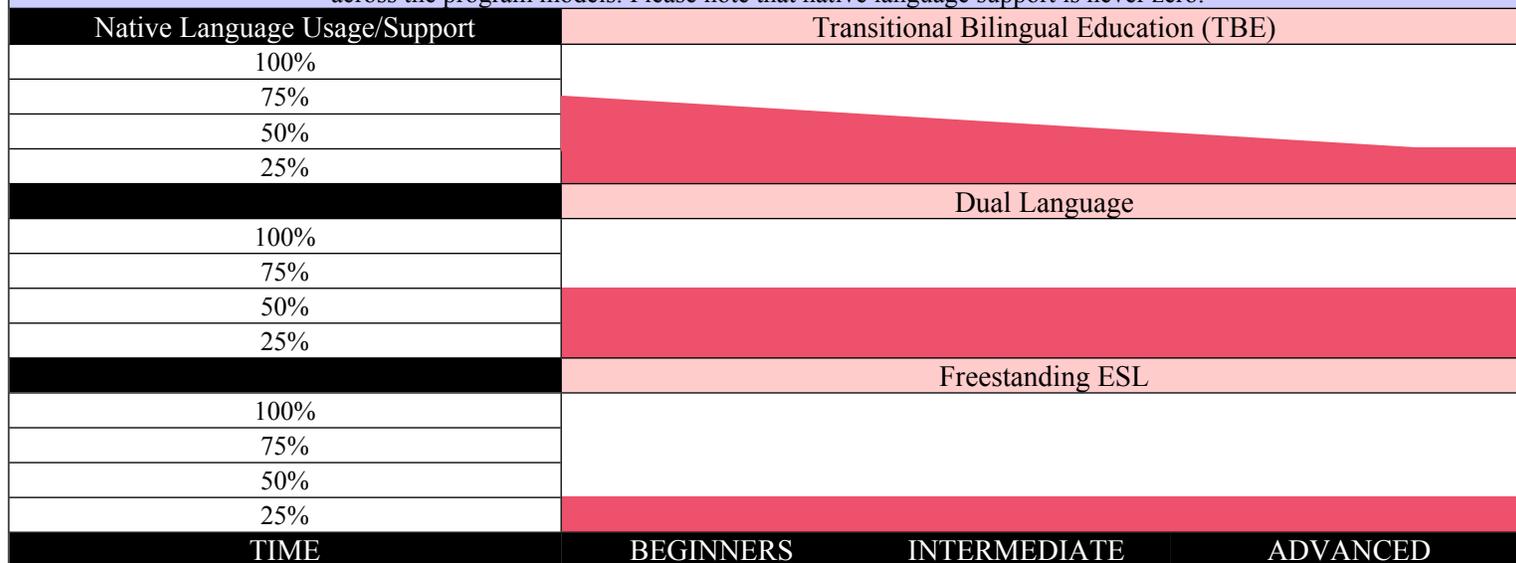
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Our targeted intervention program for ELLs in ELA, math, science and social studies includes but is not limited to

P.S. 329's teachers are in their fifth year of implementing The Lucy Calkin's Units of Study for Teaching Writing in grades K- 5. Our ESL teacher as well as special education teachers receive professional development through Teachers College on upcoming Writing Units of study that has been helpful in reading instruction as well. The school year starts off with small moments and personal narratives culminates at the end of the school year with How to books, informational books and Memoirs. Students work collaboratively with their teachers to showcase and celebrate their developing writing talents. Parents, Administrators as well as other classes are invited to Authors' Days and Writing Celebrations throughout the school year to encourage our developing writers. Professional development needed to teach writing and are able to provide their students with clear sequenced instruction.

The Headsprout Reading Program is an intensive internet based beginning reading program for students including ELLs in Grades K-2, who are not yet reading or who are in the beginning stages of the reading process. This research based program targets general education classroom students as well as special education students. Students with disabilities (SWD) are provided on-line tutorial providing one-on-one instruction in phonics and phonemic awareness. The Headsprout Reading Program consist of interactive online lessons, printed stories and automated progress reports and cover the five critical components of early reading - phonemic awareness, phonics, fluency, vocabulary, and comprehension. The highly interactive, animated lessons keep kids engaged and excited about learning to read. The Headsprout Reading Program adjusts to the individual needs of each child, giving added help when needed, providing practice, building fluency, and tracking progress while always assuring critical skills and concepts are learned. In addition, a colorful progress map helps children keep track of their own learning gains and inspires progression through the lessons.

