Department of Education
Carmen Fariña, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:	**PS 329**
DBN (*i.e. 01M001*):	**21K329**
Principal:	**SALEMA MARBURY**
Principal Email:	**SMARBURY@SCHOOLS.NYC.GOV**
Superintendent:	**ISABEL DIMOLA**
Network Leader:	**MARLENE WILKS**

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), 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 CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.

2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.

3. Add rows as needed to ensure that all SLT members are listed.

4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

5. Names of SLT members must be added to this form for posting. The signed original document must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Salema Marbury	*Principal or Designee	
Lance Shjatzman	*UFT Chapter Leader or Designee	
Angela Fergusen	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Lisa Lafontant	Member/ Asst. Principal	
Evita Hernaez	Member/ Teacher	
Tina Murlin	Member/ Teacher	
Rabaa Ishag	Member/ Parent	
Andrea Cooper	Member/ Parent	
Monica Ramsey	Member/ Parent	

**Signature of constituent only indicates participation in the development of the CEP, 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.

- 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).

Guidance for Developing 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.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	**School Leadership Team Signature Page**
X	**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)
X	**Academic Intervention Services (AIS)**
X	**Title I Plan (Only for schools receiving Title I funding)**
X	**Parent Involvement Policy (PIP)**

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, 25% of teachers will have improved their competency in the elements of Danielson Component 1e as measured by feedback received by teachers on the implementation of differentiated learning activities for instructional groups.

Comprehensive Needs Assessment

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

Our 2013-2014 Quality Snapshot indicates student achievement and proficiency in math is 21% . These percentages are below the city (39%) and district (49%). "Looking at Student Work", effectively differentiating instruction and improving lesson planning practices will allow teachers to diagnose students' specific struggles in math and assist them with providing more effective instruction based on students' individual needs

Instructional Strategies/Activities

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

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

- Teachers will participate in targeted professional development workshops coordinated by The School Professional Development Committee and/or our Network that will focus on creating learning targets, unpacking the standards, aligning tasks and strategies to the learning targets, multiple entry points and scaffolded instruction (the elements of 1e).

- All teachers will engage in a reflective planning process that requires teachers to align lessons to the instructional shifts while providing all students with access to the Common Core Learning Standards. Teachers will analyze the success of weekly lessons by reviewing student work samples. Working in teacher teams, teachers will make informed decisions about how to revise instruction for the following week including the use of instructional strategies, academic rigor and alignment to standards. During this process teachers will ensure multiple entry points for students and alignment to the instructional shifts with a goal of improved student achievement.

- Information gathered during classroom observations aligned to the elements of component 1e and student data reviews will be utilized to adjust and revise teaching practices through strategic professional development planning throughout the school year.

- Administrators will observe inquiry teacher team/inquiry groups at work to provide guiding feedback.

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

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

1.

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

1. Teacher Team Leaders and School Administrators will assist with professional development and instructional support during bi-weekly professional development sessions. School Administrators will supervise and monitor all bi-weekly professional development sessions, weekly grade meeting lesson planning sessions and weekly grade meeting data review activities

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

- By February 2015 :
- All teachers will participate in and/or conduct workshops (atleast 6) aligned to the elements of 1e.

- All teachers will utilize the Reflective Planning Protocols during their weekly Teacher Team Planning Meetings to create improved instructional strategies for the

following week of instruction.

- All teachers will utilize Student progress as noted on , classroom tasks, end unit assessments, common core standard mastery sheets in ELA and Math and, NYC Periodic Assessments to determine specific needs of their students and develop strategies to assist.
- All Teachers Teams will document and share strategies that work to improve student performance during at-least one professional development session.
- All teachers will record student progress towards reaching Common Core standards during monthly assessment cycles noted on "Benchmarked" Common Core Standards Mastery Recording Sheets (November 2014 and January 2015).
- Administrators will utilize informal Observation of Teacher Team Reflective Planning Meetings to determine the effectiveness of their collaborative work.
- Administrators will utilize informal and formal observations of classroom sessions to determine effectiveness of teaching differentiated strategies.
-
- Administrators will review Benchmark Data/Standards Mastery recording Sheets and teacher created Student Intervention Plans to assist teachers with monitoring and revising instructional practices (November 2014 and January 2015)

1.

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

1. Staff Development activities/Study Groups will take place 4 times per month beginning in September 2014 through June 2015. Looking @ Student Work Activities will take place during weekly Teacher Team Planning Sessions scheduled during common preparation periods and grade meetings. School administrators will review school wide data trends in November 2014, February 2015, April 2015 and May 2015.

