



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: VICTORIA HUNT
DBN (i.e. 01M001): 06M103
Principal: VICTORIA HNT
Principal Email: VHUNT@SCHOOLS.NYC.GOV
Superintendent: ELSA NUNEZ
Network Leader: PETRINA PALAZZO

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
Victoria Hunt	*Principal or Designee	
Alcira Jaar	*UFT Chapter Leader or Designee	
Sandra Goldmark	*PA/PTA President or Designated Co-President	
Consuelo Villegas	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	
Rebeca Mardrigal	Member/ SLT Teacher	
Alice Reagan	Member/ SLT Parent	
Vicki Nunez	Member/ SLT Parent	
Carla Rosario	Member/ Parent	
Olga Ramos	Member/ Parent	
Gabriela Moscoso	Member/ Teacher	
	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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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, as measured by classroom observations, 85% of Kindergarten students will be able to orally express their thoughts in full sentences in Spanish or English with supporting details.

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.

Sixty-nine percent of our students are considered English Learners as determined by the LAB-R. Among this group of students many have productive skills in English but less productive skills in Spanish, as well as strong receptive abilities in Spanish and less receptive abilities in English. Many of these students live in homes where some of the adults speak only Spanish to children and other adults and siblings speak English. This produces a phenomenon of students begin able to understand Spanish but being more comfortable speaking in English but with less developed productive skills. In the classroom where we are working to develop speaking and listening skills, this requires students being able to understand and participate in deep academic conversations. Research supports the idea that if students gain deeper fluency in their home language this will transfer to their second language. Additionally research also demonstrates that when students whom are able to understand and participate in deep academic conversations, these speaking and listening skills will transfer to more sophisticated reading and writing skills. We have observed these gaps in students' language through both informal and formal observation notes, as well as performance on the LAB-R and the initial Fountas and Pinnell reading level assessments.

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. Sixty-nine percent of our students are considered English Learners as determined by the Lab-R. Among this group of students many have productive skills in English but less productive skills in Spanish, as well as strong receptive abilities in Spanish and less receptive abilities in English. Many of these students live in homes where some of the adults speak only Spanish to children and other adults and siblings speak English. This produces a phenomenon of students begin able to understand Spanish but being more comfortable speaking in English but with less developed productive skills. In the classroom where we are working to develop speaking and listening skills, this requires students being able to understand and participate in deep academic conversations. Research supports the idea that if students gain deeper fluency in their home language this will transfer to their second language. Additionally research also demonstrates that when students whom are able to understand and participate in deep academic conversations, these speaking and listening skills will transfer to more sophisticated reading and writing skills. We have observed these gaps in students' language through both informal and formal observation notes, as well as performance on the LAB-R and the initial Fountas and Pinnell reading level assessments.

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

1. Following a 50/50 Spanish/English dual language model.
2. Use of an integrated thematic based curriculum that provides multiple opportunities for students to be exposed to content and academic vocabulary in both Spanish and English. We are adapting the themes in the city supported Ready Gen curriculum units so the themes can be explored through both languages. Each unit is guided by an essential question that supports students to make connections between content areas (social studies, science, and language arts). There are regularly scheduled times to support small and whole class conversations on a given topic.
3. Frequent use of turn and talk strategies.
4. Language prompts, targeted vocabulary and charts are visually displayed throughout the classroom.Following a 50/50 Spanish/English dual language model.

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

1. Use of the "Work Sampling" assessment tool to monitor growth of language production.
2. Documented discussions at the end of each unit to refer to students' ability to synthesize what they are learning in response to the Essential Question.
3. Progress on Fountas & Pinnell reading assessment in Spanish and English.
4. Progress on writing and reading performance tasks measured against a common core rubric.All teachers are bilingually certified and thus will use language acquisition strategies focused on language production to support students throughout all lessons.

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

1. We will cover 5-6 Language Arts units throughout the year. Students' language production will be measured at the end of each unit, in addition to performance tasks in reading and writing in both Spanish and English. These cover a 5-6 week timeline, thus assessments will occur at least every 6 weeks.Use of the "Work Sampling"

assessment tool to monitor growth of language production.

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

1. The reading materials from Ready Gen to support common core instructional strategies as described in the program.
2. Supplemental reading materials in Spanish to support the themes of Ready Gen and support common core strategies in Spanish.
3. The Danielson Rubric for teaching effectiveness to support teachers' use of student engagement and using assessment to support instruction.
4. Periodic monitoring of oral language development through work with consultants and in teacher teams through a gap analysis protocol that will occur in teacher team inquiry groups every 6 weeks. The reading materials from Ready Gen.

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).

Family Fridays every other Friday to demonstrate classroom practices to support language development by having families visit the classroom and watch how the classroom teachers engages students and supports their productive language.
Targeted workshops for families of particular children who are struggling. In small groups families will learn strategies to support their children at home to practice conversation skills in the home language.

Families also have the opportunity to get public library cards and understand how to select and read books with their children. The social worker and parent coordinator have hosted parent field trips to the local library and will continue these trips every 6 weeks through June 2014.

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	Title IA	Title IIA	x	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 #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.

