

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **14K319**

School Name: **P.S. 319**

Principal: **ALEYDA ZAMORA MARTINEZ**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Williamsburg Early Childhood Center School Number (DBN): 14K319
Grades Served: Pre-K through 1st Grade
School Address: 360 Keap Street , Brooklyn, NY 11211
Phone Number: 718-388-1588 Fax: 718-302-2316
School Contact Person: Aleyda Z. Martinez Email Address: Azamora@schools.nyc.gov
Principal: Aleyda Zamora-Martinez
UFT Chapter Leader: Jane Pedota
Parents' Association President: Desiree Rodriguez Knight
SLT Chairperson: Desiree Rodriguez-Knight
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Carolina Chinchilla
Student Representative(s): N/A

District Information

District: 14 Superintendent: Alicja Winnicki
Superintendent's Office Address: 215 Heyward Street Room 246, Brooklyn, NY 11211
Superintendent's Email Address: Awinnicki@schools.nyc.gov
Phone Number: 718-302-7600 Fax: 718-302-7978

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street, Brooklyn, NY
Director's Email Address: Bfitzge2@schools.nyc.gov
Phone Number: 347-225-5119 Fax: 718-935-2382

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Aleyda Z. Martinez	*Principal or Designee	
Jane Pedota	*UFT Chapter Leader or Designee	
Desiree Rodriguez Knight	*PA/PTA President or Designated Co-President	
Zoila Cueto	DC 37 Representative (staff), if applicable	
Carolina Chinchilla	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Carolina Chinchilla	Parent	
Esterlina Alvarez	Parent	
Patricia Rodriguez	Parent	
Amalia LaCioppa	Member/ Instructional Coach	
	Member/	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Public School 319 is an early childhood center located in the vibrant section of Williamsburg, Brooklyn serving the needs of children in grades Pre-Kindergarten through First Grade. Public School 319 is a Title 1 school. The school population comprises 1% Black, 95% Hispanic, 3% White and 2% Asian students with a register of 150. The student body includes 19% English Language Learners and 7% Special Education students. Boys account for 44% of the students enrolled and girls account for 56%. The average attendance rate for the school year is 94.65%.

The Mission of Public School 319 is to instill a lifelong love of learning and to foster pride and self-esteem in every child. Through data driven instruction, goals and objectives are established for the whole school, groups and individual students. By differentiating instruction we strive to address the educational, social, physical and emotional needs of all children ensuring their ability to become college and career ready. At Public School 319 we believe that through collaboration between all stakeholders – parents, educators, children and community that student achievement is supported and strengthened.

Public school 319 is a school that engages in many collaborations and partnerships with many organizations. Our partners include:

- Local Daycare Centers (Puerto Rican Family Head Start, Nuestros Ninos, and Williamsburg YMCA)
- Neighborhood merchants
- New York City Public Library at Division Avenue
- Local Police (90th Precinct) and Fire Department (Union Avenue)
- Woodhull Hospital
- Rosa Park (Kraus Management)
- Neighborhood Senior Citizens Center

Special Initiatives

During the 2014-2015 school year, Public School 319 implemented "Thinking Maps". In the 2015-2016 school year, Public School 319 will implement year 2 of Thinking Maps. Through Thinking Maps, all students have access to higher order thinking skills (HOTS) providing children with the support needed to assist them in achieving success, with learning targets and critical thinking. Thinking Maps allow teachers to "see" the evidence of their students' learning, enabling them to assess more effectively.

Based on parental choice, Public School 319 will continue our Dual Language Program in kindergarten. This Dual Language immersion is an enrichment model challenging all students to become fluent in two languages.

Based on our 2014-2015 Quality Review, an area of strength is exhibited in our Common Core aligned curriculum and Units of Study, whereby instructional shifts and UDL strategies for differentiation and rigorous tasks are available to all

students (Quality Review Indicator 1.1). Administration, in addition, uses a resource based teaching framework that supports teacher development and targets feedback to elevate pedagogical and student growth. As a result teachers use this feedback to improve their instructional strategies and meet individual student needs.

One of our challenges at Public School 319 is providing after-school and a summer program to our student population. Although challenging, due to budget constraints, we continue to provide these programs to our youngest learners. An additional challenge is providing our children with education in the arts. However, through creative measures and outside partnerships and resources (Music for Many, Marquis Studios) we offer these on a yearly basis ensuring a well-rounded education to all students.

One of the most crucial indicators of student achievement and success is parental involvement. Therefore, during the 2015-2016 school year, our focus continues to be family engagement. At our school, the development of a successful school-family partnership is a school wide endeavor involving all stakeholders. By asking parents to share their interests, needs, ideas and goals on an ongoing basis, we keep family at the focal point and provide a message that parents are an integral part of their child's education. Public School 319 believes that a welcoming school environment provides a winning partnership for children, parents and staff.

Our "Family Fun Fridays", hosted on the last Friday of each month, allows for parents to participate in their child's learning process, as well as gain familiarity with the techniques used within the classroom. Public School 319, in addition, has an active Parent Teacher Association and School Leadership Team which meets on a monthly basis. We offer monthly parent workshops on various topics.

