

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**                   **21K329**

**School Name:**                       **P.S. 329 SURFSIDE**

**Principal:**                             **SALEMA MARBURY**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Name: PS 329 School Number (DBN): 21K329  
Grades Served: Pre K through Grade 5  
School Address: 2929 West 30th Street Brooklyn, NY 11224  
Phone Number: 718-996-3800 Fax: 718-265-1525  
School Contact Person: Salema Marbury Email Address: smarbury@schools.nyc.gov  
Principal: Salema Marbury  
UFT Chapter Leader: Lance Schatzman  
Parents' Association President: Angela Ferguson  
SLT Chairperson: Evita Hernaez  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Stephanie Graham  
Student Representative(s):  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 21 Superintendent: Isabel Dimola  
Superintendent's Office Address: 1401 Emmons Avenue, Room 101  
Superintendent's Email Address: [idimola@schools.nyc.gov](mailto:idimola@schools.nyc.gov)  
Phone Number: 718-648-0209 Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

BFSC: Brooklyn South Director: \_\_\_\_\_  
Director's Office Address: 415 89<sup>th</sup> Street, Brooklyn, NY 11209  
Director's Email Address: [Cherylwatson@schools.nyc.gov](mailto:Cherylwatson@schools.nyc.gov)  
Phone Number: 718) 759-4862 Fax: \_\_\_\_\_

## 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)
Salema Marbury	*Principal or Designee	
Lance Schatzman	*UFT Chapter Leader or Designee	
Angela Ferguson	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Stephanie Graham	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Evita hernaез	CBO Representative, if applicable	
Tina Murlin	Member/	
Rabaa Ishag	Member/	
Tiffany Goodson	Member/	
Stephanie Graham	Member/	
	Member/	
	Member/	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	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.

Mission Statement

The P.S. 329 Family is committed  
to empowering young people to believe in themselves. We promote excellence within our students by setting high standards, nurturing their talents and encouraging creativity.  
We inspire the leaders of tomorrow.

As a school community we communicate a culture of high expectations for all students and staff. We apply a systematic approach to motivate our students as well as communicate their achievement towards meeting the standards while promoting college and career readiness.

Our expectations are communicated as follows:

- School wide and grade aligned mantras (EMPOWER) are regularly articulated among and across grades outlining expectations and core values for our school community. These expectations are imbedded in students' daily activities and expectations. And were established in conjunction with school leaders, staff and School Leadership Team. The school-wide behavior management and classroom management protocol are aligned to our mantra and specifically outline the appropriate behaviors of students and the designated classroom management behaviors of staff. This helps set our school up for success with supporting students in meeting the common core learning standards
- We articulate our shared school vision and mission through our staff handbook and our ongoing mandates, expectations and initiatives to students, staff and parents through our school website, classroom practices and school-wide activities.
- Parents are engaged through Parent Involvement Surveys where parents have the opportunity to communicate their needs as school partners. This involves them in the decision making process regarding parent workshops and initiatives provided throughout the school year.
- We design ongoing family centered workshops and events aligned to parent needs. Collaborations with Partnerships for Students, Lutheran Family Services, Food Bank, and The allow us to offer a wealth of services, above and beyond workshops, to help families with their specific needs.
- We provide ongoing communication with our families to ensure they are aware of their child's progress. We prepare and distribute monthly student progress reports indicating students' academic performance, college and career readiness including academic and social strengths/struggles and next steps. Ongoing communication is maintained with our parents with respect to academic information and resources, current events , school-wide initiative and extracurricular activities and shared via [www.ps329.schoolwires.com](http://www.ps329.schoolwires.com)
- Students engage in academic and life skills goal setting, throughout the school year. These goals all aligned to the CCLS and College and Career readiness development. The goals and progress towards achieving the goals are shared with parent three times throughout the school year. This includes at home strategies parents may utilize to assist their child

with achieving these goals. Students' social and emotional growth is supported through our partnership with The Institute for Understanding Behavior , Partnership with Children, Alvin

- Life skills Benchmarks are utilized to monitor students' college and career readiness skills. The life skills benchmarks measure the college and career readiness not addressed in the common core learning standards.

The above practices and initiatives assisted Ps 329 with achieving great progress in the area of Supportive Environment and Rigorous Instruction. Students and Teachers are supportive of each other, students are highly motivated, and teachers utilize a multitude of strategies to encourage students to strive for excellence academically, socially and emotionally...