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

1. All grades will be programmed with at least 3 common preps each week. Professional development sessions/Topics and lesson planning sessions will be posted on the school website each month. Professional literature will be purchased to support all study group and professional development activities

Strategies to Increase Parental Involvement

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

Parents will receive student progress reports 4 times per year, report cards 3 times per year and information regarding student goals twice per year, Our school website ps329.schoolwires.com has been updated to improve communication with parents. Parents Engagement activities on Tuesday will allow for parents to meet with teachers in person to discuss children's strengths and struggles. Parents can log on to the website to receive school information, school news, parent, letters, homework, curriculum information and much more. Parents also receive school information updates through relay calls and text messages as part of our new school initiative--Information Surfside . Parents will be invited to Parent Orientation Meetings, Curriculum Events and PTA Events focusing on our academic initiatives and strategies they can utilize at home to help their children academically. Parents will be offered incentives when children have improvement

Budget and Resource Alignment

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

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

As a Title 1 School Wide Program School, we utilize Conceptual Consolidation by combining federal, state, and local funds such as; Title 1, Title 2 , Title 3, Tax levy Fair Student Funding and other available resources such as Citywide Instructional Expectations, to carry out our instructional strategies/activities to achieve this goal. By combining our fiscal and human resources we are able to implement the following program components of this goal in fiscal year 2014-2015: funding for professional development contracts, funding for professional literature resources, per session funding for professional development afterschool initiatives, funding for student enrichment

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, 25% of all teachers will improve in their competency in the elements of Danielson component 3b to improve student to student discussions as measured by feedback teachers receive on the use of the school-wide discussion rubric

Comprehensive Needs Assessment

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

Our 2013-2014 Quality Snapshot indicates student achievement and proficiency in ELA at 21% . This percentage is below the city and district percentages (30% &36%). Moreover, only 12% of our grade 3 students are proficient in ELA as noted by the NYS ELA examination in 2014. Improving lesson planning and including student discussions as part of these plans will assist students with developing a deep understanding of concepts and build vocabulary and communication skills. It will assist teachers with acquiring prompt and continuous feedback on students understandings and misunderstandings of classroom content as a means of improving lesson planning and lesson delivery

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

- Teachers will participate in Study Groups and Professional Learning Communities focusing on "Questioning and Discussion Techniques including the discussion of professional literature aligned specifically to improving discussion techniques.
- Teacher Teams will participate in professional development activities and lesson planning sessions focusing on "unpacking the standards" as a means to develop a more concrete understanding of the standard and thereby aid them in developing questions, prompts and classroom tasks that will lead to students' developing a deeper understanding of the concepts/skills taught.
- Teachers will implement the use of school wide guidelines (bottom lines) with respect to expectations for promoting quality conversations in classrooms.
- Through the use of a school wide Common Core aligned discussion rubric, teachers will monitor student achievement towards meeting the standards.
- Professional development will be provided that will focus on best practices aligned to classroom discussions and will include book studies and classroom inter-visitations.
- Information gathered during classroom observations aligned the elements of component 3b and student data reviews will be utilized to adjust and revise teaching practices through strategic professional development planning throughout the school year.
- Model classrooms for questioning and discussion techniques will be established as labs for professional development.
- A Calendar of classroom visits (formal and informal observation) will be developed and consulted frequently to ensure that each teacher is visited with a focus on the selected competency.

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

1. Teacher Team Leaders and School Administrators will assist with professional development and instructional support during bi-weekly professional development sessions. School Administrators will supervise and monitor all bi-weekly professional development sessions, weekly grade meeting lesson planning sessions and weekly grade meeting data review activities.

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

1. By February 2015
2. All teachers will have participated in at least 8 Book Study Sessions aligned to effective questioning and discussion techniques
3. All teacher teams will participate in and/or conduct workshops (at least 6) aligned to the elements of 3b.
4. All classroom teachers will utilize the School-wide Classroom Discussion Bottom-Lines to guide discussions within their classrooms.
5. All classroom teachers will utilize discussion rubrics aligned to the speaking and listening commons core standards and the instructional shifts to rate daily classroom tasks to determine if students have developed a deep understanding of the content of daily lessons.
6. At least 3 model classrooms for questioning and discussion techniques will be established as labs for professional development through interclass visitation
7. All teachers will have received at least 2 ratings along with customized feedback aligned component 3b
8. All classroom teachers will utilize the discussion rubric to score student to student ratings on classroom tasks aligned to our student to student discussion rubric.

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

- In September 2014, weekly Teacher Team Lesson Planning Sessions will begin to take place 2 times a week during common preparation periods and grade meetings
- Staff Development activities/Book Study Groups will take place 4 times per month beginning in September 2014 through May 2015.
- In October 2014, teachers will begin to create bottom-lines , protocols and rubrics to utilize in conjunction with student to student discussions in their classrooms.
- In November 2014, all teachers will begin to utilize the question and discussion bottom-lines , protocols and rubrics that were developed.
- Formal and informal observations will begin in October 2014 and end in June 2015. All teachers will be observed at least 4 times per year.

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

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

Strategies to Increase Parental Involvement

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

- Parents will be invited to workshops to introduce them to strategies they may utilize at home to assist their children with improving their ability to have meaningful discussions.
- Parents will receive student progress reports 4 times per year, report cards 3 times per year and information regarding student goals twice per year.
- Parents will be offered incentives when children have improvement.