A targeted group of students who have less than 90% attendance as of December 2013 will increase their attendance by 4% by the end of 2014.

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.

While our overall attendance is around 94% as of November 2013, individual children in each class have consistent lateness and tardiness issues. Kindergarten is the first time many children have attended school, or the first time they have attended a mandated program. Arriving on time and coming each day needs to become a routine practice for all children. Many families are in the process of developing new family routines which include going to bed by 8:30pm so that the children get enough sleep to wake up to be on time to come to school. Children need to be taught to be independent in dressing and preparing to leave the house to ease the morning process. These skills will help children to understand that school is similar to a job. Being on time and coming each day allows the child the opportunity to progress through the curriculum to be prepared both academically, socially and emotionally for the following grade.

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. Use of school messenger to alert families that are late and when children are absent from school.
2. Individual conversations with targeted families who have had 6 or more absences by December 5 by the principal, social worker and/or parent coordinator to identify strategies to improve student attendance.
3. Certificates for students who have 100% attendance for the first marking period, additional certificates for 100% attendance for each month following.
4. Personal calls from the school to follow up with students who miss school continually.
5. Workshops to support family engagement that are scheduled monthly.

6. Community events with the parent association and the school to support creating a nurturing and welcoming environment for families. These include family potluck dinners, student presentations, family movie nights, and Saturday family excursions throughout the city.
7. Asthma workshops to help children and parents prevent loss of school due to an attack for targeted families and facilitated by the school nurse.

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

1. Parent Coordinator to provide outreach to families and monitor daily attendance.
2. Social Worker to provide direct outreach to targeted families.
3. Classroom Teachers to ensure children are engaged and active in their learning to contribute a desire to be present each day.
4. Principal monitor and coordinate the efforts of the attendance committee and support targeted families in feeling a commitment to the school and their child's attendance.
5. Attendance Teacher (from the Network) to ensure follow-up to students' homes with low attendance.
6. Para professional and school aide to support children feeling comfortable in the classrooms.
7. School Nurse to monitor children's health and support asthma Parent Coordinator

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

1. Attendance committee will meet monthly to review chronic attendance cases and track data of identified students.
2. Keep attendance sign in sheets from family events and monitor targeted children's family attendance.
3. Daily review of ATS and effectiveness of school messenger to see if targeted children's attendance improves.

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

1. Each month from December 2013 through June 2014 the attendance committee will meet to review data on each identified child.
2. The parent coordinator and social worker will follow up the monthly attendance meetings with targeted families with individual meetings to communicate children's progress.
3. At the end of each November 2013 through June 2014 the principal will pass out perfect attendance certificates and most improved certificates for identified children.

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

1. Once we have established chronic attendance cases and conducted interviews with these families, we will come up with further strategies to support attendance

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).

Family workshops to help students with asthma.
 Family engagement workshops to increase family involvement.

Volunteer jobs for families in the school to increase commitment to being present daily.

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	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.

By June of 2014, 70% of Kindergarten students will design their own hands-on project based on a question they create about the social studies/science curriculum building from personal experience, hands on learning opportunities, and classroom inquiry.

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.

College and career readiness requires the ability to be inquisitive, find information, apply it to various situations, and present to different audiences through speaking, listening, reading, and writing. When kindergarteners arrive at school they are naturally curious about their new surroundings. Kindergarten children also come in with differing abilities to articulate their thoughts. Informal observations of our students demonstrates that our children are eager and excited to be in school but have varying degrees of productive language that allows them to ask questions to gather more information, and varying degrees of skills to use inquiry to answer their own questions based on the curriculum. Creating a classroom environment where children build from their personal experiences, have the opportunity to talk about hands-on learning experiences, and discuss the different content of the classroom, provides opportunities to develop skills to ask and answer their own questions verbally present their findings in hands on ways. Designing and presenting projects that answer personal questions related to the curriculum provide access to various learning styles and learning differences. This goal will support children being independent thinking and support inquiry and questioning techniques that students can build from throughout their entire academic careers.

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. One of the largest subgroups in our school is English Learners. Hands-on experiences provide opportunities for these children to learn language through “total physical response” and in authentic ways to make the language meaningful and support students’ posing their own questions.
2. The second largest subgroup in the school is Spanish Learners. Similarly, these students need authentic hands-on experiences to learn the new language in meaningful ways and have the opportunity to ask and answer questions in a new language.
3. Having Essential Questions that guide each unit provide the opportunity to continue to reflect throughout the unit on ways to bridge concepts and build collective understandings. These questions are used to ground the units and allow the child to develop their own interpretation and response based on the different experiences embedded within the unit. The essential questions also provide varying opinions to be discussed and debated.
4. Each unit has at least one out-of-school field trip to bridge the “outside world” to the classroom content.
5. Daily “exploration” time in the classrooms provides a time for students to work in small groups to use their imagination and make individual choices about where and with whom they will play/work. Individual conferences and conversations during this time provide the opportunity to supports students individual and collective inquiry and build language skills.
6. Small group student sessions to plan and debrief projects and activities provide the opportunity for children to guide their own inquiry.