Next year, will continue to focus on Supportive Environment and Rigorous Instruction.

## 21K329 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	450	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
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population		89.7%	% Attendance Rate	91.7%
% Free Lunch		91.7%	% Reduced Lunch	3.8%
% Limited English Proficient		2.5%	% Students with Disabilities	21.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	61.6%
% Hispanic or Latino		27.3%	% Asian or Native Hawaiian/Pacific Islander	4.7%
% White		6.3%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		6.18	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
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)		0.2%	Average Teacher Absences (2013-14)	6.12
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		20.6%	Mathematics Performance at levels 3 & 4	20.8%
Science Performance at levels 3 & 4 (4th Grade)		86.2%	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	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	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	YES
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		YES	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	YES
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		YES		
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.

Our core belief is that when students are regularly engaged in quality conversations aligned to the content students will develop critical thinking skills, build academic vocabulary and develop a deep understanding of the concepts.

#### Data Analysis of Needs:

\*Although a review of Advance data from the 2014-2015 evidenced some progress continued work is needed in this area,

\* A review of informal classroom observation data ( 2014-2015) revealed that teacher capacity with respect to students speaking directly to one another , teacher utilization of our school-wide discussion rubric, and teachers ability to align instructional strategies to the learning target was not yet evident across the majority of classrooms.

\*Our 2015 QR noted - In most classrooms, teaching strategies including questioning and scaffolds that enable students to engage in challenging work that demonstrates their thinking and participation; however, supports and extensions and high levels of student ownership were not systematically observed in all classrooms.

#### Strengths as per our 2015 QR:

\*Teachers across all grades plan higher level questions to stimulate discussion, so that students are reading higher-level, rigorous text and engaging in more complex thinking. For example, across content areas, lessons include extensions to provide access for ELLs and students with disabilities. These include glossaries, tiered leveled readings, graphic organizers and vocabulary cards.

\*Through a reflective planning process, lesson plan templates ensure coherence across grades and subjects and entail key elements to make curricula and tasks accessible for all learners, including students with disabilities and ELLs. Learning objectives and “I Can” statements link to prior learning to allow students to make connections across lessons and units. Modeling, student to student discussions, think aloud strategies, active engagement, independent practice, and assessment of learning to inform next steps or revisions for next day lessons all serve to deepen students’ understanding of curricula tasks.

### 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 75% of all students in grade 5 will achieve an increase in their Discussion Rubric Scores as a result of enhanced teacher lesson planning with a focus on student engagement**

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>• Teacher Teams will participate in professional development activities and lesson planning sessions focusing on "unpacking the standards" as a means to develop a more concrete understanding of the standard and thereby aid them in developing questions, prompts and classroom tasks that will lead to students' developing a deeper understanding of the concepts/skills taught.</li> <li>• Professional development will be provided that will focus on best practices aligned to classroom discussions and will include book studies and classroom inter-visitations.</li> <li>• Model classrooms for questioning and discussion techniques will be established as labs for professional development.</li> <li>• A Calendar of classroom visits (formal and informal observation) will be developed and consulted frequently to ensure that each teacher is visited with a focus on the selected competency</li> <li>• Through the use of a school wide Common Core aligned discussion rubric, teachers will monitor student achievement towards meeting the standards.</li> <li>• Information gathered during classroom observations aligned to the elements of component 3b and student data reviews will be utilized to adjust and revise teaching practices through strategic professional development planning throughout the school year.</li> </ul>	<p>All classroom and cluster teachers</p>	<p>September 2015-June 2016-  2 times per month</p>	<p>School Administrators, Teacher Teams</p>

•			
•			
• Students will utilize the school wide guidelines for student to student conversations (bottom lines) during classroom discussions to develop a deep understanding of the concepts	All students Grades Pre- K through Grade 5	September 2015 to June 2016  Daily	Classroom and Cluster Teachers
• Parents will be invited to various workshops throughout the school year focusing on Common Core Standards, At-Home Strategies, Homework Help, Go Math, Ready Gen, Social and Emotional Growth, etc.	Parents and Families	September 2015 to May 2016  Monthly	Administrators, Parent Coordinator, CBO's

#### **Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
As a Title 1 School Wide Program School, we utilize Conceptual Consolidation by combining federal, state, and local funds such as; Title 1, Title 2 , Title 3, Tax levy Fair Student Funding and other available resources such as Citywide Instructional Expectations, to carry out our instructional strategies/activities to achieve this goal. By combining our fiscal and human resources we are able to implement the following program components of this goal in fiscal year 2014-2015: funding for professional development contracts, funding for professional literature resources, per session funding for professional development afterschool initiatives											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>		<b>PTA Funded</b>		<b>In Kind</b>		<b>Other</b>

#### **Part 5 – Progress Monitoring**

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

6. All classroom teachers will utilize the discussion rubric to score student to student ratings on classroom tasks aligned to our student to student discussion rubric.