The staff members of P.S. 329 are making a concerted effort to address the needs of its Ells , struggling learners and students with difficulties (SWD).To this end, a variety of structures and interventions are established in the school. An Academic Intervention Team (AIS Team) assembles regularly to collaborate and discuss the needs of struggling learners; address what is working, what is not and what the next steps will be.

The My Sidewalks Reading Intervention by Pearson Scott Foresman program is a scientifically based intensive reading intervention program designed to provide explicit and intensive instruction to meet the individual needs of struggling readers, and students with disabilities (SWD) in grades 1 through 5. The program delivers systematic and explicit instruction in the five core elements of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension, and is intended for small groups of students, 30-45 minutes per day, five days a week, for 30 weeks, in addition to core reading instruction.

P.S.329's teachers in grades K-5 are currently implementing the Investigative Method (IIM) for Research in our theme-based social studies curriculum

Students in grades 3- 5 receive tutoring in math 2x a week in small groups, during the 37.5 minute tutorial. Teacher volunteers help prepare students for the Math Exam in the after school program. Teachers review, track and practice the entire curriculum doing approximately two major skills each session. Students selected are "at risk" and chosen through the recommendation of classroom teachers.

The 4th grade students receive additional instruction in science from the Science cluster and their classroom teacher to ensure that the entire curriculum is covered in order to prepare them for the Science exam that is administered in May. Students use Measuring Up test prep

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Parental involvement is stressed at the Surfside School. All parents including parents of ELLs are invited to attend an orientation, "A Meet and Greet" at the beginning of the school year. Parents of Ells are invited to our "Job Fair." This fair provides our parents, including our Ell parents, with an opportunity to become familiar with new employment and career opportunities. In addition, we hold a "Fall Harvest Festival" This is an incentive for parents who join our Parent Teacher Association. Paents participate in monthly PTA meetings, as well "Mommy and Me Nutrition Workshops," "How to Make Ends Meet Workshops" and many more. Our parents also receive training to become Learning Leaders in order to better serve our school as volunteers. Parents are kept abreast of all events taking place in our school through phone calls made to their homes by our school messenger system. In addition, our families stay informed by visiting our school website ps329schoolwires.com.

Our School Community Based Organization, the YWCA, is employed as a free after school support program for all P.S.329 Surfside students. Members provide homework help and extracurricular activities that include video arts, arts and crafts, and sports, cultural and educational excursions

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The ESL teacher participates in staff development for all grades and turnkeys at the school the information acquired.

Intensive professional development will be provided to all staff members including our teachers, subject area teachers, paraprofessionals, parent coordinator etc. in the following areas:

- Common Core Opinion Writing for ELLs
- Creating Universal Design Tasks for ELLs
- o Using Data/Assessment to Drive Instruction
- o Language Through Technology
- o Components of the NYSESLAT
- o Collaborating with IEP,SETTS,CTT and ESL Teachers

It is during these professional development sessions that the minimum 7.5 hours of ELL training for all staff is provided. The duration of each workshop is one hour. They will be presented to ESL and non- ESL personnel

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1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)			1	1										2
Intermediate(I)	1	2	2	1	1									7
Advanced (A)			3		1	1								5
Total	1	2	6	2	2	1	0	0	0	0	0	0	0	14

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4					0
5	1				1
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								0
4									0
5			1						1
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

After reviewing the NYSESLAT scores, it is evident that the ELLs need to increase their writin comprehension and reading skills. The NYSESLAT will be used to group children homogenously (beginners, intermediates, advanced) within regular classes in order to provide appropriate push-in or pull-out ESL services. Small group instruction will allow teachers to differentiate instruction. Fountas and Pinnell Reading Levels and Diagnostic Reading Assessments results and other assessments will be used to group children according to their needs. Traditionally, early grades have focused on narrative forms of reading and writing. This will address the specific instructional needs of students making the transition from early childhood to upper elementary grades. This year we will concentrate on including more non-fiction reading and writing in grades Kindergarten through 5. Grades 3-5 will utilize City/State tests, Performance Assessments, DRA, and teacher evaluations to identify specific student needs and align instruction. The utilization of TCRWP Benchmarks in Reading: Independent Reading Level benchmarks are used to help monitor progress through reading proficiency. These benchmarks are established and