Budget and Resource Alignment

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

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

As a Title 1 School Wide Program School, we utilize Conceptual Consolidation by combining federal, state, and local funds such as; Title 1, Title 2 , Title 3, Tax levy Fair Student Funding and other available resources such as Citywide Instructional Expectations, to carry out our instructional strategies/activities to achieve this goal. By combining our fiscal and human resources we are able to implement the following program components of this goal in fiscal year 2014-2015: funding for professional development contracts, funding for professional literature resources, per session funding for professional development afterschool initiatives

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 2015, student attendance rates will be improved by decreasing the number of chronically absent students by at least 10 students through school-wide collaborative efforts as meaured by the monthly attendance data

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.

During the 2013-2014 school term the number of students having less than 90% attendance was 121 students. .These students are considered chronically absent and represent 27% (121) of our student population . This was a 3% reduction in the number of chronically absent students (140) from the previous school year (2012-1013). Last year, we reduced the number of chronically absent students by 19 students (from 140 to 121). We would like to continue to focus on attendance so that we may continue to reduce the number of chronically absent students. Students must attend school everyday to receive the full benefit of the educational process.

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.

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

- Establish an attendance Improvement Team and Guidelines
- Conduct weekly meetings to review weekly school-wide attendance and identify students who are developing a pattern that may lead to chronic absenteeism.
- Conduct a Student Summit and a Parent Summit to introduce them to the benefits of our Attendance Improvement Program.
- Assign each grade an Attendance Buddy who will work with the families to assist with their attendance improvement.
- Collect data from parents through an Attendance Survey to diagnose the reason for the child's Chronic Absenteeism.
- Create an individual attendance plan of improvement for each student based on their needs as noted in the attendance survey.
- Utilize school messenger to contact parents with attendance reminders and messages.
- Create weekly and monthly school-wide attendance incentives for students.
- Create attendance incentives aligned to attendance improvement for parents and families
- Utilize the attendance teacher to conduct home visits to set up appointments to meet with parents who we are unable to contact by phone.
- Utilize city agencies to assist when needed.

1.

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

3. School Administrators, Teachers, Paraprofessionals , the Guidance Counselors , the School Psychologists, the school social workers, PTA Members and Parent Coordinator will be utilized to assist with attendance improvement initiatives in the capacity of their title

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

- By February 2015 the number of Students averaging 2 absences per month will be less than 60 students (half of the number of students reported as of June 2014)

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

1. September 2014- Meet with Attendance Improvement Team for Orientation, Conduct Student Summit, Begin Weekly Attendance Meetings
2. October 2014--Begin Monthly School-wide Attendance Challenge Initiatives, Review Attendance Surveys
3. November 2014 through June 2015- Continue to monitor attendance weekly, identify chronic absent patterns , target newly identified children, support families
4. December 2014--Create Individual Attendance Improvement Plans For Students Based On Attendance Surveys, Begin to identify students who are developing a pattern of absences (2 days per month)

,

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

1. The attendance team members will meet twice per month to discuss student data and strategies to improve student attendance. The attendance teacher will conduct home visits and parent outreach to chronically absent students and/or students developing a pattern of absenteeism. Community Based Organizations will be utilized to support families above and beyond the school level

Strategies to Increase Parental Involvement

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

Involvement Policy (PIP).
• Parents will be invited to an orientation session describing the benefits of the program • Parents will receive incentives when their child's improves his/her attendance rate. • Parents will receive customized support to assist their children. • Ongoing communication will take place between the parent and the school team to ensure success of the support.

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**
List any additional fund sources your school is using to support the instructional goal below.											
As a Title 1 School Wide Program School, we utilize Conceptual Consolidation by combining federal, state, and local funds such as; Title 1, Title 2 , Title 3, Tax levy Fair Student Funding and other available resources such as Citywide Instructional Expectations, to carry out our instructional strategies/activities to achieve this goal. By combining our fiscal and human resources we are able to implement the following program components of this goal in fiscal year 2014-2015: funding for professional development contracts, funding for professional literature resources, per session funding for professional development afterschool initiatives, funding for student enrichment programs, funding for student and parent incentive programs, funding for parent workshops											

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.
By June 2015, all teachers will improve their classroom and behavior management systems as a means of supporting student social and emotional well-being and growth as measured by a 5% reduction in the number of Level 3 and 4 incidents occurring throughout the school community.

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.
During the 2013-2014 school year the number of student related infractions reported as Level 3 and 4 (physically aggressive) increased from 126 occurrences in the previous year to 336 occurrences. The majority of these student related incidents took place in the classroom

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.

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

1. School wide Behavior Management Expectations will be created and implemented by all teachers to promote an environment where students can thrive academically, socially and emotionally. This will include clearly defined, grade specific expectations, rewards and consequences.
2. Teachers will model expected behaviors aligned to the school wide mantra. This mantra (EMPOWER) includes the appropriate student behaviors and expectations for all P.S. 329 students. Grade level mantras aligned to the school wide mantra will be created, modeled and implemented by all teachers.
3. All Administrators, teachers and Para professionals will be trained in Therapeutic Crisis Intervention and be expected to implement these de-escalation strategies when working with students.
4. Strategic classroom support will be provide to the teachers identified in need based upon classroom visits, observations and occurrence report data.