This year, our instructional focus is peer feedback. At Public School 319, we believe that by taking the time to sit down and offer each other constructive criticism, give necessary help, offer suggestions, and provide positive feedback, peers can positively impact each others' learning.

14K319 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,OK ,01	Total Enrollment	142	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	81.0%	% Attendance Rate			92.8%
% Free Lunch	73.7%	% Reduced Lunch			2.6%
% Limited English Proficient	15.8%	% Students with Disabilities			17.1%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			2.0%
% Hispanic or Latino	92.1%	% Asian or Native Hawaiian/Pacific Islander			2.6%
% White	3.3%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.17	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			N/A
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	N/A	Average Teacher Absences (2013-14)			9.67
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on our 2014-2015 Quality Review we saw the need for teachers to implement a comprehensive system for using formative assessment, peer feedback and checks for understanding for strategic short-term curriculum planning

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of our teachers across classrooms and grade levels will use a school-wide formative assessment system for assessing and advancing student learning. The formative assessment system will have students using peer feedback and teachers providing actionable feedback through checks for understanding. As measured by teachers being observed in the formative assessment process and using monitoring tools.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
PLC- Teachers will collaborate to research different formative assessment processes. Teachers will investigate different formative assessment systems through book study; including and not limited to peer feedback.	All teachers	September 2015-June 2016	Administrator and Instructional Specialist

PLC- Teachers will check in monthly to assess the impact on their practice and student progress in using their monitoring tool.	All Teachers	September 2015-June 2016	Administrator and Instructional Specialist
Through direct observation, administrators and Instructional Specialist will provide actionable feedback to teachers on effective use of formative assessment systems in use.	Teachers and Students	September 2015-June 2016	Administrator and Instructional Specialist
Through the Inquiry Team process teachers will use formative assessment data to inform and adjust short term curriculum planning.	All Teachers	September 2015-June 2016	Teachers will take turns in all Inquiry Team roles.

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Substitute teachers, in order to provide coverage for workshop absences; line to be created.											
IPad mini's to be used by teachers, coaches and administrative staff to record best practices. Books for study group to guide teachers in formative assessment.											
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
By December 2015, 55% of teachers will be using a daily assessment tool.										
By June 2016, 100% of teachers will be using a daily assessment tool.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

As we continue to prepare our students for college and career readiness, we see the need to educate our students with a common language of good ethical values.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, every class in Public School 319 will build good character through the character counts initiative by building a writing component aligned to the six pillars of character education. As measured by students applying each pillar to a real world application. These events will be related to each pillar and applications will be differentiated by grade level. Events will take place 3 times a year for students to engage in real world application.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 			
Positive reinforcement for good character. Teachers and staff will set guidelines and schedules for reinforcement for good behavior.	Students	September 2015-2016	Teachers
During PLC the staff of Public School 319 will create a judging criteria for eligibility for our Good Character Award	Teachers and Students	September 2015-June 2016	Teachers and Administrator

and plan for real world application events according to the Character Counts Initiative.			
Character Counts Initiative materials. Through Charactercounts.org our school will be downloading lessons and purchasing materials to assist us in our good character goal and real world application events.	Students	September 2015-June 2016	Teachers
Through our school website our Parent Coordinator will inform and encourage parents and guardians to engage in our good character goal by attending meetings to plan real world applications.	Parents and Students	September 2015-June 2016	Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Character Counts resources and supplies. Line to be created in budget. Parent involvement funding, line to be created pending budget.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
By January 2016, our classes will have one real world application event in place.										
By June 2016, our classes will have 3 total real world application events completed.										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Through analyzing our Teaching Strategies Gold assessment data and through classroom observations we noticed that our Pre-K student population was in need of additional support in writing.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of our pre-kindergarten population will be able to label pictures using differentiated spelling conventions as measured by the Teaching Strategies Gold writing assessment and teacher created rubrics.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will learn the writing component as related to creative curriculum and formative assessments to improve the writing process.</p>	<p>Pre-K teachers</p>	<p>September 2015- June 2016</p>	<p>Administrator and Instructional Specialist</p>
<p>Teaching Strategies Gold supports. Teachers will attend online webinars to support and further their education with Teaching Strategies Gold.</p>	<p>Pre-K Teachers</p>	<p>September 2015-June 2016</p>	<p>Teaching Strategies Gold</p>

Intervisitations during kindergarten writing workshop. Pre-K teachers will visit kindergarten during writing times to observe best practices.	Pre-K and K teachers	September 2015-June 2016	Administrator and Instructional Specialist
Handwriting Without Tears. This handwriting tool will help students with writing mechanics which will assist them in becoming strong writers.	Pre-K Students	September 2015-June 2016	Pre-K Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Substitute teachers, for workshop and intervisitations; line to be created. Handwriting without tears, program purchased in anticipation for 2015-2016 school year. Ipad mini's - handwriting apps to assist the children in their writing process and for teachers to record best practices they observe in the classrooms. Creative Curriculum/Teaching Strategies Gold webinars and training.										
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By January 2016, 50% of our Pre-K population will be able to label a picture using differentiated writing conventions.
By June 2016, 100% of our Pre-K population will be able to label a picture using differentiated writing conventions.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

