



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 329
DBN (i.e. 01M001): 21K329
Principal: SALEMA MARBURY
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Superintendent: ISABELDIMOLA
Network Leader: MARLENE WILKS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Salema Marbury	*Principal or Designee	
Lance Schatzman	*UFT Chapter Leader or Designee	
Zorida Mohammed	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lisa Lafontant	Member/ Assistant Principal	
Lisa Nieves	Member/ Teacher – Guidance Counselor	
Suzette Robbins	Member/ Staff	
Andrea Cooper	Member/ Parent	
Natasha Daring	Member/ Parent	
Ruth Renderos	Member/ Parent	
Rabaa Ishag	Member/	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 100% of teacher teams will have improved their competency in planning for differentiated instruction as a result of improved training on the use of an inquiry approach to look at student work , surface gaps in learning and plan appropriate tasks, scaffolds and supports based on student need

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.

Our 2013 Progress report indicated student achievement and proficiency in math and ELA have decreased to 18% and 23% respectively. These percentages are a 30% difference from our previous years scores. "Looking at Student Work" will allow teachers to diagnose students' specific struggles in math and ELA and assist them with providing more effective differentiated instruction based on students' individual needs

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional Development: Teachers will participate in professional development workshops coordinated by School Professional Development Committee 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.

2. Inquiry/Looking at Student Work and Planning for differentiation and/or intervention: All teachers, including cluster teachers, will participate in a grade level Looking at Student Work/Inquiry group and will utilize researched based strategies to accelerate the learning of their targeted groups.

Looking at Student Work strategies and protocols will be developed and utilized by teachers to analyze student work, identify deficiencies and trends and develop strategies to improve the delivery of instruction and thereby improve student achievement.

Differentiated strategies will be decided upon in team meetings and incorporated into daily lesson plans to address the individual academic needs of students' whose work samples' indicate they need an alternative instructional method.

The effectiveness of strategies will be assessed based on analysis of student performance on subsequent common tasks/assessments.

Intervention strategies and plans will be developed and utilized for students who continue to have academic struggles. These plans will be reviewed and updated every 6 weeks and shared with parents.

3. Observation Cycles and Student Data Review: Information gathered during classroom observations and student data reviews will be utilized to adjust and revise teaching practices throughout the school year.

4: Administrators will observe inquiry groups at work to provide guiding feedback.

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

Professional Development: Teacher Team Leaders, School Administrators and Network point persons will assist with professional development and instructional support. School Administrators will supervise and monitor all professional development, lesson planning and data review activities.

2. Inquiry/Looking at Student Work and Planning for differentiation and/or intervention: Teacher teams, school administrators, network staff. Teacher team time scheduled weekly to facilitate this work.

3. Observation Cycles: Administrators, Teachers , Network staff

4. Monitoring: Administrators- Ongoing

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

- Student progress as noted on weekly classroom task, mid unit assessments, end unit assessments, tri-annual reviews of common core standard mastery sheets in ELA and Math, NYC Periodic Assessments, will determine student progress
- Teachers will document and share strategies that work to improve student performance. Struggling students will be monitored in 6-8 week cycles. Members of the team will analyze student performance and make decisions about the research based programs aligned to specific student needs as well as RTI Tier decisions.
- Progress towards reaching Common Core standards will be reviewed during monthly assessment cycles and will be noted on “Benchmarked” Common Core Standards Mastery Recording Sheet.
- Informal Observation of Looking @ Student Work/Inquiry teacher teams will determine the effectiveness of their collaborative work.
- Informal and Formal Observations of classroom sessions will determine effectiveness of teaching strategies

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

1. Professional Development: Staff Development activities/Study Groups will take place twice per month beginning in September 2013 through May 2014:
2. Inquiry/Looking at Student Work :Looking @ Student Work Activities will take place during weekly Teacher Team meetings. Planning Sessions scheduled during common preparation periods and grade meetings and once per week during after-school "Teacher Team Thursday" planning sessions.
3. Observation Cycles: Ongoing
4. Monitoring: Administrators- Ongoing

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

- All grades will be programmed with at least 3 common preps each week.
- Professional development sessions and lesson planning sessions will be posted on the school website each month.
- Professional literature will be purchased to support all study group and professional development activities.
- Administrative observation cycles will be scheduled between September and June.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Parents will receive student progress reports 2 times per year, report cards 3 times per year and information regarding student goals twice per year,
- Our school website ps329.schoolwires.com has been updated to improve communication with parents. Parents can log on to the website to receive school information, school news, parent, letters, homework, curriculum information and much more.
- Parents also receive school information updates through relay calls and text messages as part of our new school initiative--Information Surfside .
- Parents will be invited to Parent Orientation Meetings, Curriculum Events and PTA Events focusing on our academic initiatives and strategies they can utilize at home to help their children academically. Parents will be offered incentives when children have improvement

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, all teachers will improve in the use of questioning and discussion techniques as measured by teacher feedback in the ADVANCE platform.