Additional Information

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

N/A

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

After reviewing the NYSESLAT scores, it is evident that the ELLs need to increase their writin comprehension and reading skills. The NYSESLAT will be used to group children homogenously (beginners, intermediates, advanced) within regular classes in order to provide appropriate push-in or pull-out ESL services. Small group instruction will allow teachers to differentiate instruction. Fountas and Pinnell Reading Levels and Diagnostic Reading Assessments results and other assessments will be used to group children according to their needs. Traditionally, early grades have focused on narrative forms of reading and writing. This will address the specific instructional needs of students making the transition from early childhood to upper elementary grades. This year we will concentrate on including more non-fiction reading and writing in grades Kindergarten through 5. Grades 3-5 will utilize City/State tests, Performance Assessments, DRA, and teacher evaluations to identify specific student needs and align instruction. The utilization of TCRWP Benchmarks in Reading: Independent Reading Level benchmarks are used to help monitor progress through reading proficiency. These benchmarks are established and monitored quarterly. In addition, benchmarks provide P.S. 329 teachers with and additional lens by which to target their small group and guided reading instruction. Through conferencing, these benchmarks are used as a personal goal for each student to strive for by the upcoming target dates. The My Sidewalks Reading Intervention by Pearson Scott Foresman program is a scientifically based intensive reading intervention program designed to provide explicit and intensive instruction to meet the individual needs of struggling readers and students with disabilities (SWD) in grades 1 through 5. The program delivers systematic and explicit instruction in the five core elements of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension, and is intended for small groups of students, 30-45 minutes per day, five days a week, for 30 weeks, in addition to core reading instruction.

In addition ELLs will learn test taking strategies. Teachers will help our ELLs develop higher level thinking skills and strategies by raising the student level of understanding from simple recall and comprehension to analysis, synthesis and evaluation according to Bloo's Taxonomy of Learning.

We will continue to provide differentiated instruction, while setting individual bi-weekly goals for our ELLs. Their progress and gain will be monitored by our ESL provider, their classroom teacher and our inquiry team. The information gathered will help us to evaluate the success of our program for ELLs.

Additional Information

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

N/A

Part VI: LAP Assurances

School Name: <u>The Surfside School</u>		School DBN: <u>21K329</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Salema Marbury	Principal		1/1/01
Ms. Lisa Lafontant	Assistant Principal		1/1/01
Ms. Leah Depena	Parent Coordinator		1/1/01
Ms. Tina Murlin	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Ms. Jocelyn Smith	Coach		1/1/01
Ms. Donna Schettini	Coach		1/1/01
	Guidance Counselor		1/1/01
Ms. Marlene Wilks	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **21K329** School Name: **The Surfside School**

Cluster: **2** Network: **CFN 209**

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

Part A: Needs Assessment Findings

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

After screening the students Home Language Surveys and ATS we determine the different languages spoken by our school families. The ESL teacher is consulted to determine what languages are needed for document translations. Teachers are informed of the opportunities for written and oral translation through the Office of Translation and Interpretation. Currently documents are translated from English to Spanish, Chinese, Russian and Urdu.

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

Language Identification cards are available in the main office and at the security desk. Our teachers are notified of the services of the Office of Translation and Interpretation through the Staff Handbook.

Part B: Strategies and Activities

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

As a means of making sure that all parents of ELLs understand documents going out to them from our school, we at P.S. 329 have a translation team. This team is made up of staff members that will translate the outgoing documents for parents. By a careful review of our Home Language Surveys we determine what languages we will need translators as well as translated documents. These include but are not limited to-

The team will be made up of several translators who are employed at our school under different capacities as detailed below:

Staff Member	Position	Language Translated To
Tina Murlin	ESL Teacher	Spanish
Anita Lee	Teacher	Chinese
Danielle Graham	Speech Teacher	Creole

These staff members will translate documents after or before school hours on an as needed basis. In addition, the Translation Unit will be used when needed. Written translations will be provided for all major school announcements when necessary. Documents for translation will be sent by email to the Office of Translation, or provided by a member of our translation team, in a timely manner.

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

Oral translation will be provided on an as needed basis either through staff, parent volunteers, or by telephone through the Office of Translation and Interpretation.

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

We will determine through ATS the primary language spoken by each parent and if the primary language is not English whether the parent needs translation services. Translation services will be provided when necessary during Parent Teacher Conferences or all other meetings. Language Identification cards are available in the main office and at the security desk at the main entrance.