**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.

#### **Data Analysis/Needs :**

#### **Data Analysis/Needs:**

\*During the 2013-2014 school year the number of student related infractions reported as Level 3 and 4 ( physically aggressive) increased from 126 occurrences in the previous year to 336 occurrences. The majority of these student related incidents took place in the classroom. Although our Level 3 and 4 occurrences were reduced by 69%, our potentially dangerous incidents increased. We would like to continue to reduce the number of student related physically aggressive incidents as well as continue to improve teacher classroom management procedures and management of student behaviors.

#### **Strengths as per the 2015 QR:**

\*School leaders and staff systematically communicate a unified set of clear expectations to all students on both the academic as well as the behavioral levels. Students easily articulate school-wide and grade-aligned mantras. These mantras outline behavioral expectations and core values for the entire school. This results in a cohesive community where the teaching staff is able focus on content as opposed to behavior while students are in classrooms. This practice has resulted in a 66% decline in school occurrences as compared to data from last school year at this time .

\*The school’s focus on life skills and the implementation of life skills programs provided during the day expose students to the importance of college and career readiness by helping them to develop much needed skills such as: persistence, organization and self-regulation. For example the school has partnerships with the Institute for Understanding Behavior, Partnership with Children, Alvin Ailey Dance and Boys Mentoring through Basketball programs. These partnerships’ focus on life skills has resulted in 73% of students in grade 3, for example, achieving their life skills benchmark for college and career readiness.

### **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, 75% of targeted students will have a decrease in their number of classroom disruptive incidents as a result of improved teacher classroom and behavioral management systems.**

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>1. School-wide Behavior Management Expectations will be implemented by all teachers to promote an environment where students can thrive academically, socially and emotionally. This will include clearly defined, grade specific expectations, rewards and consequences.</p> <p>2. All Administrators, teachers and Para professionals will receive refresher training aligned to Therapeutic Crisis Intervention, and will continue to be expected to implement these de-escalation strategies when working with students.</p> <p>3. Strategic classroom support will be provided to the teachers identified in need based upon classroom visits, observations and occurrence report data</p> <p>4. The PBIS Team will meet bi-monthly to plan strategic assistance for students and staff.</p>	<p>All staff members</p>	<p>August 2015 to June 2016</p>	<p>Administrators, Teacher Teams, CBO's</p>
<p>1. Students will learn and practice the expected behaviors aligned to the school wide mantra and conduct weekly lessons aligned to the behaviors of "EMPOWER".</p> <p>2. Students will receive incentives for exhibiting the behavior of an Empowered Student.</p> <p>3. Targeted students will receive support aligned to their specific needs.</p>	<p>All students</p>	<p>September 2015 to June 2016</p>	<p>Administrators, Teachers, Guidance Counselor's , CBO's</p>
<ul style="list-style-type: none"> <li>• Parents will be invited to parent workshops and parent support group activities focusing on student social and emotional topics.</li> <li>• Parents will be provided with customized support focusing on assisting their children with social and emotional growth.</li> </ul>	<p>Parents and Families</p>	<p>September 2015 to May 2016</p>	<p>Administrators, Parent Coordinator, Guidance Counselors, CBO's</p>

• Parents will be offered incentives when children have improvement			

**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.

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

**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 <sup>st</sup> 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, teachers will improve in the elements of Danielson Framework Domain 2- Classroom Management and Respect and Rapport as evidenced by feedback received on observation reports
  - By February 2016, a review of school wide occurrence report data and teacher anecdotal records will show a decrease in the number of reported incidents of targeted students during the same period in 2014, as well as a decrease in the number of incidents from September 2015
  -

**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.

**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.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**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		21 <sup>st</sup> 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.