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

1. School Administrators, Teachers, Paraprofessionals , the Guidance Counselors , the School Psychologists, the school social workers and Community Based Organizations will be utilized to assist with the implementation of behavior management strategies in the capacity of their title

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

- By February 2015, teachers will improve by one performance level in the Advance platform Domain 2 Classroom Management and Respect and Rapport
- By February 2015, a review of school wide occurrence report data and teacher anecdotal records will show a 5% decrease in the number reported incidents during the same period in 2014

4.

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

1. In September 2014 all teachers will follow our School-wide Behavior Expectation Guidelines for classroom management, student behavior and student referrals.
2. Beginning in October 2014 teachers will begin receiving training in Therapeutic Crisis Intervention Strategies.
3. Beginning in December 2014 our PBIS team will be trained and ready to begin team work.
4. January 2015 IUB/TCI classroom support will begin.
5. January 2015 through June 2015, ongoing team support will be provided to students, teachers and families.

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

1. PBIS team members will provide ongoing support to students teachers and families. IUB/TCI staff will provide direct support to classroom teachers in the implementation of TCI strategies

Strategies to Increase Parental Involvement

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

- Parents will be invited to parent workshops and parent support group activities focusing on student social and emotional topics.
- Parents will be provided with customized support focusing on assisting their children with social and emotional growth.
- Parents will be offered incentives when children have improvement

Budget and Resource Alignment

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

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.
As a Title 1 School Wide Program School, we utilize Conceptual Consolidation by combining federal, state, and local funds such as; Title 1, Title 2 , Title 3, Tax levy Fair Student Funding and other available resources such as Citywide Instructional Expectations, to carry out our instructional strategies/activities to achieve this goal. By combining our fiscal and human resources we are able to implement the following program components of this goal in fiscal year 2014-2015: funding for professional development contracts, funding for professional literature resources, per session funding for professional development afterschool initiatives, funding for student enrichment programs, funding for student and parent incentive programs, funding for parent workshops

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.
1. Strategies/activities that encompass the needs of identified subgroups
1.
2. Key personnel and other resources used to implement each strategy/activity
1.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
4.
5. Timeline for implementation and completion including start and end dates
1.
6. 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**
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	Various research based strategies based on students' needs (ex. Phonemic awareness, fluency, monitoring, making connections, summarizing, etc) ☐ Fundations, Words Their Way ☐ Test Ready	small group	During the day
Mathematics	Fluency of basic math facts ☐ Test Ready	small group	During the day
Science	Inquiry based science	small group	During the day
Social Studies	Independent Investigative Method/Project Based-Learning	small group	During the day
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	At risk services are provided by the SBST Team members on an as needed basis(ex. Crisis Intervention, health issues, etc)	One-to-one and/or small group	During the day

Title I Information Page (TIP)

For Schools Receiving Title I Funding

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
School administration will attend teacher recruitment fairs and reach out to education departments of prestigious colleges and university to recruit future graduates

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Through staff development team building activities and teacher mentoring school administration will work to cultivate, retain and support highly qualified teachers

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
After-school activities funded by the Mayor and CASA grants will be utilized to support student tutorial\enrichment programs: YWCA Alvin Ailey Dance classes

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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, P.S. 329, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- Providing assistance to our parents in understanding New York City, New York State and Common Core standards and assessments, During annual Curriculum Night, Parent Orientation and Parent Teacher Conferences parents will be provided with the opportunity to review grade level expectations, discuss individual student work and gain insight on strategies they can use at home to reinforce their child's learning;

- Providing parents with the information and training needed to effectively become involved in the education of their children including supporting parents in the use of ARIS and the school website;

- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress. Six times during the academic year, P.S. 329 will provide parents with specific information related to their child's achievement towards meeting the grade level standards in all subject areas. Reports and feedback will be in the form of Student Progress Reports, Individualized Student Goal Reports, Individualized Intervention Plans and Student Report Cards;

- Providing assistance to our parents in understanding New York City, New York State and Common Core standards and assessments, During annual Curriculum Night, Parent Orientation and Parent Teacher Conferences parents will be provided with the opportunity to review grade level expectations, discuss individual student work and gain insight on strategies they can use at home to reinforce their child's learning;

- Utilizing the P. S. 329 School Messenger telephone notification system, the P.S. 329 School website, email and text messages to share information about student/parent related programs, specialized programs, student enrichment, special events, meetings and other activities in a format, and in languages that parents can understand. Parent handouts and notices will also be made available in translated format. Throughout the year parents will be encouraged to complete questionnaires and surveys which outline topics that may be of interest and/or concern to the school community. Survey feedback will be utilized to determine workshop topics and parent resource needs;

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

P.S.329, 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 and enhancing The Ready gen and Go math curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 21K329

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount:** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$376,148.52	X	See action plan
Title I School Improvement 1003(a)	Federal	$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	$159,167.00	X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	$2,106,783.00	X	See action plan

[1]Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a) -** support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

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

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

Part I: School ELL Profile

A. School Information ⓘ

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

B. Language Allocation Policy Team Composition ⓘ

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	7	0	0	4	0	3	0	0	0	11

	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
Total	7	0	0	4	0	3	0	0	0	11
Number of ELLs who have an alternate placement paraprofessional: ____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	0	0	1	1	0								3
Chinese	2	0	0	0	0	0								2
Russian	0	1	0	0	0	0								1
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	1	1	0								2
Arabic	0	1	0	0	0	0								1
Haitian	1	0	0	0	1	0								2
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	0	0	0	0	0								0
TOTAL	4	2	0	2	3	0	0	0	0	0	0	0	0	11