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.
Our 2013 Progress report indicated a median growth percentile of 48 in math and 49 in ELA which is far below our peer group. Improving lesson planning and including student discussions as part of these plans will assist students with developing reasoning and communication skills Our informal observations of teaching practice and lesson plans in the past year have also indicted that class discussions are still primarily teacher directed, with minimal opportunities of student to student interaction. Working on this goal will assist students with developing reasoning and communication skills

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Teacher Goal Setting and Professional Development:
-Teachers with the help of the Administrators and the Network will develop and take a pre-assessment of their skills in facilitating questioning and discussions in small / whole group. They will use this assessment to set personal goals towards improving their expertise in questioning and discussion techniques. Administrators will use these goals as a focus when conducting informal/formal observation and provide feedback on the effectiveness of techniques used.
- Teachers will participate in Study Groups and Professional Learning Communities focusing on "Questioning and Discussion Techniques
- Best Practices will be developed and each grade will select a questioning and discussion routine to cultivate as their grades develop expertise (Example K- Buzz Buddy Routine, Grade 5 – Book Club Routine)
- Professional development will be provided that will focus on best practices aligned to classroom discussions and will include book studies and classroom inter-visitations.
-Model classrooms for question and discussion techniques will be established as labs for professional development.
-The professional development committee (principal, AP, lead teachers) will develop and implement PD plans that target individual or groups of teachers based on the

cumulative results from classroom visits. These will include use of the ARIS Learning Opportunities to conduct beginner, intermediate and advanced component studies .

2.Informal / Formal Cycles of Observation and Feedback :

-A calendar of classroom visits (formal and informal observation) will be developed and consulted frequently to ensure that each teacher is visited with regularity and provided feedback based on their growth in this area.

- Cabinet will convene weekly to review teacher progress and make adjustments to observation cycles and PD plans based on observed changes.

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

1.Teacher Goal Setting and Professional Development:

Teacher Team Leaders, School Administrators and Network point persons will assist with professional development and instructional support. School Administrators will supervise and monitor all professional development, lesson planning and data review activities.

PD Committee will schedule time for teams to engage component study PD and book clubs based on routine being studied at grade level.

2.Informal / Formal Cycles of Observation and Feedback :

2. Informal/Formal Cycles of Observation and Feedback:

Teacher Team Leaders, School Administrators and Network point persons including NYCDOE talent coach will assist in development of observation cycles, process of coding low inference evidence and developing appropriate feedback ; and analysis of feedback trends.

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

1.Teacher Goal Setting and Professional Development:

All IPCs will be completed and school developed rubric that measures each teachers' status regarding "Using Questions and Discussion Techniques will be used to establish specific teacher goals

Administrative shared calendar for observations completed and adhered to. Weekly cabinet meetings to assess and reflect on progress and outcomes.

School PD committee develops PD cycles based on study of components.

Individual or group professional development plans delineating steps for progress and movement during school year.

Teachers' reflections and recommendations will be reviewed after each session to assess effectiveness of PD and make adjustments to plans.

2.Informal / Formal Cycles of Observation and Feedback

All IPCs will be completed and school developed rubric that measures each teachers' status regarding "Using Questions and Discussion Techniques will be used to establish specific teacher goals

Administrative shared calendar for observations completed and adhered to. Weekly cabinet meetings to assess and reflect on progress and outcomes.

Classroom formal and informal observation conducted in timely manner and data entered into ADVANCE platform

Feedback data reviewed with network liaison and NYCDOE talent coach to develop next steps for PD. Increased emphasis on the impact of techniques on student engagement and discourse.

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

1. Teacher Goal Setting and Professional Development

Staff Development activities/Study Groups will take place twice per month beginning in September 2013 through May 2014.

By December 2013, teachers will select a questioning and discussion technique to study together and build their grade's expertise.

Weekly Teacher Team Lesson Planning Sessions will take place during common preparation periods and grade meetings and once per week during after-school "Teacher Team Thursday" planning sessions.

2. Informal / Formal Cycles of Observation and Feedback

Ongoing :September -June

1.

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

Teachers will participate in differentiated study groups based on their individual professional development needs 2 times per month. Professional development sessions and lesson planning sessions will be posted on the school website each month. All grades will be programmed with at least 3 common preps each week.