**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**

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

**Part 2 – Annual Goal**

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**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.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>		<b>PTA Funded</b>		<b>In Kind</b>		<b>Other</b>

**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.

--

**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.

#### Data Analysis/Needs

Although a review of NYS ELA data revealed a 5% increase in grade 3 student proficiency, more than half of grade 3 students ( 57% ) scored far below grade level. Moreover, there was a 12% increase in the number of grade 4 students scoring far below grade level. This indicates a need for improved pedagogy in grades 3 and 4, a focus on the specific academic deficiencies of students who have not met proficiency and enhanced parent awareness and understanding of the common core standards.

#### Strengths as per the 2015 QR

\*School leaders and staff effectively communicate expectations to families through the preparation and distribution of monthly student progress reports. These reports communicate each student’s academic as well as college and career readiness skills performance including work habits, organizational skills, and next steps toward improvement, resulting in parents’ ability to assist their children with achieving their academic goals. For example, parents articulated that teachers provide specific activities for students to do at home to support the work being done at school. This includes daily reading to improve stamina with conversation around main idea to support comprehension

\*Across classrooms teaching practices are aligned to the curricula and reflect an articulated set of beliefs about how all students, including students with disabilities as well as English language learners, learn best that is informed by the Danielson Framework for Teaching. Throughout the school, student work products and discussions reflect high levels of student thinking and participation.

### 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 75% of students in grades 3 and 4 will have an increase in the percentage of ELA standards mastered as a result of increased parent involvement**

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Parents will complete a Parent Involvement Survey to indicate their needs, wants and interest as it pertains to parent involvement activities at PS 329</p>	<p>All Parents</p>	<p>October 2015- November 2015</p>	<p>Administrators, Parent Coordinator</p>
<p>Workshops will be planned and conducted based on parent interests as well as the academic needs of their children. Instructional Workshops will be conducted by the academic staff and will be geared towards parents and the needs of their children.</p> <p>Students will participate in an after-school academic enrichment program</p>	<p>All Parents Targeted Students</p>	<p>October 2015 - May 2016</p>	<p>Teacher Teams, Administrators, CBO's</p>
<p>Parents will receive incentives for participating in parent involvement activities through our Parent Involvement Points Program. Parents will receive a Parent Point Card to record their points and will be challenged to earn at least 20 points for the school year. Parents will receive prizes for every 5 points earned.</p>	<p>All Parents</p>	<p>October 2015-May 2016</p>	<p>Parent Coordinators, Administrators, Teacher Teams</p>
<p>Collaborations with Lutheran Hospital includes family counseling and case management to assist families with a wealth of support aligned to the needs of the family</p>	<p>All Parents</p>	<p>October 2015- May 2016</p>	<p>Lutheran Partners</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>As a Title 1 School Wide Program School, we utilize Conceptual Consolidation by combining federal, state, and local funds such as; Title 1, Title 2 , Title 3, Tax levy Fair Student Funding and other available resources such as Citywide Instructional Expectations, to carry out our instructional strategies/activities to achieve this goal. By combining our fiscal and human resources we are able to implement the following program components of this goal in fiscal year 2014-2015: funding for professional development contracts, funding for professional literature resources, per session funding for professional development afterschool initiatives</p>
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	<b>C4E</b>		<b>21<sup>st</sup> Century Grant</b>		<b>SIG/SIF</b>		<b>PTA Funded</b>		<b>In Kind</b>		<b>Other</b>

**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:

1. Parents complete the Parent Involvement Survey.
2. At least 2 Monthly Parent Involvement Activities are planned aligned to the results of the Parent Survey.
3. Family workshops planned and conducted each month aligned to the academic needs of the students in each grade.
4. After-school Tutoring Program has commenced.
5. Instructional plan for targeted students created.
5. Benchmark Data of targeted students and instructional plan revised as per the needs of the student
6. Parents receive incentives for point accrued.
7. Lutheran monthly parent outreach commenced

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students who received 1 on their Spring 2015 ELA Assessments	Guided Reading, Phonemic Awareness	Small Group Tutoring	Afterschool Wednesdays and/or Thursday
<b>Mathematics</b>				
<b>Science</b>				
<b>Social Studies</b>				
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Students with repeated disruptive behavioral incidents	Peer Intervention, Conflict Resolution	Small Group and/or One-to-One	During and/or Afterschool

## 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.					
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>		<b>Non-Title I</b>

### 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.
School administration will attend teacher recruitment fairs and reach out to education departments of prestigious colleges and university to recruit future graduates

#### 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).
Through staff development team building activities and teacher mentoring school administration will work to cultivate, retain and support highly qualified teachers