After informal and formal observations through Advance, Public School 319 noticed that Domain 3b- Using questioning and discussion techniques is an area that we can improve upon.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, through actionable feedback from the administration and the Instructional Specialist, and intervisitations. Public School 319 will strive to have 58% of our teachers achieve a Highly Effective Rating in Domain 3b-Using questioning and discussion techniques.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Informal and formal observations will be done by the administrator and evaluated based on the Danielson Framework for Teaching. Administration will provide timely actionable feedback to each teacher. In addition, administration will debrief with the Instructional Specialist who will also provide additional support.</p>	<p>All teachers</p>	<p>September 2015-June 2016</p>	<p>Administrator and Instructional Specialist</p>

PLC will assist in developing a culture of collaborative professional learning thereby enabling school and individual development for all.	All Teachers	September 2015-June 2016	Administrator and Instructional Specialist
Teachers will be visiting classrooms to observe teachers during lessons in order to learn from best practices from their colleagues	All Teachers	September 2015- June 2016	Classroom Teachers
The instructional specialist will provide support and guidance with DOK and Thinking Maps to teachers in order to assist in achieving our goal.	All Teachers	September 2015-June 2016	Instructional Specialist

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, 2 teacher observations will be completed within Advance
By June 2016, 58% of our teachers will be
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Based on Parent survey results and conversations with our parents during workshops and meetings, Public School 319 in order to continue serving our parents to the best of our abilities, sees the need to offer flexible hours for workshops and meetings.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Public School 319 will continue to improve upon our family engagement as evidenced in our Annual Parent Survey results. Public School 319 will institute a monthly schedule for our Family Fun Fridays in order to support our cohesive learning environment. In addition, Public School 319 will strive to increase our parent participation at workshops by 5% by offering flexible timing workshops and holding meetings during afternoon and evening hours.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>In conjunction with our Good Character Initiative, Public School 319 will offer real life application events with flexible timing and on flexible days to our parents and guardians.</p>	<p>Parents and Guardians of P.S. 319</p>	<p>September 2015-June 2016</p>	<p>Parent Coordinator, Classroom teachers and Administrator</p>

Our Social worker will work with our Pre-kindergarten families and provide information on a variety of topics; including and not limited to reading at home and activities to do with children.	Pre-Kindergarten Parents and Guardians	September 2015-June 2016	Social Worker, Pre-K teachers and Administrator
Parent coordinator workshops. Our Parent coordinator schedule workshops during flexible hours to allow all of our parents to be able to participate in workshops.	Parents and Guardians of P.S. 319	September 2015-June 2016	Parent Coordinator and administrator
Our Parent Coordinator will collaborate with our parents and guardians to discover what workshops will interest our parents and encourage engagement.	Parents and Guardians of P.S. 319	September 2015-June 2016	Parent Coordinator and Administrator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Parent Involvement funding line pending.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
By January 2016, Public school 319 will increase our parent attendance rate by 2%.										
By June 2016, Public School 319 will increase our parent attendance rate by 5%										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	At the beginning of the year students are assessed. Conferences are held with the RTI team to determine which students need RTI. Teachers discuss At Risk students during the Grade Conferences and Inquiry Team meetings.	Phonics, writing and reading workshops are concentrated on during these session	Kindergarten and First Grade students receive AIS in small group instruction through push in and pull out methods.	This service is provided in 30 minute sessions 3 times weekly.
Mathematics	During Inquiry Team meetings, student work is assessed and data based on chapter tests is analyzed for areas of need.	Subitizing, math games and manipulatives are used for our First grade students struggling with mathematics	Small group and one on one instruction during the school day through push in and pull out methods.	This service is provided during the school day
Science	During group work and during science lesson periods, students are observed by the classroom and/or cluster teacher and assessed accordingly.	Harcourt Science is used for our curriculum. Strategy lessons based on the current unit are worked on with struggling students	Small group instruction during group work and in centers	This service is provided during the school day
Social Studies	During group work and during social studies lesson periods, students are observed by the classroom and/or cluster teacher and assessed accordingly.	Houghton Mifflin Social Studies is used for our curriculum. Big books, pictures highlighting the current unit and fiction and non-fiction stories are used for our struggling students	Small group instruction during group work and in centers	This service provided during the school day