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)					1									1
Intermediate(I)														0
Advanced (A)	4	2	0	2	2	0								10
Total	4	2	0	2	3	0	0	0	0	0	0	0	0	11

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

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

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

   We at P.S.329 will continue to use Fountas and Pinnell Reading Levels and Diagnostic Reading Assessments (DRA) results and other formative and summative assessments to group children according to their needs. The Fountas and Pinnell Benchmark system identifies independent and guided reading levels, reading comprehension tasks and vocabulary development. This information will assist us in

targeting where development is needed for each child to meet the designated literacy benchmark for their grade in all content areas as well as ESL. Grades 3-5 will utilize City/State tests, Performance Assessments, DRA, and teacher observation to identify specific student needs and align instruction.The utilization of TCRWP Benchmarks in Reading: Independent Reading Level benchmarks are used to help monitor progress through reading proficiency. These benchmarks are established and monitored quarterly. In addition, benchmarks provide P.S. 329 teachers with and additional lens by which to target their small group and guided reading instruction. Through conferencing, these benchmarks are used as a personal goal for each student to strive for by the upcoming target dates .

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

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

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

After reviewing the NYSESLAT scores teachers at P.S.329 gain a deeper understanding of students needs. It is evident that the ELLs need to increase their writing comprehension and reading skills. The NYSESLAT will be used to group children homogenously (beginners, intermediates, advanced) within regular classes in order to provide appropriate push-in or pull-out ESL services. Small group instruction will allow teachers to differentiate instruction. Fountas and Pinnell Reading Levels and Diagnostic Reading Assessments results and other assessments will be used to group children according to their needs. Traditionally, early grades have focused on narrative forms of reading and writing. This will address the specific instructional needs of students making the transition from early childhood to upper elementary grades. This year we will concentrate on including more non-fiction reading and writing in grades Kindergarten through 5. Grades 3-5 will utilize City/State tests, Performance Assessments, DRA, and teacher evaluations to identify specific student needs and align instruction.The utilization of TCRWP Benchmarks in Reading: Independent Reading Level benchmarks are used to help monitor progress through reading proficiency. These benchmarks are established and monitored quarterly. In addition, benchmarks provide P.S. 329 teachers with and additional lens by which to target their small group and guided reading instruction. Through conferencing, these benchmarks are used as a personal goal for each student to strive for by the upcoming target dates. Students will receive systematic and explicit instruction in the five core elements of reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. In addition ELLs will learn test taking strategies. Teachers will help our ELLs develop higher level thinking skills and strategies by raising the student level of understanding from simple recall and comprehension to analysis, synthesis and evaluation according to Bloom's Taxonomy of Learning.

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

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

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

Our school will use our data to guide instruction for ELLs withinin the Response to Intervention (RTI) framework. Tier 1 is the instructional core that is intended to incorporate high quality evidence-based instruction for all students. Instruction for ELLs in English language development is provided at the Tier 1 instructional level tailored to specific students needs through research based stratgies. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. This extra support is provided with instruction focused on specific learning targets. Tier 2 and Tier 3 instruction will also be tailored to meet ELLs' language needs, students in grades 3-5 will participate in our at risk tutorial afterschool program (four hours weekly) and test prep using additional literacy and math materials specifically Finishline reading and math.Grade2 students will receive intervention using Words Their Way a developmentally driven, hands on instructional approach which provides a practical way to study words with students. Students in grades K-1 will receive intensive instruction in letter formation, print knowledge, alphabetic awareness, phonological and phonemic awareness using Wilson's Fundation Program.