### 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).

**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.).
Parent Involvement Activities- Open Houses and Parent information sessions to acclimate parents to elementary school

**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.
A committee was formed where teachers had the opportunity to select assessments that would be used for measures of student learning in conjunction with the new teacher evaluation system.
Professional development regarding the use of assessment results to improve instruction takes place weekly during grade meetings

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

<b>Directions:</b> All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes <sup>1</sup> . 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> <sup>2</sup> . <b>On the chart below</b> , indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '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	375,038.00		
Title II, Part A	Federal	160,375.00		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,287,137.00		

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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. **[PS 329]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **[School name]** 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 1<sup>st</sup> 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**

**[PS 329]** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this

Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 1<sup>st</sup> 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.

**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 <b>21</b>	Borough <b>Brooklyn</b>	School Number <b>329</b>
School Name <b>The Surfside School</b>		

### 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 <b>Ms. Salema Marbury</b>	Assistant Principal <b>Ms. Lisa Lafontant</b>
Coach <b>type here</b>	Coach <b>type here</b>
ENL (English as a New Language)/Bilingual Teacher <b>Ms. Tina Murlin</b>	School Counselor <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Angela Ferguson</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ms. Depena</b>
Related-Service Provider <b>Ms. Lisa Sustain</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent	Other (Name and Title) <b>Ms. Germaine Buchanan/ A.P.</b>

### 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	1
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)	376	Total number of ELLs	9	ELLs as share of total student population (%)	0.00%
--	-----	----------------------	---	---	-------

# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" 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

### 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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 #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	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					
<b>All ELLs</b>	9	<b>Newcomers</b> (ELLs receiving service 0-3 years)	8	<b>ELL Students with Disabilities</b>	0
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	0	<b>Long-Term</b> (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	
<b>TBE</b>	0	0	0	0	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	9									0
<b>Total</b>	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
<b>TOTAL</b>	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																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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
<b>TOTAL</b>	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): _____	Number of students who speak three or more languages: _____
--	---

### 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	1				1									0
Chinese	2					1								0
Russian														0
Bengali														0
Urdu														0
Arabic			1											0
Haitian														0
French			2		1	1								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													0
<b>TOTAL</b>	<b>0</b>													

## 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
<b>Entering</b> (Beginning)			1											0
<b>Emerging</b> (Low Intermediate)	1		1		2									0
<b>Transitioning</b> (High Intermediate)	1													0
<b>Expanding</b> (Advanced)	2		1			2								0
<b>Commanding</b> (Proficient)														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		3	4	1		2								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2				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	2					1			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	2							1	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.

We at P.S.329 will use various assessment tools to assess the early literacy skills of our ELLs. Students will demonstrate their learning through performance tasks derived from ReadyGen a comprehensive core literacy curriculum built specifically to address CommonCore Learning Standards. Fountas and Pinnell Reading Levels and Diagnostic Reading Assessments results will be used to group children according to their needs. The Fountas and Pinnell Benchmark system identifies independent and guided reading levels, reading comprehension tasks and vocabulary development. This information will assist us in targeting where development is needed for each child to meet the designated literacy benchmark for their grade in all content areas as well as ESL. Grades 3-5 will utilize City/State tests, Performance Assessments, DRA, and teacher evaluations to identify specific student needs and align instruction. The utilization of TCRWP Benchmarks in Reading: Independent Reading Level benchmarks are used to help monitor progress through reading proficiency. These benchmarks are established and monitored quarterly. In addition, benchmarks provide P.S. 329 teachers with an additional lens by which to target their small group and guided reading instruction. Through conferencing, these benchmarks are used as a personal goal for each student to strive for by the upcoming target dates. In addition ELLs will learn test taking strategies. Teachers will help our ELLs develop higher level thinking skills and strategies by raising the student level of understanding from simple recall and comprehension to analysis, synthesis and evaluation according to Bloom's Taxonomy of Learning. We will continue to provide differentiated instruction, while setting individual bi-weekly goals and intervention plans for our ELLs. Their progress and gain will be monitored by our ESL provider, their classroom teacher and our inquiry team. The information gathered will help us to evaluate the success of our program for ELLs

- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
After reviewing the NYSESLAT scores, it is evident that the ELLs need to increase their reading comprehension and writing skills. Results of this exam indicate that about 50% of our ELLs scored in the Expanding category. Data patterns across proficiency levels revealed that most of our students gain proficiency in the Listening & Speaking modalities before Reading and Writing. As a result we will focus our instruction on building the reading comprehension and writing skills of our ELLs. Our NYSITELL data indicates that a majority

of our newly identified ELLs score in the emerging and expanding category.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The Office of English Language Learners has developed a tool to help schools estimate their Title III AMAOs 1 and 2 in order to gauge their programs for ELLs. NYSED has not made this information available as of yet once this information is made available we will use this tool to exam data. Of our fifteen ELLs that took the NYSESLAT seven of our ELLs scored at the proficient level on both the Listening/Speaking and Reading/Writing modality combinations of the New York State English as a Second Language Achievement Test.