Administrative schedule will be developed collaboratively to ensure completion of observation cycles based on teachers' selections of Option 1 or Option 2.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will receive student progress reports 2 times per year, report cards 3 times per year and information regarding student goals twice per year. Our school website HYPERLINK "<http://www.ps329.schoolwires.com>" www.ps329.schoolwires.com has been updated to improve communication with parents. Parents also receive school information updates through relay calls and text messages as part of our new school initiative--Information Surfside. Website will include explanation and tips for parents regarding grade appropriate conversational moves that can be modeled and practiced at home. Parents will be invited to Parent Orientation Meetings, Curriculum Events and PTA Events focusing on our academic initiatives and strategies they can utilize at home to help their children academically

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

To improve the school's attendance rate by decreasing the number of chronically absent students by 10%.

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.

Our 2013 progress report **indicated a 1% drop** in overall attendance last school year. As a result of the impact of Hurricane Sandy the number of chronically absent students- those exceeding 20 days or more per year- has increased 50% due to the aftermath of Hurricane Sandy. We now have 140 students designated as chronically absent by the Department of Education's Truancy Initiative .As a result of this trend, we intend to focus robustly on improving a range of initiatives to support families who have struggled to arrive at school on time daily.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Establish an Attendance Improvement team and team protocols:

Establish an attendance Improvement Team and Guidelines

Conduct weekly meetings to review weekly school-wide attendance and identify students who are developing a pattern that may lead to chronic absenteeism.

2. Establish Family Support Systems:

Conduct a Student Summit and a Parent Summit to introduce them to the benefits of our Attendance Improvement Program.

Assign each grade an Attendance Buddy who will work with the families to assist with their attendance improvement.

Collect data from parents through Attendance Survey to diagnose the reason for the child's Chronic Absenteeism.

Create an individual attendance plan of improvement for each student based on their needs as noted in the attendance survey.

Utilize school messenger to contact parents with attendance reminders and messages.

Create attendance incentives aligned to attendance improvement for parents and families

Utilize the attendance teacher to conduct home visits to set up appointments to meet with parents who we are unable to contact by phone.

Utilize city agencies to assist when needed

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

1. **Establish an Attendance Improvement team and team protocols:** School Administrators, Teachers, Paraprofessionals , the Guidance Counselors , the School Psychologists, the school social workers, PTA Members and Parent Coordinator will be utilized to assist with attendance improvement initiatives in the capacity of their title

2. **Establish Family Support Systems:** Attendance Buddies, School Attendance Team, Attendance Teachers ,Parent Coordinator School Messenger Systems , Attendance Surveys

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

Monthly Attendance Rates, attendance at parent involvement activities, verbal feedback from students, parent surveys, and student academic progress will indicate impact of our school-wide attendance initiative

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

September 2013- Meet with Attendance Improvement Team for Orientation, Conduct Student Summit, Begin Weekly Attendance Meetings

October 2013--Begin Monthly School-wide Attendance Challenge Initiatives, Review Attendance Surveys

November 2013--Create Individual Attendance Improvement Plans For Students Based On Attendance Surveys, Begin to identify students who are developing a pattern of absences (2 days per month)

November 2013 through June 2014- Continue to monitor attendance weekly, identify chronic absent patterns , target newly identified children, support families, celebrate improvement and excellence in attendance.

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

1. Administration calendars time for attendance team weekly meetings

2. Procurement of student/family incentives

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Parents will receive student progress reports 2 times per year, report cards 3 times per year and information regarding student goals twice per year. These reports will include information regarding attendance and lateness. Attendance Buddy will establish close relationships with each family to determine the root cause of absenteeism or lateness and co-construct a family- specific plan to address these root causes. Parent Coordinator will collaborate with School Attendance team to design and facilitate information sessions and workshops for parents regarding the initiative and the positive impact participation will have on their child's performance

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Various research based strategies based on students' needs (ex. phonemic awareness, fluency, monitoring, comprehension, vocabulary) • Foundations, Words Their Way • Test Ready	small group tutoring	During the day, after school, and extended day Afterschool program
Mathematics	Fluency Practice – math facts Number Sense Building Problem Solving Approach • Test Ready	small group and small group tutoring	During the day, extended day and afterschool
Science	Inquiry based science	Small group	During the day
Social Studies	Independent Investigative Method	Small group	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At risk services are provided by the SBST Team members on an as needed basis(ex. Crisis Intervention, health issues, etc)	One-to-one and/or small group	During the day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
School administration will attend teacher recruitment fairs and reach out to education departments of prestigious colleges and university to recruit future graduates. Our school has established long standing relationships with colleges in our borough and city, and invites a large number of student teachers annually to complete their required hours. This relationship allows us to develop knowledge of and a relationship with potential new teachers.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Through staff development team building activities and teacher mentoring school administration will work to cultivate, retain and support highly qualified teachers. We also provide our teachers with the opportunity to develop and hone their leadership skills through the lead teacher initiative and by engaging teachers to participate in a range of committees that support the school's overall goals.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
After-school activities funded by the Mayor and CASA grants will be utilized to support student tutorial/enrichment programs: Mayor's Funded Tutorial (Reading & Math) ENACT YWCA Alvin Ailey Dance classes