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>The School Psychologist observes students and confers with teachers to determine the need for AIS counseling.</p> <p>The Speech Therapist, Physical Therapist and Occupational Therapist determine which students are in need of AIS services and meets with them accordingly.</p>	<p>The Guidance Counselor, Speech Therapist, Physical Therapist and Occupational Therapist will service students dependent upon the register and areas of need for the upcoming year.</p>	<p>All at-risk services are provided during the school day. Services are provided by the Guidance Counselor, Speech Therapist, Physical Therapist and Occupational Therapist dependent upon the register and areas of need for the upcoming year.</p>	<p>This service is provided during the school day</p>
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
To ensure that our current staff becomes highly qualified we are following the Danielson Framework for Teaching this will be used as our teacher evaluation instrument. Based on the work of Charlotte Danielson, this tool will be used to provide rubrics to evaluate teachers based on the observation option which they have chosen. Option 1 constitutes 3 informal and 1 formal observations. Option 2 constitutes 6 informal observations. These observations may lead to suggestions for staff development in specific areas for a specific teacher or a group of teachers.
On the BEDS survey all of our teachers were identified as being highly qualified.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
On Monday afternoons Public School 319 holds their PLC. During this time our staff receives professional development from our coach, our teachers that have attended workshops, network staff and outside consultants. Our teachers are polled in September to see what types of professional development they would like to receive throughout the year.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
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Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
In order to ensure a smooth transition from Preschool to kindergarten, P.S. 319 has put several plans in place. These plans include but are not limited to parent-child staff visits from local neighborhood daycare centers, parent orientations explaining the Common Core, the curriculum and expectations, a Pre-K self-funded summer program introducing children to the curriculum and structure of kindergarten.
Fall progress report distribution to parents as well as the movement of portfolios demonstrating social-emotional and academic levels from grade-level to grade-level.

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
During Grade Conferences and Teacher Inquiry Team meetings our classroom teachers participate in deciding what assessment measures will be used for our students. In addition, our MOSL team meets to decide which measures will be used for our students. During our PLC our teachers receive professional development for assessment tools and scaffolding to meet the needs for our school population.

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

<p>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 codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u>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.</p>				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	87,171.00		
Title II, Part A	Federal	38,654.00		

Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	720,177.00		

¹Explanation/Background:

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

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

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

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

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

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

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

Your school’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current 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 the school. **P.S. 319** 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 the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 319** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

P.S. 319 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 on assessments.

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;

- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- 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.

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your Senior ELL Compliance and Performance Specialist. Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>PS319</u>	DBN: <u>14k</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>25</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: _

Our Language Instruction Program provides for social and academic English instruction through the use of second language methodologies. Twenty-four Kindergarten and 10 first grade students are English Language Learners. Fourteen Kindergarten students are in the Dual Language class and 10 Kindergarten ELL students in the general Ed classes. In First grade we have an additional ten students who are at the Commanding level. Both our Kindergarten and First grade students have Spanish as their primary language. The ENL teacher has Permanent State Certification in Teaching English to Speakers of Other Languages, is licensed and has been teaching for over 25 years. The Dual Language teacher is presently enrolled in the Hunter College Bilingual Extension program. She will have her certification by December 2015.

In collaboration with the classroom teachers, English Language Acquisition Instruction is scaffold to address all content areas. Instruction is aligned with the Common Core Learning Standards. The writing and reading program builds language and literacy. In English the program offers differentiated instruction for students across the stages of language acquisition and supports the classroom programs. Instruction in English will be based on a comprehensive literacy program including balanced literacy, Foundations and Thinking Maps. The mathematics curriculum includes individualized activities based on need. RTI services are available to struggling learners. The progress is monitored on a continuous basis.

The Title III after school class will be held Tuesday through Thursday, three days a week from 2:45-5:30, from December 1, 2016 to June 16, 2016 for a total of 67 sessions. The afterschool class for the ENL and Dual Language students will be taught by the ENL teacher. There will be one class, for kindergarten and first grade. There will be a total of 25 students. The class will meet three times a week for 2 hours and 45 minutes. The following materials will be purchased with Title III funds to support this program:

New York ELLs Workbooks for Kindergarten and First Grade

Words In Action

Floor Puzzles

Instructional Supplies

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: _____ To ensure that Title III and classroom teachers instructing ELL students are provided with targeted professional development, Public School 319 will provide extensive professional development for teachers according to the individual needs of these teachers as stated in their individual goals and suggested by observations by the administration. Currently teachers are receiving professional development to ensure that our curriculum is aligned with the Common Core Learning

Part C: Professional Development

Standards, to fulfill the mandated 15% of annual hours of ELL specific needs, co-teaching strategies, and integrating language and content. The ENL and Dual Language teachers will also attend outside workshops to complete 50% of ELL specific Professional Development. The professional development will enable participants to connect principles of learning and literacy development, develop an appropriate instructional design using a workshop model, view model classrooms and attend activities outside of school in order to network and discuss best practices for English Language Learners. The ENL and Dual Language teachers will then share what they have learned with the staff. Professional Development will be provided at no cost to Title III funds.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parents of ELLs will be offered workshops to become active participants in their child’s education. Topics will include supporting their child with homework, developing study skills, developing organizational skills, literacy in English and their native language, every day math, science, technology, social studies and community resources. Guidance in acclimating into their new communities. English as a Second Language and computer literacy will be offered to parents. Translators and interpreters will be available as needed. The Parent Coordinator and the Parent Association members will assist in surveying the parent interests. The ENL teacher, Dual Language teacher and guest speakers will provide the workshops. Parent workshops will be provided at no cost to Title III funds.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, 	_____	_____