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

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

7. For dual language programs, answer the following:
   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?

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

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

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

Part IV: ELL Identification Process

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

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

Upon registration to P.S.329 all new admits are screened according to the LEP Identification Process. Our fully certified ESL teacher meets with parents to make an initial determination of the child's home language. All new admits are identified through the use of the Home Language Identification Survey (HLIS). If it is determined that the student's native language is other than English, an informal oral interview is conducted by a school pedagogue. The initial interview is conducted with the parents by our certified ESL teacher Ms. Murlin or a school pedagogue Ms. Sutain. The interview is conducted in English and/ or the native language spoken. There are pedagogues on staff who speak the five main languages represented in our school (Spanish, Chinese, Urdu, Russian and Haitain Creole). If necessary, the Translation and Interpretation Unit is contacted for assistance. Students identified through the use of the Home Language Identification Survey (HLIS) are either deemed eligible or not for testing using the Language Assessment Battery (LAB-R). These children are administered the LAB-R by our school's certified ESL: Teacher Ms. Murlin. The identified students are administered the Language Assessment Battery- Revised (LAB-R) no later than ten days after being enrolled in a New York City Public School. If the student scores at the Beginning, Intermediate or Advanced Level, the student is Limited English Proficient (LEP). In the event that a student is ELL identified and the Otelle code is Spanish the student is subsequently administered the Spanish LAB. The student is then placed in a bilingual education, dual language or freestanding ESL program, depending on the parent selection process. If the student transfers from a NYC Public School the student is screened for LEP identification by reviewing the following data while awaiting the students's cumulative record -ATS Notice of Admission (QADM) /exam history report (REXH). These children are then evaluated annually in the spring, by our ESL Teacher using the New York State English as a Second Language Achievement Test (NYSESLAT). If the student scores at the Proficient Level, the student is no longer considered to be LEP. If the student scores at the Beginning, Intermediate or Advanced Level, the services are continued until he or she scores at the proficient Level on the NYSESLAT. Students who score at or above proficiency level on the NYSESLAT are entitled to transitional services by funded personnel and time accomodations on state exams. Students are placed as Beginners, Intermediate, or Advanced ELLs according to their annual progress on the NYSESLAT. The ESL teacher invites parents/guardians to a Parent Orientation Meeting. This meeting takes place within ten days of the English Language Learners admit date. Notification letters informing them of the meetings are given in their home language indicated on the HLIS. On staff pedagogues serve as translators at these meetings to inform parents of the programs available throughout the New York City Department of Education. Different models and types of language acquisition programs such asTransitional Bilingual Education, Dual Language, and English as a Second Language Program are discussed. The parents view our Orientation Video for Parents of Newly Enrolled English Language Learners in their native language. The parents are then asked to fill out the Parent Survey in their home language. If Parent Survey and Program Selection letters are not returned, they are reissued and the Parent Coordinator , Ms. Leah Depena, then calls each parent to arrange for a

one to one meeting. A pedagogue translator in the necessary native language is made available. Our school only has a freestanding ESL program. Parents are given the option to seek schools that offer appropriate bilingual instructional classes should they desire alternative programs not offered at Public School 329. The records of new admits to the school are checked by the ESL teacher and the pupil accounting secretary to determine the child's ELL status. An annual review of the Parent Selection and Program Survey has determined that the trend has been the selection of a freestanding ESL Program over any other program. After reviewing the mentioned documents we have found that of our eleven ELLs , three are receiving ESL as per their IEPs, seven parents opted for our school's free-standing ESL program and one parent is requesting a bilingual spanish program.. The limited number of ELLs in any particular grade does not allow for a full ESL classroom in any particular grade level.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
   The ESL teacher with the support of translators conduct one to one small group meetings which are on going as new admits are ELL identified. Laptops are available and parents are grouped by language with the translator in the library during the Orientation meeting. Laptops allow for orientation DVDs for each language group to be played, including English. Translated ELL program brochures are readily available as well as Parent Survey/ Program Selection Forms, including English are available. Follow up- parents who did not attend the Parent Orientation meetings are contacted by phone by the ESL coordinator or translator to attend either one of the on-going group or individual meetings at their convenience to exercise parent choice in program selection for their child
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
   Entitlement letters are sent home with the student in both English and their native language inviting parents to our Parent Orientation. Photocopies of these letter are kept on file in the ESL coordinator's room to ensure ELL compliance. At our orientation parents receive a copy of a Parent Survey and a Parent Selection Form. These forms are filled out by the parents upon completion of Parent Orientation. Parent Survey and Parent selection forms are copied: the original is attached to the HLIS and entitlement letter in each students cumulative record. Follow up- parents who did not attend the Parent Orientation meetings are contacted by phone by the ESL coordinator or translator to attendeither one of the on-going group or individual meetings at their convenience to exercise parent choice in program selection for their child.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
   Parent Survey and selection forms are discussed at the Parent Orientation meeting which is scheduled within the first ten days of school. Parents make their selection at this time. Students who are new to P.S.329 and identified as English Language Learners are placed in classes which are aligned with the Parent Survey and selection form. If a parent's choice is not available at P.S.329, parents are given a list of schools providing the services they request. Entitlement letters in English as well as their preferred language, are then sent home. Letters of continued entitlement are then sent home to the students who score below proficiency levels on the NYSESLAT and are in need of a continuation of services. Non entitlement transition letters are sent home to those students who have scored at or above proficiency levels on the NYSESLAT. Non entitlement letters are sent home to those students who are eligible to take the LAB-R but score indicated that they are English proficient and are not entitled to receive services. Letters of placement are then distributed to those students who are in need of services. Parents are encouraged to call the ESL teacher or parent coordinators with any questions or concerns they may have about their childs placement. Interpreters are available.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
   The NYSESLAT has five grade bands: Kindergarten-1, 2-4, 5-6, 7-8, and 9-12. P.S.329 is a pre-k to 5 school. As a result only the first three bands are administered at P.S.329. The NYSESLAT assesses students speaking, listening, reading and writing skills defined by New York State's English as a Second Language Learning Standards. The person responsible for administering the NYSESLAT will be a teacher or administrator who has received special training in administering the exam. To ensure accurate and reliable results each person administering these tests will become familiar with the directions in the manual before administering the test. The speaking portion is administered individually. The other sections can be administered to students in a group. Our school chooses testing days within the administration period. The make up test dates are any dates that remain in the primary administration period. The subtests are administered in the following sequence: Session 1 -Speaking, Session2- Listening, Session 3- Reading and Session 4- Writing . Students with diabilities will be provided with testing accomodations specified in their IEPs or 504 Plans when taking the test i.e, use of scribes/tape recorders, large type or braille editions. All NYSESLAT materials are kept secure. These materials are safeguarded before, during and after the test administration. ELLs will be informed a few days before its administration. Parents/guardians will also be informed prior to test administration. Test administrators will prepare answer sheets and the testing rooms. Room preparation will include completely covering or the removal of all charts and board work., ensuring