4. 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?

ELL periodic assessments are administered in grades 3-5. These assessments are aligned to the New York State English As A Second Language Achievement Test. They assess three modalities reading , writing and listening and are administered twice a year. The results of these assessments provide teachers with detailed information about students language aquisition. After careful analysis of NYSESLAT and NYSITELL data it has been determined that our newcomers struggle in the acquisition of writing and reading. These assessments will help monitor their progress and specific struggles. A schoolwide analysis of NYS student assessment results of 2015 indicates that 100% of our Ells scored at a level 1 in ELA. In mathematics 100% of our Ells scored a level 2 or below. The academic performance of ELLs who take tests in their native language as compared to English has shown that they do well.

5. 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.](#)]

It is eminent that appropriate care is taken to guide instructional decisions made on behalf of our ELLs. Oftentimes, the signs of a student struggling with second language acquisition mimic those of a student with a Learning Disability (LD). For this reason, evidence suggests that ELLs identified as students with disabilities (SWD) are oftentimes struggling with issues that did not stem from LDs. However, following the protocols outlined in the OELL's RtI Guide for Teachers of ELLs has helped our school design a more effective instructional program. The Response to Intervention (RtI) model significantly assists to help better serve English Language Learners (ELLs) who are at-risk for academic difficulties. RtI is an instructional model that aims at prevention and early intervention through a tiered system of instructional support ,one that adds layers of instructional support to the standard core curriculum delivered in school, based on the demonstrated and changing needs of the student learners. This includes levels of intervention and instruction that increase in duration and intensity over time. Tier 1 is the instructional core that is intended to incorporate high quality evidence-based instruction for all students. This includes instruction that has been shown to be effective for ELLs, and differentiation to meet students' diverse needs. Instruction for ELLs in English language development is provided at the Tier 1 instructional level. Students move into Tier 2 and Tier 3 if they demonstrate a need for more targeted and intensive academic support. This extra support can occur in the classroom, but also in separate settings with instruction focused on specific learning targets. Tier 2 and Tier 3 instruction would also be tailored to meet ELLs' language needs and be incorporated into research-based intervention strategies. As students improve, measured by reliable and valid assessments, the extra supports are removed. Classroom teachers will use research based strategies to provide RTI and AIS. Flexible students in grades 3-5 will participate in our at risk tutorial afterschool program ( four hours weekly) and test prep using additional literacy and math materials specifically Finishline reading and math. Grade 2 students will receive intervention using Words Their Way a developmentally driven, hands on instructional approach which provides a practical way to study words with students. Students in grades K-1 will receive intensive instruction in letter formation, print knowledge, alphabetic awareness, phonological and phonemic awareness using Wilson's Foundation Program Grouping allows for students to move between different groups based upon their performance and instructional needs. Intensive Intervention is instruction delivered with increased opportunities for additional instruction, practice, and feedback. Multisensory approaches to instruction and intervention engage the visual, auditory, oral, and kinesthetic senses at the same time. Language development at all levels will be fostered through purposeful, deliberate conversation between teacher and students, and among students. Reading and writing is both taught as specific curricula, and integrated into each content area. Teachers leverage students' funds of knowledge and skills as a foundation for new knowledge. Ells receive quality core instruction to link students' background knowledge and daily lives to the content at hand, and provide experiences that show abstract concepts drawn from, and applied to, the everyday world. As is the case with all learners, ELLs require instruction that is cognitively challenging. Teachers target academically rigorous and challenging instructional goals, while simultaneously providing students with the instructional supports they need to achieve success. Building students' abilities to form, express, and exchange ideas is best achieved through dialogue, questioning, and sharing ideas and knowledge. In these instructional conversations, the teacher listens carefully, and adjusts responses to assist students' efforts.