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 14	Borough Brooklyn	School Number 319
School Name Williamsburg Early Childhood Center		

B. Language Allocation Policy Team Composition

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

Principal Aleyda Zamora Martinez	Assistant Principal N/A
Coach Amalia LaCioppa	Coach N/A
ENL (English as a New Language)/Bilingual Teacher Maritza Nieves	School Counselor
Teacher/Subject Area Jazlyn Duran, Dual Language	Parent Desiree Knight
Teacher/Subject Area Denise Santiago, Spec.Ed.	Parent Coordinator Rubi Soto
Related-Service Provider	Borough Field Support Center Staff Member
Superintendent	Other (Name and Title) Carolyn Kessler, Secretary

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (excluding pre-K)	92	Total number of ELLs	33	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	33	ELL Students with Disabilities	4
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	15	0	0	0	0	0	0	0	0	0
ENL	18	0	4	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

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

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																
SELECT ONE	15	13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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

* EP=English proficient student

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 is for Dual Language Programs Only	
Number of students (students fluent in both languages): <u>5</u>	Number of students who speak three or more languages: <u>0</u>

Freestanding English as a New 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	9	9	0	0	0	0	0	0	0	0	0	0	0	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	5	3	0	0	0	0	0	0	0	0	0	0	0	0
Emerging (Low Intermediate)	7	1	0	0	0	0	0	0	0	0	0	0	0	0
Transitioning (High Intermediate)	12	3	0	0	0	0	0	0	0	0	0	0	0	0
Expanding (Advanced)	0	3	0	0	0	0	0	0	0	0	0	0	0	0
Commanding (Proficient)	0	13	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
The data collected from these tests is graphed and analyzed by our data specialist. Student's reading levels (Fontas and Pinell) are recorded monthly. This information is used to develop goals for each student that is set forth in individualized education plans. As goals are met new ones are set.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Data patterns across proficiency levels in kindergarten NYSITELL reveal the need for instruction in all modalities. NYSESLAT data patterns reveal the need for instruction in reading and writing.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))
Listening and speaking skills will continue to be developed with rigor. Writing and reading skills will be monitored to determine the need for RTI. AMAO begins in third grade; our school goes up to the first grade.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
Not applicable our school only goes up to the first grade.
- Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide](#), Support Services for ELLs (RTI and AIS) section and [RtI Guide for Teachers of ELLs](#).]
Each modality is reviewed to determine who may benefit from Intervention. This year's data reveals that the students require intervention with developing letter recognition and phonics.
- How do you make sure that a student's new language development is considered in instructional decisions?

In collaboration with the classroom teachers, English Language Acquisition instruction is scaffolded to address all content areas and is aligned with the Common Core Standards.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

The Estrellita Program is used to assess the English Proficient students in Spanish. The students are on beginner levels. The English Proficient students are performing on or above grade level according to Fontas and Pinnell screening and class assessments.

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

Teachers meet to analyze ELL's gains in reading writing, listening and speaking. They collect data and analyze it together to identify the strengths and weaknesses of their ELLs.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [*ELL Policy and Reference Guide, ELL Identification*](#) section.

Upon registration an interview in the parent and student's native language is conducted and The Home Language Survey is completed by a pedagogue. Ms. Nieves and Ms Duran are both bilingual teachers in Spanish. Parents who speak a language other than Spanish will be provided an interpreter from the Translation and Interpretation Unit. Both the parent and the student are interviewed. Students who qualify are administered the NYSITELL within 10 school days. All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results must be administered the Spanish LAB at the time of initial enrollment during the same 10-day testing window. The Spanish LAB is used to support schools in instructional planning in providing bilingual and English as a new language (ENL) services to these students. Ms Nieves the ENL teacher administers both the NYSITELL and the Spanish LAB.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. Additional assessments are administered to students in grades 3 to 9. Our school only goes up to the first grade.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [*ELL Policy and Reference Guide, ELL Identification*](#) section).

The IEP team determines a student's eligibility for special education services and the language in which special education programs and services are delivered. The Language Proficiency Team members will include the ENL Teacher, Special Education Teacher, The Principal, and the Dual Language teacher. Documents will be forwarded to the District Superintendent for final review. The Language Proficiency team is bilingual Spanish. The Translation and Interpretation Unit will be used for any other language to communicate with parent. The process will be completed within 20 days.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ENL teacher contacts parents with letters, phone calls or in person. The Parent Coordinator participates in contacting parents.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section).