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

1. Classroom teachers and science cluster teacher to plan and implement student lead inquiry throughout the year first in whole group projects, then small group projects, and eventually individual projects.
2. Staff Developer Aussie Consultant to support teachers in building strategies for children to have sophisticated language to support their questions and discussion techniques in Spanish and English.
3. New School’s Coach/mentor, Anne Weiner, to provide support to the principal in providing feedback to teachers through bimonthly observations on supporting question and discussion techniques for children.
4. Principal provide feedback to teachers through bimonthly observations on supporting question and discussion techniques for children.
5. Video and audiotape of small group discussions that will be reviewed in teacher inquiry group meetings monthly from January to June.
6. Inquiry groups on language production and student inquiry that will meet monthly January to June.

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

1. Measure the progress of English Learners as measured by the NYSESLAT assessment to consider increase in language production in English.
2. Work Sampling Assessment tool for targeted students that considers questioning ability in language arts and science domains.
3. End of unit debrief conversations where small group conversations are recorded, answering the larger Essential Question of each unit. Transcripts of each child’s productive language are taken and compared from week to week. These sessions occur every six weeks at the end of each language arts unit.
4. End of unit performance task for writing and reading as measured against Common Core Rubrics.
5. Anecdotal notes of students’ during daily explorations planning time and debrief time. Students’ use of questions and answering techniques.
6. Use of the Danielson Rubric specific to Domain 3b: Questioning and Discussion Techniques and 3c Engaging students in Learning with teachers.

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

1. This goal is ongoing, but we will have teacher debriefs to consider students’ work every six weeks to monitor student development from January to June 2014.
2. Teachers will be informally and formally observed using the Danielson Framework between 4-6 times each throughout the year paying particular attention to domains

3b and 3c.

3. "Explorations" occurs daily at the end of the day. Teachers will reflect on this practice monthly from January to June 2014 and have the opportunity to visit each other at this time two to three times during the school year to gather ideas and collectively build from each other's practices.
4. Monthly teacher team inquiry groups will review video and audio recordings of students discussing essential questions to consider language production skills and ways for teacher to further support questioning and discussion techniques with their students.

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

1. Use of iPads to take images of outside experiences that students can refer back to when reflecting and having discussions.
2. Integration of art, science, and social studies experiences to have the opportunity to extend content areas into other forms of expression.
3. Creation of a daily schedule that supports "Explorations" for all children.
4. Creation of a professional development calendar that provides time for reflections of Explorations and intervisations.
5. Knowledge and familiarity with Work Sampling protocols and specific turn key sessions for the whole staff from the two teachers who attend out of school professional development on the Work Sampling tool.

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).

Families are included on field trips and also have the opportunity to participate in a family school event once a month on a Saturday. At these events our parent coordinator with available teachers or the administrator, leads families to attend enriching experiences throughout the city. For example they have gone to the Museo Del Barrio and will be going to the New York Historical Society to see an exhibition on antique toys.

Family Fridays, as discussed before, provides the opportunity for families to participate and understand the value of daily Explorations.

We have a series of family workshops on ways to build productive language in the home and provide inquiry opportunities building on events in our daily lives.

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	Title IA	Title IIA	x	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	Additional Foundations/Phonics work Small group guided reading, supporting early reading strategies.	Small group	During the school day
Mathematics	Number fluency and number/symbol/quantity correlation	Small group	During the school day
Science	Support with scientific terms and hands on experiences and picture support	Small group	During the school day
Social Studies	Support with repeated reading, hands on experiences and picture support	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Interactive group counseling conducted by the social worker	Small Group meeting of 3-5 students at a time.	Twice a week for 45 minutes

**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.			
	School Wide Program (SWP)	x	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.
-Candidates are recruited from local accredited universities with bilingual education program. -On going partnerships with Teachers College, Columbia University and CCNY allow for teachers to continue to take classes for free and host student teachers within their classrooms. -University partnerships support ongoing professional development for teachers and action research within the classroom. -In school mentoring of highly qualified teachers supports the development of less experience teachers. -Off site professional development with Bank Street, the Office of Early Childhood's Work Sampling Initiative, The Inclusive Classroom at Teachers College, Columbia University, and a Lesson Study Seminar with Kate Abel, provides professional development for individual teachers. These teachers return to the school and turn key information to support these programs within the school community.

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).
On going inquiry into the application of the Common Core Language Arts Standards, Bilingual Continuum, and Common Core Math standards, supports both understanding and applying Common Core strategies into all lessons. The Danielson Rubric supports teachers engaging children in rigorous learning activities that support higher order thinking and differentiation of instruction to ensure all students are engaged. Frequent feedback and occasional video tapping allows teachers to collaborate together and with administration to deepen students thinking and performance. Teachers plan in teacher teams weekly to support CC alignment and student success.

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.).
By allocating funding to support families in understanding the necessity to partner with the schools in providing a safe and supportive environment where children can achieve academically, socially, and emotionally. We conduct family visits with all students to initiate these relationships to build trust. Further we have Family Fridays where families visit the classrooms every other Friday during our first period of the day to see first hand what their children are doing in the classroom. Funding for these events comes from a combination of Federal, State, and Local support.