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

During Teacher Team meetings the progress of our English Language Learners along with teachers lesson delivery and instruction are planned and reflected upon. Teachers of ELLs provide explanations of how instruction was and will be differentiated to address new language concerns and cultural differences. In addition our certified ESL teacher will conduct weekly articulation meetings with classroom teachers to ensure that a student's new language development is considered in instructional decisions forth coming. We use the Spanish LAB to determine language dominance for Spanish speaking students. Our literacy program ReadyGen places emphasis on the use of cognates in building vocabulary. In addition we use native language support as a scaffold for our ELL students.

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?

P.S. 329 does not have a dual language program

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

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

## Part IV: ELL Identification Process

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

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 students are identified through the use of the Home Language Identification Survey (HLIS). If it is determined that the student's native language is other than English, an informal oral interview is conducted. The initial interview is conducted with the parents by our certified ESL teacher Ms. Murlin or a school pedagogue Ms. Sutain. The interview is conducted in English and/ or the native language spoken. There are pedagogues on staff who speak the three main languages represented in our school (Spanish, Chinese (Mandarin/Cantonese), and French). Students identified through the use of the Home Language Identification Survey (HLIS) are either deemed eligible or not for testing using the New York State Identification Test for English Language Learners (NYSITELL). These children are administered the NYSITELL by our school's certified ESL teacher Ms. Murlin. The identified students are administered the NYSITELL no later than ten days after being enrolled in a New York City Public School. If the student scores at the Entering, Emerging, Transitioning or Expanding Level, the student is Limited English Proficient (LEP). The student is then placed in a Bilingual Education, Dual Language or Freestanding ESL program, depending on the parent selection process. Spanish speaking students that are found to be ESL entitled are also administered the Spanish LAB to determine their language proficiency in Spanish. If it has been determined that the student has had interrupted formal education (SIFE) and are in grades 3-9 they will be administered the Literacy Evaluation for Newcomers (LENS). These children are then evaluated annually in the spring, by our ESL Teacher using the New York State English as a Second Language Achievement Test (NYSESLAT). If the student scores at the Proficient/ Commanding Level on the NYSESLAT the student is no longer considered to be LEP. However these students will receive two years of Former ELL services to support them as they exit out of ELL status. The student will continue to receive services if the student scores at the Entering, Emerging, Transitioning and Expanding Level, the services are continued until he or she scores at the Proficient/Commanding Level on the NYSESLAT. The ESL teacher invites parents/guardians to a Parent Orientation Meeting. This meeting takes place within ten days of the English Language Learners admit date. Notification letters informing them of the meetings are given in their home language indicated on the HLIS. On staff pedagogues serve as translators at these meetings to inform parents of the programs available throughout the New York City Department of Education. Different models and types of language acquisition programs such as Transitional Bilingual Education, Dual Language, and English as a Second Language /English as a New Language Programs are discussed. The parents are then asked to fill out the Parent Survey in their home language. If Parent Survey and Program Selection letters are not returned, they are reissued and the Parent Coordinator, Ms. Leah Depena, then calls each parent to arrange for a one to one meeting. A pedagogue translator in the necessary native language is made available. Our school only has a Freestanding ESL program. Parents are given the option to seek schools that offer appropriate bilingual instructional classes should they desire alternative programs not offered at Public School 329. The records of new admits to the school are checked by the ESL teacher to determine the child's ELL status. An annual review of the Parent Selection and Program Survey has determined that the trend has been the selection of a Freestanding ESL Program over any other program. After reviewing our Parent Selection form all of our parents unanimously have

opted for our school's Free-standing ESL program. The limited number of ELLs in any particular grade does not allow for a full ESL classroom in any particular grade level.

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).

Schools have 30 school days from initial enrollment to make an initial SIFE determination. 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. If it has been determined within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, the following will take place for students who are Newly identified ELLs, and are in grades 3 to 9, and are at the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results-The SIFE Identification Process begins with the Administration of the oral interview questionnaire. Those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, will be administered the Literacy Evaluation for Newcomer SIFE (LENS) . LENS results offers educators detailed descriptions of a student's skills and abilities in reading, vocabulary, and math. As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transiting level or higher on the NYSESLAT

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 identification of newly enrolled students with IEPs will be determined by our Language Proficiency Team (LPT). This team consists of our Assistant Principal Ms. Lafontant, our ESL Instructor Ms. Murlin and our IEP specialist Ms. Soutain . As a team we will review students entering NYS public schools with an IEP to determine if the student has language acquisition needs and should take the NYSITELL. A qualified interpreter or translator of the language or mode of communication the parent or guardian best understands, will be present at each meeting of the LPT. This procedure will be used for initial entry into DOE schools or reentry after 2 years. The LPT determines whether the student should take the NYSITELL. Our LPT will consider evidence of the student's English language development, including, but not limited to the following :The student's history of language use in the school and home or community , the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language, information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. Based on the evidence, our LPT will make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation will be sent to the principal for review.The final decision will be made by the superintendent or superintendent's designee

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.