The ENL teacher sends out notices from the school of a child's ELL status. The parent has 45 days to appeal by writing the school a letter. Copies of all documents are kept on file at the school.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Within 5 school days of ELL determination the ENL teacher informs the parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters. The ENL teacher leads the parent orientation which is held to inform the parents of the choices they have to select from for their child's placement. The videos are played in the parent's native language and the Translation and Interpretation Unit is used for languages other than Spanish. The parents are given the opportunity to ask questions and are

assisted in filling out the Parent Surveys and Program Selection forms. Numerous attempts are made to contact parents through the students, phone calls and mail. Every effort is made to ensure that parents complete the Parent Survey & Program Selection Form. While waiting for the parent to complete the form the student will be placed in the default program ENL.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
Parents are given opportunities to attend orientations on an individual and group basis. The Parent Coordinator, ENL Teacher and Principal provide continuous outreach to assure that all Surveys are returned. Program choice is monitored yearly.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Copies of the survey are kept in the ENL teachers files for the school and original is placed in the child's cumms. The ENL Teacher/Coordinator monitors The Parent Survey and Program Selection forms daily and contacts the families daily. The ENL teacher phones parents and greets them in the classrooms.
9. Describe how your school ensures that placement parent notification letters are distributed.
Once the student's program has been determined the ENL teacher sends parents a placement letter in their preferred language indicating the program in which their child has been placed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Original ELL documents are filed in each student's cumulative folder and copies are kept in a secure file maintained by the ENL teacher.
11. 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 New York State English as a Second Language Achievement Test (NYSESLAT) is administered in the spring. Students are grouped by grade levels and special needs. Testing modifications as per their Individualized Educational Plan are observed. To identify eligible students the RLER report from ATS is printed by the ENL teacher who will coordinate the testing.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued Entitlement and Transitional support parent notification letters are distributed and monitored by the ENL Teacher/Coordinator.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway.
(Refer to question six).
After reviewing the Parent Survey and The Program Selection Forms it was apparent that the majority of the parents were selecting Freestanding English as a Second Language. Eighty percent of the parents have chosen this program. Twenty percent of the parents have chosen Dual Language. Parents may now select from a Freestanding English as a Second Language Program or a Dual Language (Spanish) Program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

Students at the Entering level will receive 180 minutes of Stand Alone ENL per week and 180 minutes of Integrated ENL per week; total is 360 minutes. Students at the Emerging level will receive 90 minutes of Stand Alone ENL, 180 minutes of Integrated ENL/ELA and 90 minutes of Stand Alone or Integrated ENL/Content Area; total is 360 minutes. Students at the Transitioning level will receive Integrated ENL/ELA, and 90 minutes of Stand Alone ENL or Integrated ENL/Content Area: total is 180 minutes.

Students at the Expanding level will receive 180 minutes of study in ENL/ELA or other content area. Students at the Commanding level 90 minutes of intergrated ENL in ELA/Content Area for two additional years. Stand-alone ENL is instruction to develop English language skills so that students can succeed in core content courses. It will be delivered by a certified ENL teacher. Integratrd ENL is instruction to build English language skills through content area instructon It is delivered by a certified ENL teacher and certified content area teacher.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*

The self-contained Dual Language model is used with alternating days. One day all content areas are taught in English and the next day all content areas are taught in Spanish. Instructional time is equally divided between the two languages. The goals for students of both language groups are to develop proficiency in their first language, develop proficiency in their second language, develop positive cross-cultural attitudes behaviors and skills that will help the function in a gloabal society, help ELLs and EPs attain higher levels of self-esteem and help ELLs and EPs meet or exceed New York State and City standards.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The ENL program uses the Stand Alone and Integrated model to deliver services. The Dual Language class uses the side by side model of instruction.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In the ENL program content areas are developed during the integrated instructional time. The integrated ENL along with a subject area taught dependent upon the student's proficiency level. In grades K to 8 at the entering, emerging and transitionaing levels, integrated ENL with EL is provided: at the expanding level, the integrated ENL is with any content area that best meets the needs of the student. In Dual language is taught through content areas as well as through literacy .All content-area courses/subjects are taught in the home language and English. In the Dual Language program the teacher alternates from day to day . The Emergent student recieves extra time on the rules and concepts of each language.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

The Estrellita program is used to evaluate the students home language. The Fontas and Pinnell Sistema de Evaluacion de la Lectura is used to assess reading levels in Spanish.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Speaking, listening, reading and writing is embedded in lesson plans and are evaluated on an on going basis throughout the school year. Every 8 weeks the reading levels are assessed with the Fontas & Pinnell Benchmark assessments. In writing we have a quick write at the beginning of the unit and publishing at the end of the unit. For listening and speaking we do observations, use conferring notes and a rubric.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL status

Our school goes up to first grade only. The most they will be ELLs in this school building is two years.

Therefore, we do not have Developing or Long-term ELLs. Newcomers and SIFE students are interviewed and evaluated upon arrival. The evaluations will determine the quantity and need for instruction. Instruction will be differentiated for Newcomers according to their proficiency levels.

Chart students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to ELL Policy and Reference Guide, Re-Identification of ELL Status section.