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.).

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.

TA Schools Only

Use of Program Resources

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

This funding is used to support targeted children who are struggling in small groups and by helping to fund additional adults in the classroom reducing adult to child ration. Participating children are targeted for academic as well as social and emotional support and intervention. Further funding is used to engage families of these participating children in workshops to support academic intervention in the home. Targeted children work with a resource teacher a couple of times a week in groups of three to foreshadow curriculum and provide support for when they are working within the whole class setting. These small groups focus on deeper level understandings of text and language production.

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).

We work to support children within their classrooms rather than pulling them away to work in other locations. A lot of the planning includes the use of bilingual pupil service interns who serve as full time employees as they study to become full time bilingual teachers. Their added support in the classrooms provides opportunities for small group and targeted instruction within the classroom freeing the classroom teacher to support participating children. Regular planning times between the teacher and the BPS intern ensure that the two are working as a team to support the needs of all the children. Much of our school's curriculum is based on real life experiences, providing opportunities for the class to go on field trips throughout the city. Targeted assistance funding provide opportunities for children to visit places such as the Transit Museum, Van Courtland House, the Botanical Gardens and Inwood Park, all trips that extended the science and social based curriculum.

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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 to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents.
- conduct parent workshops with topics that 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;
- translate all critical school documents and provide interpretation during meetings and events in Spanish and English.

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year publicized in the monthly calendar.
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee;
- supporting or hosting Family Day events including bi-monthly Family Fridays;
- establishing a Parent Resource Center/Area or lending library; instructional materials for families;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- 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 designed to keep parents informed about school activities and student progress;
- providing school communication 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.

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;
- arranging additional meetings at other flexible times so all families can be informed of their children's progress,
- 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;
- 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 are bilingual and will have access to interpretation services and 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;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences; family/staff pot lucks dinners, Family Fridays and home visits.

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

II. Parent/Guardian Responsibilities:

Share responsibility for the improved academic achievement of my child by:

- bringing my child to school every day on time and ensure that he or she is well-rested and ready to learn (Research shows that children under 8 need 8-10 hours of sleep a night to support being healthy).
- encourage learning at home by reading daily to or with my child and asking about the details of their day at school.
- checking and assisting my child in completing homework tasks, when necessary;
- encourage my child to be respectful, to follow school rules, and be responsible for his or her actions.
- communicate with my child's teacher about my child's educational needs and achievements.
- participate, as appropriate, in the decisions relating to my child's education.

To the extent possible:

- set limits to the amount of time my child watches television, is on a computer, or plays video games;
- promote positive use of out-of-school time such as: visiting the library, museum, local musical performances participating in community events,
- stay informed about and participate in family school activities.

III. Student Responsibilities:

- always try my best to learn.
- Attend school regularly, arrive on time, prepared to learn.
- Complete my homework and submit all my assignments on time.
- Show respect for myself, my classmates and teachers, and follow school rules.
- When I am confused or unclear I ask for help.
-

**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 6	Borough Manhattan	School Number 103
School Name Dos Puentes Elementary PS 103		

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 Victoria Hunt	Assistant Principal N/A
Coach Alcira Jaar	Coach
ESL Teacher	Guidance Counselor Social Worker: Mildred Mero
Teacher/Subject Area Rebeca Madrigal classroom	Parent Olga Ramos
Teacher/Subject Area type here	Parent Coordinator Consuelo Villegas
Related Service Provider Elizabeth Ovalle	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.	0	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	0
Number of certified bilingual teachers currently teaching in a bilingual program	4	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	2

D. Student Demographics

Total number of students in school (Excluding Pre-K)	70	Total number of ELLs	49	ELLs as share of total student population (%)	70.00%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	49	Newcomers (ELLs receiving service 0-3 years)	49	ELL Students with Disabilities	6
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	49	0								49
ESL										0
Total	49	0	0	0	0	0	0	0	0	49

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																
Spanish	48	21																	48	21
Arabic	1																		1	0
SELECT ONE																			0	0
TOTAL	49	21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	49	21

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): <u>3</u>	Number of third language speakers: <u>1</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>2</u>	Asian: <u>0</u>
Hispanic/Latino: <u>8</u>	Other: _____
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>11</u>

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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)														0

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)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0												
	I	0												
	A	0												
	P	0												
READING/ WRITING	B	0												
	I	0												
	A	0												
	P	0												

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					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									0
4									0
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 assess all children through the Fountas and Pinnell system. All children were tested in both Spanish and English in late September to establish a benchmark level. Students will be tested a minimum amount of three times a year, with progress monitoring for children who are not at expected levels.