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Parent Involvement Activities- Open Houses and Parent information sessions to acclimate parents to elementary school.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
A committee was formed where teachers had the opportunity to select assessments that would be used for measures of student learning in conjunction with the new teacher evaluation system. Professional development regarding the use of assessment results to improve instruction takes place weekly

during grade meetings.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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:

- Providing assistance to our parents in understanding New York City, New York State and Common Corestandards 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 .
- 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;
- 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;
- Utilizing the P. S. 329 School Messenger telephone notification system, the P.S. 329 School website, email and text messages 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 Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

translate all critical school documents and provide interpretation during meetings and events as needed;

conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

holding an annual Title I Parent Curriculum Conference;

hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;

encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;

supporting or hosting Family Day events;

establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;

encouraging more parents to become trained school volunteers;

providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 21	Borough Brooklyn	School Number 329
School Name The Surfside School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Mrs. Marbury	Assistant Principal Mrs. Lafontant
Coach type here	Coach type here
ESL Teacher Ms. Murlin	Guidance Counselor
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ms. Depena
Related Service Provider Mrs. Sutain	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	458	Total number of ELLs	11	ELLs as share of total student population (%)	2.40%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	7	0	0	4	0	3	0	0	0	11
Total	7	0	0	4	0	3	0	0	0	11

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)					1									1

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2				2
4	0				0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2								2
4	1								1
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

We at P.S.329 will continue to use Fountas and Pinnell Reading Levels and Diagnostic Reading Assessments (DRA) results and other formative and summative assessments to group children according to their needs. The Fountas and Pinnell Benchmark system identifies independent and guided reading levels, reading comprehension tasks and vocabulary development. This information will assist us in targeting where development is needed for each child to meet the designated literacy benchmark for their grade in all content areas as well as ESL. Grades 3-5 will utilize City/State tests, Performance Assessments, DRA, and teacher observation 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 an 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.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

After reviewing the NYSESLAT scores, it is evident that the ELLs need to increase their reading comprehension and writing skills. The NYSESLAT will be used to group children homogeneously (beginners, intermediates, advanced) within regular classes in order to provide appropriate push-in or pull-out ESL services. Data patterns across proficiency levels revealed that most of our students gain proficiency in the Listening & Speaking modalities before Reading and Writing. As a result we will focus our instruction on building the reading comprehension and writing skills of our ELLs.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

After reviewing the NYSESLAT scores teachers at P.S.329 gain a deeper understanding of students needs. It is evident that the ELLs need to increase their writing comprehension and reading skills. The NYSESLAT will be used to group children homogeneously (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 an 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. Students will receive systematic and explicit instruction in the five core elements of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. 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 Bloom's Taxonomy of Learning.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Data patterns across proficiency levels and grades reveal that the majority of beginners are newcomers. No prominent pattern is evident across grade levels. ELLs, as all students, are administered the Fountas and Pinnell Level Benchmarks and DRA which provides the ELLs' reading levels and identifies ELLs, target areas that need to be focused on when planning instruction. Currently here at P.S. 329, none of our ELLs have significant academic background knowledge in their native language. As a freestanding ESL program we do not use native language assessment or in classroom instruction. Periodic assessments currently used are teacher created. Our certified ESL teacher shares findings to collaborate with the classroom teacher to plan lessons and differentiate instruction for ELLs. In addition the ESL teacher shares modality data from RNMR report based on the NYSESLAT.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Our school will use our data to guide instruction for ELLs within the Response to Intervention (RTI) framework. Tier 1 is the instructional core that is intended to incorporate high quality evidence-based instruction for all students. Instruction for ELLs in English language development is provided at the Tier 1 instructional level tailored to specific students needs through research based strategies. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. This extra support is provided with instruction focused on specific learning targets. Tier 2 and Tier 3 instruction will also be tailored to meet ELLs' language needs, students in grades 3-5 will participate in our at risk tutorial afterschool program (four hours weekly) and test prep using additional literacy and math materials specifically Finishline reading and math. Grade 2 students will receive intervention using Words Their Way a developmentally driven, hands on instructional approach which provides a practical way to study words with students. Students in grades K-1 will receive intensive instruction in letter formation, print knowledge, alphabetic awareness, phonological and phonemic awareness using Wilson's Foundation Program.