that testing rooms are adequately lit and ventilated and free from noise and other distractions. The administrator will check the audio player in the room prior to administering the test to ensure it works and can be heard clearly throughout the room. The speaking subtest will be scored by a teacher who is not the student's teacher of English as a Second Language. The Listening, Reading and Writing subtests will be administered in groups. Students in grades 3-12 mark their answers to multiple choice questions on the separate, machine-scannable answers sheets. Students in grades k-2 will mark their answers in their test booklets. A teacher transcribes the students responses onto the machine scannable answer sheets exactly as the students recorded them in the test booklets. Transcribers must place their names on the answer sheets Proctors circulate around the room during the administration of the test to ensure that students are recording their resonses in the proper manner.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Here at P.S. 329 the Language Program model offered is a Free Standing ESL Program. After al review of the Parent Selection and Program Survey forms was conducted it was determined that the trend has been the selection of a freestanding ESL Program over any other program. After reviewing the mentioned documents we have found that of our 11 Ells , 7 Parent Selection Forms and Program Survey Forms requested ESL, 1 Parent Selection Form and Program Survey Form requested a Bilingual Spanish class, and 3 Ells are receiving ESL as per their IEP mandate The limited number of ELL families requesting a program selection other than ESL hinders us from opening up an additional Language Program However, these forms are monitored and reviewed monthly by our certified ESL teacher to ensure that we continue accomodating our families. When in fact we have accumulated fifteen parent selection forms of students with the same native language and grade requesting the same Language Program option we will open up a class to accommodate those students and their families.

Part V: ELL Programming

A. Programming and Scheduling Information

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

    An ESL certified teacher provides instruction in English using ESL methodologies and scaffolding of prior knowledge. The ESL teacher provides services to English Language Learners in classrooms through ESL Pull-Out and Push-In Services. The amount of time is determined by the the individual results of the New York State English as a Second Language Achievement Test (NYSESLAT). Our program model is homogeneous in which proficiency levels are the same. The group size ranges from five to eight. Our groups consist of beginner and intermediate students in a group . Advanced students are grouped seperately. In order to maximize English acquisition for ELLs, the ESL teacher and the classroom teachers articulate and collaborate both formally and informally

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

P.S.329 has a freestanding ESL program to serve its ELLs., organized as both a pull-out/push-in model. Instruction is delivered according to the units of support for ELL's according to proficiency level as mandated by NYSCR Part 154. In our free standing ESL program, the general education as well as the special education children are chosen by grade level and placed in groups according to their grade levels and scores on the NYSESLAT. Beginners and Intermediate ELLs receive 360 minutes per week while Advanced level ELLs receive 180 minutes of ESL per week. In addition students receive 180 minutes of ELA directly from their classroom teachers. Those that did score at the Proficient level received a letter indicating that they would be receiving an additional year of service to ease the transition from ESL to ELA. IEPs are reviewed on an annual basis and modified accordingly. Students are programmed into classes according to NYS mandates.

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

    P.S. 329 has adopted ReadyGen and Go Math to ensure alignment of content area istruction to Common Core Learning Standards. ReadyGen engages students with complex text and its academic language through the use of units of study designed around text sets at each grade level. It exposes students to narrative, informative, and opinion/argument writing so that they can successfully cite evidence in all genres through writing workshop.

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

    N/A

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

    Ells are appropriately evaluated in all four modaliies of English acquisition through out the year through the use of formative, summative , teacher made assessments and observations.

6. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for long-term ELLs (completed 6+ years).
    e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

As for our ELLs identified as having special needs , the ESL teacher aligns the ESL program instruction with the students' IEPs as well as the special education classrooms by articulating with the special education colleagues and cross referencing various materials used in the specialized classrooms. To drive instruction data including both formative and summative assessments are analyzed in order to differentiate ESL literacy and content instruction.