This data helps us to understand how to differentiate the instruction in Spanish and English, group students for small group instruction, and ways to progress monitor our students to ensure they receive scaffolding and intervention when need to reach grade level standards in BOTH English and Spanish.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
As we are a new school with only Kindergarten classes, we do not have NYCESLAT scores from which to build. Our inhouse scores for the Lab-R indicates that we have beginners, intermediates, and advance speakers. This shows that though many of our children know some English, they are not proficient and need to build both their productive skills and have opportunities to understand the nuances of English.
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 [AMAQ tool](#))
As an only K school this year we do not have NYSESLAT data from which to build.
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?
 - a. Assessments in the native language (both F&P in Spanish and Spanish Lab-R) demonstrate that children are not proficient in Spanish literacy nor English literacy. For 2/3 of our English Learners, they seem to have a base in both English and Spanish but not dominance in either. Home visits that were conducted for all incoming children reveal, many children have dominant English and Spanish speakers in their lives. Their receptive knowledge in Spanish is strong but their productive language is weaker. Their productive language in English is present but their receptive language is weaker.
 - b. We do not have periodic assessment data for our students as kindergarteners, though initial assessments in F&P confirm the above.
 - c. See questions a.
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](#).)
In considering the data, we have created small groups with in the classroom according to academic level and language proficiency. These groups are flexible and are different depending on the language of instruction (we follow a 50/50 DL model). These small groups allow the teacher and assistants in the room to structure instruction to target both language instruction as well as the academic goal of the lesson. For example a beginning level group in English my work at responding to a reading response questions, but the instructor will have a number of images planned to support the language production of non native speakers.
6. How do you make sure that a child's second language development is considered in instructional decisions?
Language production and second language acquisition are an integral part of all our planning. Within each lesson teacher's consider how students will be accountable for producing language. As we follow a 50/50 DL model, at anytime, there are students who are second language learners. Thus there are structures in place such as charts, realia, or student partners or groups to support the language production of non-native speakers. Paste response to question here:
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

a. English proficient students are assessed in the same way as Spanish speaking students in the content areas, e.g F&P in English and Spanish, performance task in writing in both languages and ongoing assessments in both languages in Math.

b. The vast majority of our English proficient students are beginners, as Kindergarteners in a dual language program this is their first exposure to Spanish. 3 students are balanced bilinguals and have a strong level of both English and Spanish proficiency.

c. As a kindergarten school we do not have data on state tests. Local tests of F&P and Discovery math indicate that our English proficient students are intermediate to high performing students.

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

As the majority of our student population is English Learners, monitoring and measuring their progress in both languages will determine the success of our school. It is important as a dual language program that we maintain high standards and rigorous instruction in both languages to ensure that students are developing academically and in turn that will transfer from one language to the next.

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](#).)
When all families come to the school to register their child they are told we follow a dual language model and that this program is an additive program to serve English language learners and English speakers to become fully bilingual and biliterate. Each family is asked upon arrival if they rather hear the information in English or Spanish. The vast majority of our families speak English or Spanish but for the few that do not, we work to make sure all information is accessible by drawing on resources in the community and accessing the DOE translation services. When the child arrives for registration, a bilingual teacher or administrator (also bilingually certified) conducts an informal interview with the child to screen for language ability and language dominance. In filling out their registration paper work, families are given the HLS by a licensed bilingual teacher or the principal who holds a bilingual teaching license. The survey is administered in either English or Spanish depending on the language dominance of the family. Upon completion of the survey, families are informed of the different models of services for English learners in NYC. We explain we follow a dual language model. Families are given the opportunity to view the video of the various models from the DOE. If the survey indicates that the child should be tested for language proficiency, the LAB-R is administered within 10 days of the child attending the school. If the child's home language is Spanish, the Lab-R is also administered. Alcira Jaar, our bilingually certified coach, or the principal, a bilingual certified teacher, administers the Lab-R and/or Spanish Lab-R. All children are in dual language classes as the school follows a dual language model across the board. Thus, ELLs and EP children are mixed within all classrooms.
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 video of the different choices for English Learners in NYC was shown to most families when they register, we work to ensure all families have the opportunity to view the video if they are not able to during registration within ten days of admission. The video is provided in the language of choice for the family. Families that were not shown the video were invited to an evening workshop early in the school year explaining DL and the two other programs available, ESL and Transitional Biligual Education. During this time the video of program choice was shown again. To best understand our dual language model, families are given opportunities to visit the classroom every other Friday during Family Fridays, to see the 50/50 language distribution in practice. If families are interested in other programs we keep their names on file to ensure if there is enough of an interest we work to create programs with other program models.
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].)

Once children are given the Lab-R and scores are calculated, children who are not yet proficient are given the entitlement survey, the Parent Survey, and the Program Selection form. We keep these on file and review if there is a desire to introduce other program models apart from dual language. The LAP committee reviews these letters to determine if another model should be considered. To date all families have been interested in dual language. The principal works closely with the bilingual coordinator and the parent coordinator to ensure these forms are filled out for each eligible family.

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.

As our whole school follows a dual language model, all children are placed in dual language classes. Parents are given placement letters indicating this. Both English learners and English proficient children are shown a power point explaining the structure of the dual language model and research that demonstrates the cognitive advantages of such programs (Collier, 2005). The ELPC survey is then given to the families, and we receive their choices. Again families that opt for a program model other than dual language will be maintained on a list. If there is enough interest of another program model to begin a class on a grade, planning will be arranged to accommodate families' wishes. These information sessions are held in English or Spanish depending on the preference of the family. A copy of the placement letters are placed in the bilingual binder that is maintained in the main office. After receiving the scores from the Spring NYSESLAT exams, families with children who still qualify will be given entitlement letters for continued bilingual services. Parents will be informed of their program choices once again, and placement of their children for the following year will be indicated. It is our plan that as a dual language program, all children will continue with this model through 5th grade. Updating the ELPC screen in ATS is done within 20 days of receiving the completed surveys.