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

Our certified ESL teacher shares findings and collaborates with the classroom teacher to plan lessons and differentiate instruction for ELLs. In addition the ESL teacher shares modality data from RNMR report based on the NYSESLAT with students classroom teachers.

7. 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?

P.S.329 does not have a Dual Language Program.

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

P.S.329 uses the results of the NYSESLAT, ELA and Math state exams to evaluate the success of our program for our ELLs. Other assessments we analyze include teacher observations, summative and formative assessments given with the curriculum and of course periodic assessments.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Upon registration to P.S.329 all new admits are screened according to the LEP Identification Process. Our fully certified ESL teacher meets with parents to make an initial determination of the child's home language. All new admits 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 certified ESL teacher Ms. Murlin or a school pedagogue Ms. Sutain. The interview is conducted in English and/ or the native language spoken. There are pedagogues on staff who speak the five main languages represented in our school (Spanish, Chinese, Urdu, Russian and Haitian Creole). If necessary, the Translation and Interpretation Unit is contacted for assistance. 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). In the event that a student is ELL identified and the Otelle code is Spanish the student

is subsequently administered the Spanish LAB. The student is then placed in a bilingual education, dual language or freestanding ESL program, depending on the parent selection process. If the student transfers from a NYC Public School the student is screened for LEP identification by reviewing the following data while awaiting the students's cumulative record -ATS Notice of Admission (QADM) /exam history report (REXH). 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 who score at or above proficiency level on the NYSESLAT are entitled to transitional services by funded personnel and time accommodations on state exams. 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 view our Orientation Video for Parents of Newly Enrolled English Language Learners in their native language. 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 eleven ELLs, three are receiving ESL as per their IEPs, seven parents opted for our school's free-standing ESL program and one parent is requesting a bilingual spanish program.. The limited number of ELLs in any particular grade does not allow for a full ESL classroom in any particular grade level.

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.
The ESL teacher with the support of translators conduct one to one small group meetings which are on going as new admits are ELL identified. Laptops are available and parents are grouped by language with the translator in the library during the Orientation meeting. Laptops allow for orientation DVDs for each language group to be played, including English. Translated ELL program brochures are readily available as well as Parent Survey/ Program Selection Forms, including English are available. Follow up- parents who did not attend the Parent Orientation meetings are contacted by phone by the ESL coordinator or translator to attend either one of the on-going group or individual meetings at their convenience to exercise parent choice in program selection for their child
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Entitlement letters are sent home with the student in both English and their native language inviting parents to our Parent Orientation. Photocopies of these letter are kept on file in the ESL coordinator's room to ensure ELL compliance. At our orientation parents receive a copy of a Parent Survey and a Parent Selection Form. These forms are filled out by the parents upon completion of Parent Orientation. Parent Survey and Parent selection forms are copied: the original is attached to the HLIS and entitlement letter in each students cumulative record. Follow up- parents who did not attend the Parent Orientation meetings are contacted by phone by the ESL coordinator or translator to attend either one of the on-going group or individual meetings at their convenience to exercise parent choice in program selection for their child.
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.
Parent Survey and selection forms are discussed at the Parent Orientation meeting which is scheduled within the first ten days of school. Parents make their selection at this time. Students who are new to P.S.329 and identified as English Language Learners are placed in classes which are aligned with the Parent Survey and selection form. If a parent's choice is not available at P.S.329, parents are given a list of schools providing the services they request. Entitlement letters in English as well as their preferred language, are then sent home. Letters of continued entitlement are then sent home to the students who score below proficiency levels on the NYSESLAT and are in need of a continuation of services. Non entitlement transition letters are sent home to those