The school must initiate a review of the ELL status determination upon receipt of a written request from a parent/guardian, teacher or student 18 years of age or older. The process must be completed within 10 school calendar days of receipt of written notice. However, if the CSE must be consulted, the process must be completed within 20 school calendar days. While waiting for a final decision the student will be placed in a grade appropriate class based on the first decision and instruction will continue until the final notice is received from the principal and/or the superintendent. In phase 2 the Principal in consultation with the ENL teacher will review the placement within 6-12 months. Parents will be notified in writing of any changes.

8. 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?

Teachers are using Thinking Maps, Teacher's College reading and writing workshop. Technology is used to support ELL-SWD. They use laptops to access reading, math, science and social studies programs. ELL-Newcomers and SWD students develop listening and independent skills. The special education coordinator monitors all mandated IEP services. Both the ENL and Special Education Coordinator are continuously monitoring student mandates.

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

All ELLs and SWD students are mainstreamed throughout the day. They participate in all school activities. Flexible programming provide students the opportunity to integrate into science, art, social studies, lunch, movement and special activities.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM) Chart	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note “other approved services” does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

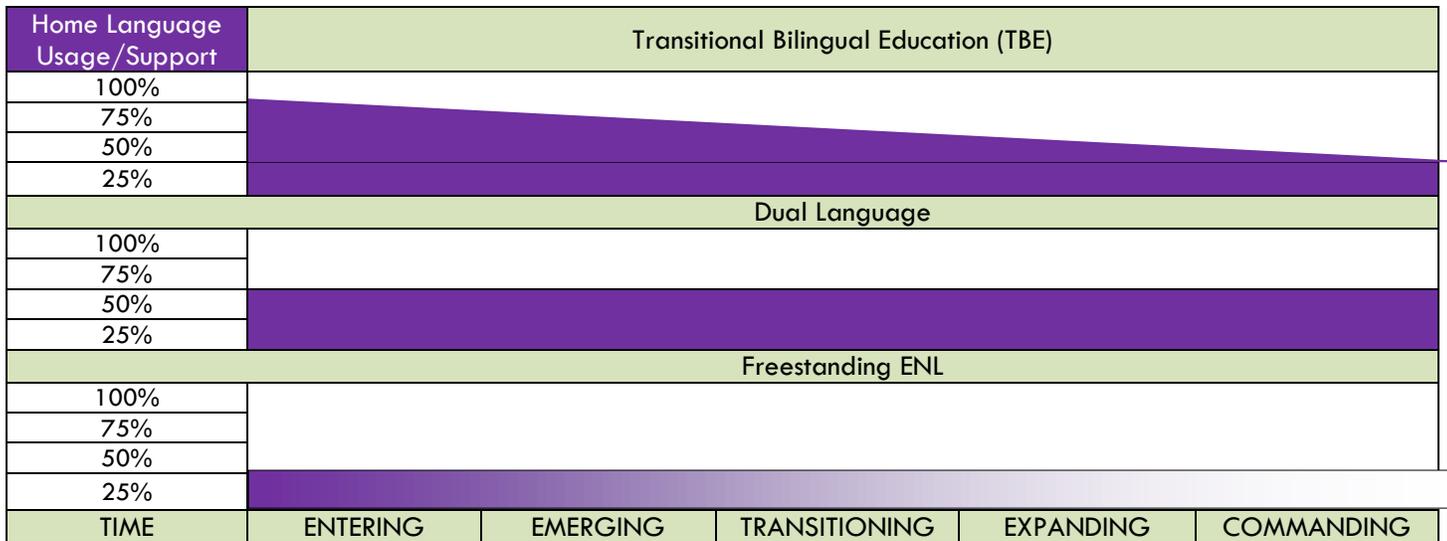


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. ELL students in need of RTI receive services through out the week. The students are grouped according to needs. At the beinning of the year students are assessed. Confrences are held with the RTI team to determine which students need RTI . Teachers discuss At Risk students during the Grade Confrences and Inquiry Team meetings. Phonics, writing and reading workshops are concentrated on durig these sessions. Ells receive AIS in small group instruction through push in and pull out methods. This service is provided in 30 minute sessions 3 times weekly. During Inquiry Team meetings, student math work is assessed and data based on chapter tests is analyzed for areas of need. We use subitizig, math games ad manipulatives. We provide small groups and one on one instuction during the school day through push in and pull out methods. During science lesson periods, students are observed by the classroom and/or cluster teacher assessed accordingly. Harcourt Science is used for our curriculum. Strategy lessons based on the current unit are worked on with ELL students.They work in small groups and in centers. In social studies students are observed and assessed accordingly. The Houghton Mifflin Social Studies is used for our curriculum. Big books, highlighting the current unit and fiction and non-fiction stories are used. They get small group instruction and work in centers.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Data and work samples to evaluate progress is shared at grade conferences and inquiry team. Effectiveness and progress is discussed and services are revised as needed for each student.
12. What new programs or improvements will be considered for the upcoming school year?
We will consider expanding our Dual Language Program.
13. What programs/services for ELLs will be discontinued and why?
At this time we are not considering discontinuing any services.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Ells have full access to after school and summer school programs and are encouraged to attend to increase their language and skills.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Laptops, ipads and smartboards are all available to ELLs to use across all content areas.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Both the Dual Language and ENL teachers are bilingual. They provide the Native Language support.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The Freestanding ENL program is organized by grade and proficiency levels. The program is set up and aligned according to the mandated number of units and proficiency levels.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Newly enrolled ELLs are invited to visit the school and become aquainted with our staff and resources. Throughout the year as new students enroll they are greeted by the ENL Teacher/Coordinator and the Parent Coordinator to aid them in acclimating to their new enviornment.
19. What language electives are offered to ELLs?
N/A
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