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.

As we are a new school we have not yet administered the NYSESLAT test to our students as of yet. In the spring, the principal and the coach will review ATS records to determine who is eligible for NYSESLAT testing. The principal and coach will create a schedule to test all English Learners with the four components of the tests. Each part of the test will be administered by bilingual certified pedagogues. We will ask the bilingually licensed classroom teachers to support the administration for the individual interview sections.

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.  All parents have requested the dual language choice option. As a school of 70 children, families have made a conscious choice to place their children in an environment that supports the development of full bilingualism and biliteracy.

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])?
 - a. We follow a dual language 50/50 model in a self contained classroom.
 - b. Students are mixed heterogeneously between ELLs and EPs. All content areas are taught consecutively in both languages. Monday, Wednesday, and Friday mornings are delivered in Spanish. Tuesday, Thursday and Friday afternoons are delivered in English.
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)?

All our teachers are bilingually certified thus they are in a position to deliver Native Language Arts, ESL, and English Language Arts through the curriculum. We follow an alternating 50/50 model so that language arts alternates between Spanish and English daily. ESL is integrated into all subject areas on English days. Native language arts strategies are integrated on the alternative days. Mandated minutes for beginners, intermediates, and advanced students are met as all students receive significantly more than the 360 hours of ESL and Native Language arts per week as described in the CR Part 154 mandate.
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.

We follow an alternating 50/50 model so that Language Arts alternates between Spanish and English daily. ESL is integrated into all subject areas on English days. Native language arts strategies are integrated on the alternative days. Mandated minutes for beginners, intermediates, and advanced students are met.

Additionally we use language acquisition strategies such as charts, picture support, partnering, graphic organizers, and realia throughout all lessons. Lastly we take a hands on inquiry approach to learning so the children are learning content through actual experiences that support language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We use Fountas and Pinnell assessments in Spanish and English to ensure development in home language and target language. Writing units are designed to have both an English performance task as well as a Spanish to ensure development in both languages. Lastly math is evaluated in the language of dominance though instruction alternates between languages.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In reading we use Fountas and Pinnell assessments in both Spanish and English to measure progress as well as Estrellita and Foundations for phonics development.

In Writing, we have designed different performance that are language specific and are evaluated by a common core developmentally aligned rubric that will trace development.

In Speaking and Listening, students are monitored through a tool called “work sampling.” This tool allows us to measure productive language in natural settings through observation. As a school we are focusing on the language production of students during center activities where children are using language in non-teacher directed conversations in both languages. Additionally

students are evaluated for listening skills through reader response to read aloud. Estrellita and Foundations also evaluates oral production of language and listening skills.

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).

a. Since we are currently only serving three K classes, our children are not considered SIFE, but children who have never been in a school environment (pre-K) are placed in small groups to support language production. Newly arrived students are given more individualized instruction within the classroom by participating in small group activities. They also work with our bilingual social worker to ensure they are socially adjusting to their new environment. Further they are encouraged to participate in our 4 day a week afterschool program for further social intergration and language development opportunities.

- b. N/A
- c. N/A
- d. N/A
- e. N/A

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?

In summer planning and through afterschool professional development, teachers have adapted the Ready Gen curriculum to have a native language component (Spanish). Further we have made adaptations to have the units to have hands on activities to support language development. Additional scaffolding of the materials and small group work in Spanish and English makes the grade level curriculum accessible to SWDs and ELLs. The SWD who's IEPs indicate an ICT classroom environment are in a bilingual ICT class where they are given modifications in both languages to scaffold the instruction. We have a bilingual speech provider who provides speech and language services in Spanish and English. Our OT does not speak Spanish but works with the classroom bilingual teachers to ensure her students understand her and that families are given translation when confering about their children's progress.

Using language acquisition strategies such as charts, picture support, partnering, graphic organizers, and realia throughout all lessons also supports these students. Lastly we take a hands on inquiry approach to learning so the children are learning content through actual experiences that support language development.

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?

Our students with IEPs are integrated into general education settings where their particular needs are addressed. Students that need educational support are in an ICT classroom with two bilingual certified special education teachers. We also have bilingual pupil service interns and bilingual student teachers to assist with differentiation of the grade level curriculum to ensure access for all students. Using a dual language model allows students to also build from their English-speaking peers.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	Spanish		