students who have scored at or above proficiency levels on the NYSESLAT. Non entitlement letters are sent home to those students who are eligible to take the LAB-R but score indicated that they are English proficient and are not entitled to receive services. Letters of placement are then distributed to those students who are in need of services. Parents are encouraged to call the ESL teacher or parent coordinators with any questions or concerns they may have about their child's placement. Interpreters are available.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT has five grade bands: Kindergarten-1, 2-4, 5-6, 7-8, and 9-12. P.S.329 is a pre-k to 5 school. As a result only the first three bands are administered at P.S.329. The NYSESLAT assesses students speaking, listening, reading and writing skills defined by New York State's English as a Second Language Learning Standards. The person responsible for administering the NYSESLAT will be a teacher or administrator who has received special training in administering the exam. To ensure accurate and reliable results each person administering these tests will become familiar with the directions in the manual before administering the test. The speaking portion is administered individually. The other sections can be administered to students in a group. Our school chooses testing days within the administration period. The make up test dates are any dates that remain in the primary administration period. The subtests are administered in the following sequence: Session 1 -Speaking, Session2- Listening, Session 3- Reading and Session 4- Writing . Students with disabilities will be provided with testing accommodations specified in their IEPs or 504 Plans when taking the test i.e, use of scribes/tape recorders, large type or braille editions. All NYSESLAT materials are kept secure. These materials are safeguarded before, during and after the test administration. ELLs will be informed a few days before its administration. Parents/guardians will also be informed prior to test administration. Test administrators will prepare answer sheets and the testing rooms. Room preparation will include completely covering or the removal of all charts and board work., ensuring that testing rooms are adequately lit and ventilated and free from noise and other distractions. The administrator will check the audio player in the room prior to administering the test to ensure it works and can be heard clearly throughout the room. The speaking subtest will be scored by a teacher who is not the student's teacher of English as a Second Language. The Listening, Reading and Writing subtests will be administered in groups. Students in grades 3-12 mark their answers to multiple choice questions on the separate, machine-scannable answer sheets. Students in grades k-2 will mark their answers in their test booklets. A teacher transcribes the students responses onto the machine scannable answer sheets exactly as the students recorded them in the test booklets. Transcribers must place their names on the answer sheets Proctors circulate around the room during the administration of the test to ensure that students are recording their responses in the proper manner.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- Here at P.S. 329 the Language Program model offered is a Free Standing ESL Program. After a review of the Parent Selection and Program Survey forms was conducted it was 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 11 ELLs , 7 Parent Selection Forms and Program Survey Forms requested ESL, 1 Parent Selection Form and Program Survey Form requested a Bilingual Spanish class, and 3 ELLs are receiving ESL as per their IEP mandate. The limited number of ELL families requesting a program selection other than ESL hinders us from opening up an additional Language Program. However, these forms are monitored and reviewed monthly by our certified ESL teacher to ensure that we continue accommodating our families. When in fact we have accumulated fifteen parent selection forms of students with the same native language and grade requesting the same Language Program option we will open up a class to accommodate those students and their families.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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
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)?

P.S.329 has a freestanding ESL program to serve its ELLs., organized as both a pull-out/push-in model. Instruction is delivered according to the units of support for ELL's according to proficiency level as mandated by NYSCR Part 154. In our free standing 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 per week. In addition students receive 180 minutes of ELA directly from their classroom teachers. 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.

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

P.S. 329 has adopted ReadyGen and Go Math to ensure alignment of content area istration to Common Core Learning Standards. ReadyGen engages students with complex text and its academic language through the use of units of study designed around text sets at each grade level. It exposes students to narrative, informative, and opinion/argument writing so that they can successfully cite evidence in all genres through writing workshop.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

N/A
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Ells are appropriately evaluated in all four modaliiies of English acquisition through out the year through the use of formative, summative , teacher made assessments and observations.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Our 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. Instruction using Wilson's Funadations as well as Starfall.com and Flocabulary.com interactive websites will also be utilized.

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. Small group differentiated instruction is provided during class time, ESL and AIS services

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. To drive instruction data including both formative and summative assessments are analyzed in order to differentiate ESL literacy and content instruction.

Although we do not currently have Students with Interrupted Formal Education (SIFE) we are prepared for any SIFE students who register. S.I.F.E students will be administered the DRA and the DRA Continuum will be used to address suggested areas of instruction to further develop their strengths and struggles accurately and determine needed AIS services. Common Core Standard based instruction will be adapted to cover key information in an accessible way that is age appropriate and culturally relevant. Classrooms are equipped with Promethean Boards and computers to assist in providing visuals for these students.

Long term ELLs will be provided with a strong focus on academic language, sentence structure and higher level thinking skills.

Transitional support for ELLs reaching proficiency on the NYSESLAT will receive continued support in the modalities of reading and writing including but not limited to note taking, skimming or scanning for important information and self monitoring i.e. rubrics related to tasks.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The Department of Educations new core curriculum driven English language arts program ReadyGen provides rigourous grade level instructional strategies for the general education population as well as ELLs-SWD. Scaffolding strategies for ELLs are used to help unlock text. Activities and routines support reading, writing, speaking and listening and vocabulary acquisition. In addition grade K-2 will be using ReadyGens additional phonics component.

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

For our ELLs identified with special needs, our ESL provider meets with Special Ed, general Ed. and SETTTS providers to discuss the goals and necessary modifications reprented in students IEPs. Differentiation of lessons in each content area are ensured to assist in attainment of student personal goals. ELL-SWD s currently need remediation in reading and writing. Materials used to to engage ELL-SWD include ipad minis, Promethean boards and classroom computers. At risk tutorial using Finishline and test prep are available for students in grade 3-5. Words Their Way will be used in grade 2 and Wilsons Foundations in grade K-1. Teachers also develop intervention plans for parents to assist in helping their child at home, this fosters our home school connection.