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

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

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

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

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

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

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

Courses Taught in Languages Other than English

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

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

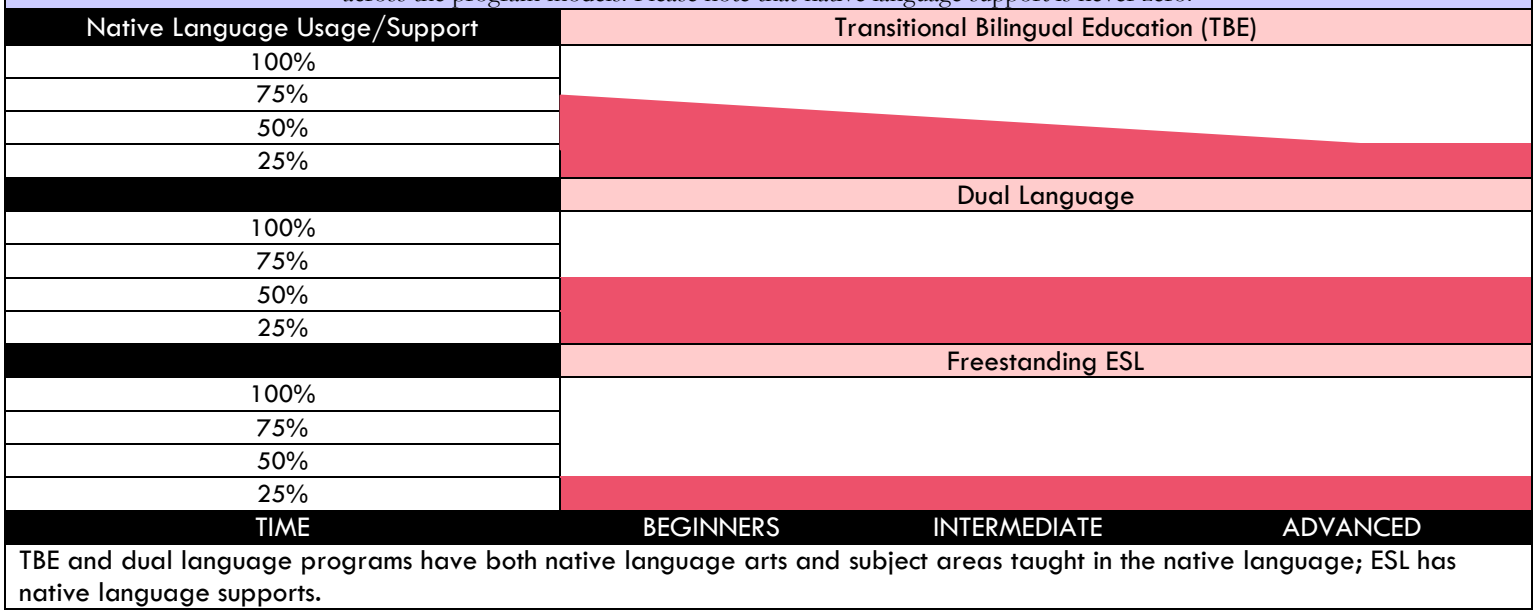
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts:				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

   Our targeted intervention program for ELLs in ELA, math, science and social studies includes but is not limited to P.S. 329's teachers continue implementing The Lucy Calkin's Units of Study for Teaching Writing in grades K- 5. The school year begins with small moments and personal narratives culminates at the end of the school year with How to books, informational books and Memoirs. Students work collaboratively with their teachers to showcase and celebrate their developing writing talents. Parents, Administrators as well as other classes are invited to Authors' Days and Writing Celebrations throughout the school year to encourage our developing writers.

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

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

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

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

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

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

    N/A

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

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

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

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

    N/A

19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

c. How is language separated for instruction (time, subject, teacher, theme)?
d. What Dual Language model is used (side-by-side, self-contained, other)?
e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

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

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

D. Parental Involvement

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

Parental involvement is stressed at the Surfside School. All parents including parents of ELLs are invited to attend an orientation, "A Meet and Greet" at the beginning of the school year. In addition, we hold a "Fall Harvest Festival" This is an incentive for parents who join our Parent Teacher Association. Parents participate in monthly PTA meetings, as well "Mommy and Me Nutrition Workshops," "How to Make Ends Meet Workshops" and many more. Our parents also receive training to become Learning Leaders in order to better serve our school as volunteers. Teachers develop intervention plans for parents to use in assisting their child at home. Parents are kept abreast of all events taking place in our school through phone calls made to their homes by our school messenger system and text messeges. In addition, our families stay informed by visiting our school website" isurfside" at ps329schoolwires.com.

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

Our School Community Based Organization, the YWCA, is employed as a free after school support program for all P.S.329 Surfside students. Members provide homework help and extracurricular activities that include video arts, arts and crafts, and sports, cultural and educational excursions. Parents are also invited to participate in our "Cookshop Fof Parents" program and attend our Literacy Parade and Curriculum Nights.

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

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

E. Additional Information

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

- Paste response to question here:

Part VI: LAP Assurances

School Name: 329		School DBN: 21K329	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Salema Marbury	Principal		11/15/13
Ms. Lisa Lafontant	Assistant Principal		11/15/13
Ms. Leah Depena	Parent Coordinator		11/15/13
Ms. Tina Murlin	ESL Teacher		11/15/13
	Parent		1/1/01
Ms. Sutain	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 2 **Network:** 209

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

Our team is comprised of several translators who are employed at our school under different capacities as detailed below:

Staff Member	Position	Language Translated To
Tina Murlin	ESL Teacher	Spanish
Ms. Urbach	Teacher	Spanish
Sen Du	Teacher	Chinese
Ms. Laguerre	Paraprofessional	Creole
Ms. Hanna	Paraprofessional	Arabic
Ms. Tellerman	Teacher	Russian

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

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

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

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

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