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

Social Studies:	Spanish			
Math:	Spanish			
Science:	Spanish			

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

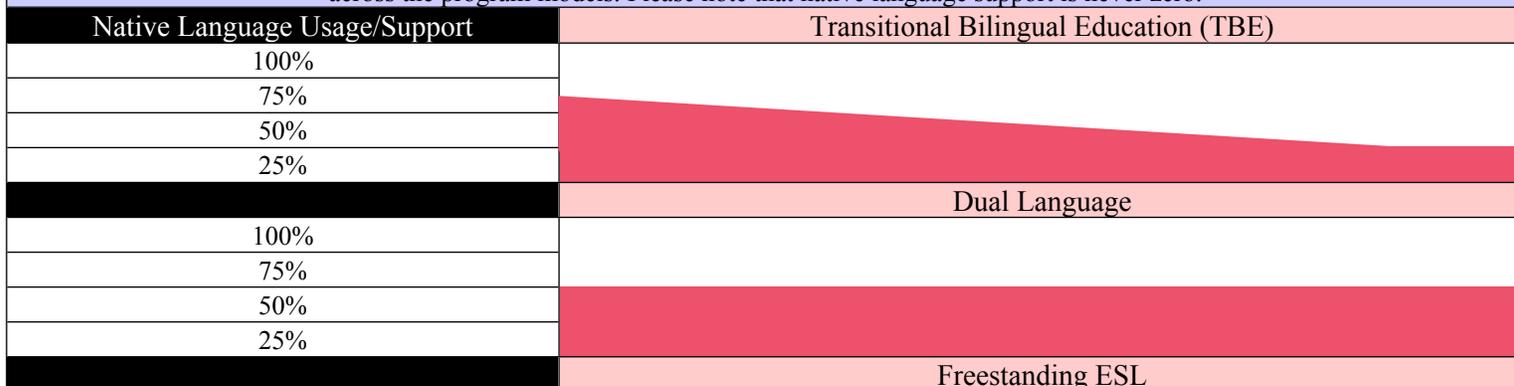
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.

Within each classroom ELLs are grouped for their instructional level of language development and their academic ability. These groups are flexible and change depending on the language of instruction. As a dual language program we alternate languages day to day. The curriculum has many aspects of hands on experiences to support language acquisition and times through out the day where children work in partnership to support language production in small group settings. Because our classes are mixed with children at various levels on English proficiency, more English proficient children are paired with a partner who can support less proficient students production. All children get 900 minutes of English instruction a week across content areas with ESL strategies, and 900 minutes of Spanish instruction across content areas with Spanish as a second language strategies.

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

As a brand new school with only 3 kindergarten classrooms, we have only preliminary data on our results. What we can say is that all children through the scaffolding of language by the teacher, are able to participate in read aloud discussions, produce initial writing responses to English prompts, and participate in math instruction in English and Spanish. Because we use a lot of manipulatives, picture support, and small group learning situations, children have access to their less fluent language.

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

In first grade we are considering a side-by-side model for our two general education dual language classrooms.

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

We hope to continue with our dual language program for all students.

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

There is no distinction between our ELLs and English proficient students in regards to programming. As the whole school follows a dual language model, English proficient and ELLs are heterogeneously mixed between the classes. We have developed four days of enrichment afterschool; ELLs participate in each day of activities. Mondays is a literacy and art program sponsored by the Nagel Y, Tuesdays and Thursdays are soccer through a program called New York Scores. Wednesday is a Yoga program through Grace's Yoga. While all programs are in English, the emphasis is on developing language through activity.

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

We have purchased Spanish libraries and Spanish supplements to the REady Gen curriculum to ensure that the curriculums are presented bilingually following the dual language model. To that end teachers have created charts, word walls, content word walls, and assessments to supplement the all English Ready Gen curriculum. To support the Ready Gen curriculum we have also added hands on learning opportunities such as studying trees and animals to support unit one. We have purchased ipads for each class. On the ipad students will work with Reading A-Z in English and Spanish. As we grow as a school we will consider other technological programs to support English development. With in the classroom we use a lot of realia to support comprehension. Also kids spend at least two periods a day in centers where the materials are scaffolded to support instruction through games or inventive play. Additionally, weekly participate in Studio in a School, a developmental media arts program. This program is delivered only in Spanish to deepen the use of our ELLs native language.

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

We follow a 50/50 Spanish/English model having all content areas delivered in Spanish on Mondays, Wednesday, and Friday morning. Content is delivered in English on Tuesdays, Thursdays and Friday afternoons. Thus all content delivered in Spanish is extended on English days, and then supported on the following Spanish day. We do not repeat content day to day, but rather extend the content from one day to the next.

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

We consciously decided that Kindergarten teachers need the stability of one teacher (or two in our ICT) all day. Thus our classrooms are self-contained for language. All teachers are completely bilingual and able to use the language of the day easily. As children get older we will consider implementing the side-by-side model to make the language separation more definitive. Additionally because the children are so young, we also include a lot of song and movement to keep them active in their learning. This helps their social emotional ability to participate even when the language is very new.

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.

Because we want families to be partners with us in their children's education, we conduct home visits with bilingual staff to all our

children. We were able to complete about 50% of these home visits in the summer. This helped both the children and families to feel comfortable when they arrived for the first day of school. The students who were visited later also have the teaching staff get a clearer idea of the home environment and are able to build upon that during conversations in the classroom. Families have the opportunity to ask whatever questions they have in an environment where they feel most comfortable. As new ELLs enroll over the course of the year, we continue to set up home visits so we can make these families feel comfortable as well.