The self-contained Dual Language model is used with alternating days. One day all content areas are taught in English and and the next day all content areas are taught in Spanish. Instructional time is equally divided between the two languages. The goals for students of both language groups are to develop proficiency in their first language, develop proficiency in their second language, develop positive cross-cultural attitudes behaviors and skills that will help them function in a global society, help ELLs and EPs attain higher levels of self-esteem and help Ells and EPs meet or exceed New York State and City standards. Fontas and Pinnell reading assessments are done in English and Spanish.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Staff development includes the following topics: multicultural education, reading workshop with ELLs, writing workshop with ELLs, read aloud and accountable talk with ELLs, balanced literacy with ELLs, assessment with ELLs, portfolios with ELLs and math with ELLs.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Development on how to differentiate instruction to align with Common Core Standards and student's prior knowledge, learning and language needs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Staff is provided with information about local schools our students can transition to which they can provide parents. Parent Coordinator, teachers and Principal are available to make appointments for school visits.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
As per CR Part 154.2 15% of professional development for all teachers will be on ELL instruction. We plan to provide that in school. 50% of total hours for bilingual and ENL teachers will include professional development provided by the DELLS Department. Agendas and attendance records are kept for all by the Principal.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Parents are given appointments on Tuesday afternoons to come to school and have a one-to-one conference with the ENL and Dual Language teacher. Both the ENL and Dual Language teacher are bilingual (Spanish). Resources for a translator are available for other languages. ENL teacher schedules individual meetings with parents to discuss curriculum, goals of the program, language development progress, language proficiency assessment results, and language development needs .
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
The ENL teacher keeps records of all parent contacts. A log of outreach to families is kept. Letters, calls and outreach with Parent Coordinator are all logged.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Parents are active in both our PTA and in our School's Leadership Team. Our SLT includes parents of our ELL students.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
Our Parent Coordinator organizes parent workshops which include health, nutrition, safety, parenting and educational issues. The presenters are from community based agencies. Translation and Interpretation is provided.
5. How do you evaluate the needs of the parents?
The parents on the School Leadership Team help us survey the needs of our parents.
6. How do your parental involvement activities address the needs of the parents?
All of the parental involvement activities above help us meet the needs of our parents. Teachers and our principal are accessible to parents daily and can address issues as they arise. Once a month the parents participate in "Family Fun Day". They go to their child's class and take part in activities. Once a month parents participate in a grade conferene with the teachers.

D. Additional Information

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

The Dual Language teacher is presently enrolled in the Hunter College graduate program for her certification in the Bilingual Extension Program.

School Name: Williamsburg Early Childhood

School DBN: 319k14

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Aleyda Z. Martinez	Principal		10/5/15
N/A	Assistant Principal		
Rubi Soto	Parent Coordinator		10/5/15
Maritza Nieves	ENL/Bilingual Teacher		10/5/15
Desiree Knight	Parent		10/5/15
Jazlyn Duran	Teacher/Subject Area		10/5/15
Denise Santiago	Teacher/Subject Area		10/5/15
Amalia LaCioppa	Coach		10/5/15
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
Carolyn Kessler	Other <u>Secretary</u>		10/5/15
Fara Poch	Other <u>RTI/Data Specialist</u>		10/5/15
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **14K319** School Name: **PS319**
Superintendent: **Alicja Winnicki**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

Data gathered from ATS, The Home Language Survey and The Emergency Contact Card is used to identify the language of preference for our parents in both written and oral communication.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

The languages of preference in our school are English, Spanish and Chinese.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and

services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

All parents receive introduction letters to their child's teacher, curriculum information, invitations to school events such as "Fun Fridays" Parent Workshops, School Trips, Afterschool Programs, orientations, school tours and Parent-Teacher conferences.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The parents will have four formal meetings with teachers throughout the school year on an individual basis. In addition they will be invited to a monthly curriculum/ grade conference and "Family Fun Friday" once a month.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Translation needs will be provided by bilingual staff and the Translation & Interpretation Unit.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretation needs will be provided in person by bilingual staff or by over-the-phone interpreters via the Translation and Interpretation Unit.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The school staff will receive training from the Language Access Coordinator on how to access translation and interpretation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

All posters and documents will be posted at the school entrance , by the security desk and at the main office.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parents will be surveyed at the workshops, and by school leadership team, Parent Coordinator, teachers and NYC School Survey Reports.