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				
Native Language Arts:					
Social Studies:					
Math:					
Science:					

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

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

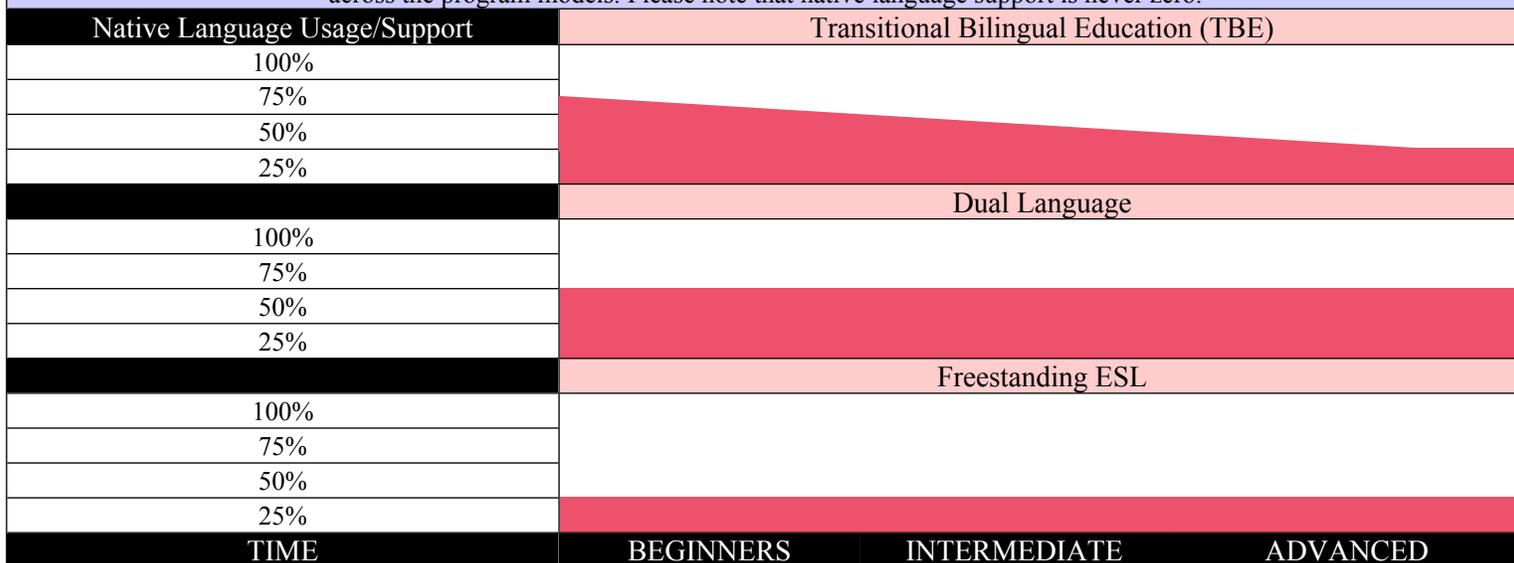
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

Our targeted intervention program for ELLs in ELA, math, science and social studies includes but is not limited to P.S. 329's teachers continue implementing The Lucy Calkin's Units of Study for Teaching Writing in grades K- 5. The school year begins 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.

Our intervention program targets ELLs who have not made progress as Advanced or Intermediate in the modalities of reading and writing and or scored a level 1 Our intervention program targets 1 on the ELA and/or math exam. Intervention services include small group instruction, AIS services and an after school tutorial program.

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

Our program is indeed proving to be effective in meeting the needs of our ELLs in both content and language development. This is evident in the progress seen in our benchmarks from September to November as of this school year. In addition, a majority of our students are in the Advanced level on the NYSESLAT.

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

P.S.329 will be partaking in a technology expansion. We will be opening a new computer lab, incorporating ipad minis and additional Promethean Boards. This will allow students to access various multi media. This will foster speaking and listening by allowing our students to be exposed to additional appropriate dictation, tone and syntax. We are also incorporating an afterschool theater program ENACT for grade 3-5 and dance and music for grades 3-5. Alvin Ailey theater will be returning this year allowing our students to participate in their elite dance program which features various types of dance such as West African, Modern, and Hip Hop/ Jazz. Students will partake in a culminating production in which parents , families and friends are invited.