18. What language electives are offered to ELLs?

All students are taught English and Spanish. We are looking into an Arabic afterschool program one day a week that will be open to all students.

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)?
 - a. 50% English, 50% Spanish
 - b. Students are integrated all day for all subject areas. Within the classroom there are often small groups that target particular language development strategies in the language of the day depending on need.
 - c. Language is separated by day. Spanish is used for instruction on Mondays and Wednesdays and Friday mornings. Content is delivered in English on Tuesdays, Thursdays and Friday afternoons.
 - d. Self-contained.
 - e. Emergent literacy is taught sequentially.

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.

1. Through funding secured through the Office of English Language Learners to begin a new dual language program, we were able to provide a full two week professional development training from Monday August 12- Friday August 23, 2013. During this time all staff including teachers who are all bilingually certified, our bilingual social worker, our bilingual parent coordinator, and three Bilingual Pupil Service Interns went through language acquisition, adapting the existing Ready Gen English Language Arts curriculum to become 50% in Spanish, and creating structures and strategies to support language and academic development for children from all different linguistic backgrounds. We worked consultants Ruth Swinney, and Dr. Tatyana Kleyn, to deepen our understandings of language and culture.

We have build from this work in September, October and November, to have weekly meetings to review children's development in Spanish and English, continue to adapt the curriculum, and conducted intervisitations between classrooms to consider language production within the classroom. Ruth Swinney will continue to work with us throughout the year on the rigor of instruction in both languages and Dr. Kleyn will support our understanding of integrating culture into the classroom.

Records of outside professional development and inhouse professional development are maintained through sign in sheets and exit slips. These hours are maintained for each teacher in the bilingual binder that is housed in the main office as well as in teachers' professional files.

2. Our language arts curriculum and math curriculum are both common core aligned. In Language arts we are building and adapting from the Ready Gen curriculum. Olivia Atanasovska, an Aussie consultant, works with all teachers monthly to ensure we are deepening our practices to align to the common core expectations. In Math we are building from the Engage New York modules to ensure Common Core alignment. We are part of a lesson study series with Kate Abel, who meets monthly with a member of our staff to deepen this practice. This teacher then returns to turn key to the other teachers.

Frequent informal and formal observations from the principal through the Danielson tool deepen what teachers are doing to support higher level questioning skills, using supporting evidence, and focusing on synthesis of ideas.

3. As we are only a K school as this point, the focus is not yet on middle school, rather we are working on supporting families and children getting used to a public K-5 school environment.

4. All our teachers are bilingually certified and continue bilingual training in our work with Ruth Swinney, the Bank Street Language Series, workshops from the ODELL, and support from our network. Additionally all five of our teachers are taking additional classes at Teachers College, Columbia University and Bank Street College.

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?

1. All our workshops are in Spanish and English. When translation services are needed for other languages we seek support from members of the community and translation services within the New York City Department of Education. We have already had 4 different parent workshops to support families understanding of our ART Program, Healthy Eating initiative, and composing program.

Every other Friday, we have Family Friday where families come into the classroom from 8:20-9:00. These sessions are all done in Spanish so Spanish speaking families feel comfortable and English-speaking families understand what their children are experiencing while learning a new language.

Additionally all families have a home visit where a teacher and other staff member visit the children in their homes to answer any questions and for the school to best understand the child in their home surroundings. Children are brought a book and a Dos Puentes T shirt.

2. We work with Studio in a School to provide three family workshops throughout the year. Leave it Better is doing a families series of 8 classes in Spanish and English where families learn about composing and growing. Lastly Foodfight, an organization fighting for healthy eating, delivered a series of workshops on healthy food choices. If translation services are needed in a language other than Spanish we access resources in our community and the Office of Translation through the NYCDOE.

3. In the beginning of the year, all families were given a family questionnaire to indicate different ways they wanted to be involved in the school and questions and concerns they had. Our parent coordinator has created a schedule where we are planning events, workshops, and conversations around what we have found. Further the home visits to each child's home yielded a lot of information that families want further clarification to which we can then create a plan to respond. Translation services are available for families that speak languages other than Spanish or English. The family questionnaire, home visits, and all school events and workshops are provided in both Spanish and English.

4. Family Fridays most directly addresses the needs of the families to understand what is going on in the classrooms. During this time the families have the opportunity to see different aspects of the curriculum. For example we structure it so one week focuses on read aloud. The teacher demonstrates read aloud. She/he models ways to ask clarifying questions. Then children are paired with their families to practice. We have done the same type of activities with families in math, writing, and science.

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: _____**School DBN:** _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Victoria Hunt	Principal		11/13/13
	Assistant Principal		1/1/01
Consuelo Villegas	Parent Coordinator		11/13/13
	ESL Teacher		1/1/01
Olga Ramos	Parent		1/13/00
Rebeca Madrigal	Teacher/Subject Area		11/13/13
Elizabeth Ovalle	Teacher/Subject Area		11/1/01
Alcira Jaar	Coach		11/13/13
	Coach		1/1/01
Mildred Mero (Social Worker)	Guidance Counselor		11/13/13
	Network Leader		1/1/01
	Other		1/1/01