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

N/A

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

ELLs are afforded equal access to all school programs They are invited by our certified ESL teacher. Letters in their native language are sent home to families encouraging their children to participate. . ELLs participate in the subject areas of technology, dance, physical education and the arts through out the school day. After school ELLs can participate in our ENACT theater program, Alvin Ailey Dance Program and our test prep and tutorial program.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional materials to support ELLS are both content and languaged based according to grade and language proficiency. Materials used are listening centers, Foundations Program, word banks, graphic organizers, Scholastics and Dynamath. Technology for ELLS includes but is not limited to Flocabulary.com, starfall.com and everythingesl.net

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native Language support is delivered to our ELLs through the classroom teacher, ESL teacher and cluster pedagogues using native language books in our classroom libraries and bilingual glossaries for content areas such as math, science, and social studies..

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Required service support and resources are created to appropriately meet developmental and academic states of all age grade and language proficiency. Resources include smartboards, Promethean Boards, ipad minis, classroom laptops, classroom libraries a science lab and dance studio.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Newly enrolled ELLS are welcomed to tour our facility and meet with our parent coordinator, ESL teacher and necessary translators to discuss resources and services available in our building and our community.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Our ESL teacher will attend our Network ELL Leadership Series and turnkey professional development to our teachers of ELLs during common professional periods. It is during these professional development sessions that the minimum 7.5 hours of ELL training for all staff is provided. Teachers are also encouraged to attend P.D. offerings through the Office of English Language Learners, BETAC and Protraxx. Teachers who attend professional development sessions turnkey the training to other staff members during faculty conference and or grade level conferences. P.S. 329 is currently using ReadyGen and Go Math to assist us in aligning our instruction to the Common Core State Standards. Our staff members have received and continue to receive ELL professional development and support in the use of these two curriculums in the area of scaffolding and intervention for ELLs. Our certified ESL teacher workers directly with teachers to assist in adapting these strategies.

The staff of p.s.329 is supported by our ELL specialist to assist ELLs as they transition from elementary to middle school by holding workshops with the pupil accounting secretary and parent coordinator to assist in filing out necessary paper work. Staff members also guide students and parents by directing them in a way that will meet their academic needs. Teacher workshops will include Stages of Language Acquisition BICS/ CALP, Common Core Opinion Writing for ELLs, Scaffolding Instruction for ELLs in the content area, Using Data/Assessment to Drive Instruction, Language Through Technology/ Promethean Board training, Components of the NYSESLAT, and Collaborating with IEP,SETTS, ICT and ESL Teachers/ ELAND Training

D. Parental Involvement

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

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. In addition, we hold a "Fall Harvest Festival" This is an incentive for parents who join our Parent Teacher Association. Parents 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. Teachers develop intervention plans for parents to use in assisting their child at home. Parents are kept abreast of all events taking place in our school through phone calls made to their homes by our school messenger system and text messages. In addition, our families stay informed by visiting our school website" isurfside" at ps329schoolwires.com.

As our school community recovers from Hurricane Sandy P.S.329 was chosen to assist in creating and housing a resilience mural for our families and community. Our students and their families were asked to assist in designing our mural and work together to bring it to fruition. As a result students , staff, parents and friends worked together on weekends to paint our mural. A ribbon cutting ceremony/ community carnival took place to unveil our final product, which was a representation of our diverse community.

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. Parents are also invited to participate in our "Cookshop Fof Parents" program and attend our Literacy Parade and Curriculum Nights.

The needs of our parents are evaluated through various data sources such as ATS, Learning Environment Surveys , Quality Review Reports, ARIS and Parent Survey.

Parents needs may be addressed during PTA meetings, school leadership meetings, as well as individual parent meetings when necessary. Our parent coordinator is in constant communication with our families and is able to conduct ongoing assessments of our parents needs. During informal interviews conducted by our certified ESL teacher during registration our ESL teacher can also evaluate their needs. Parents will have information about their child disseminated in their native language via school messenger and Department of Education Translation Services.

E. Additional Information

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

- Paste response to question here:

Part VI: LAP Assurances

School Name: 329

School DBN: 21K329

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Salema Marbury	Principal		11/15/13
Ms. Lisa Lafontant	Assistant Principal		11/15/13
Ms. Leah Depena	Parent Coordinator		11/15/13
Ms. Tina Murlin	ESL Teacher		11/15/13
	Parent		1/1/01
Ms. Sustain	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 21K329 School Name: The Surfside School

Cluster: 2 Network: 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, Arabic and Urdu. 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, Urdu and Arabic.

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 for as well as translated documents. These include but are not limited to-

Our team is comprised 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
Ms. Urbach	Teacher	Spanish
Sen Du	Teacher	Chinese
Ms. Laguerre	Paraprofessional	Creole
Ms. Hanna	Paraprofessional	Arabic
Ms. Tellerman	Teacher	Russian

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. In addition phone blasts will be recorded and sent out to families in the language deemed necessary.

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.