Within 5 school days of ELL determination, our ESL instructor Ms. Murlin will inform parents of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters (in the parents' preferred language), Entitlement Letter, Non-Entitlement Letter and Continued Entitlement Letter. Our ELL teacher is responsible for parent outreach to ensure that these forms are returned. Forms will be sent home with students. After initial distribution of materials, the return rate is assessed, redistributing the materials as necessary. For those forms still not returned, the ELL teacher will make telephone calls home reminding parents to return the forms and encouraging them to come to the school. Every effort is made to accommodate parents with alternative dates for parents to meet. Completed forms and parent tearoffs are placed in the child's cumulative record, with copies securely on file with the ESL teacher.

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).

A student who has undergone the ELL Identification Process as the result of first time entry or reentry may go through the ELL Reidentification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request, within 45 school days of enrollment only, that the ELL Identification Process be administered a second time,the Re-identification Process. The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following-a student's parent or guardian, a student's teacher (if the teacher's request includes written consent from the parent or guardian). Parents are informed of their right to appeal in the entitlement letters that are sent home to families in their preferred language. The ESL teacher will reiterate this information during parent orientation.

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.

PS 329 has several structures in place to ensure that parents understand all three ESL program choices. Bilingual staff members serve as translators at the meeting to inform parents of the three programs available throughout the New York City Department of Education: Transitional Bilingual, Dual Language and Freestanding ESL. At this meeting, attendees are invited to view the Parent

Orientation Video in the appropriate language if available and to ask questions about their child's ESL program options. The ELL Parent Brochure is also distributed to help parents fill out the parent survey in their home language. Our ESL/ENL teacher may also set up individual meetings to work around parent schedules and to ensure that the necessary paperwork is completed. If the parent or guardian is unable to attend the school meetings despite multiple invitations, the ELL Parent Brochure and parent survey are sent home, and the parent coordinator or designated ESL teacher will reach out to the parent over the phone to discuss the three program options and to complete the paperwork.

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 Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

At the end of the orientation meeting, parents are given the parent survey to complete in their native language if available. We encourage them to fill it out at the orientation, for those who chose to take it home for further review we assign a due date and make follow up calls to make sure the paperwork is returned. The ESL pedagogue and Parent Coordinator will also reach out to the parent/guardian to arrange for a one-to-one meeting if necessary to ensure that the necessary paperwork is returned to the school in a timely manner. If there is a language barrier, an in-house translator or the Translation Unit will be used to reach the parents/guardians. The original documents are placed in the child's cum. Continued Entitlement Letters are distributed in both English and the child's native language to the parents.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
If the Continued Entitlement Letters or the parent survey and program selection are not returned after the initial distribution, they are reissued and phone calls are made. Again, the ESL pedagogue and Parent Coordinator will reach out to the parent/guardian to arrange for a one-to-one meeting if necessary to ensure that the necessary paperwork is returned to the school in a timely manner. Our ESL pedagogue maintains an HLIS-Placement Binder Checklist that indicates what documents they have or have yet to receive. This list helps our staff ensure all paperwork has been returned.
9. Describe how your school ensures that placement parent notification letters are distributed.  
The ELL teacher is responsible for parent outreach to ensure that placement parent notification letters are distributed. The forms are sent home with the students in the parents preferred language. Within 5 school days of ELL determination, parents will be informed of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
All ELL documentation original forms will be securely placed in child's cum, copies will be kept by our ESL Instructor.
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 steps taken to ensure that all eligible students are administered the NYSESLAT are as follows the ATS report used to determine NYSESLAT eligibility is the RLER. This report is run the morning of each test administration date of each modality. The ESL teacher and the testing coordinator devise a schedule to allow students to be grouped by grade. Schedules are put into place and proper test administration procedures are then followed. We administer the listening, reading and writing modalities of the NYSESLAT within three consecutive days allowing for continuity. The speaking modality of the NYSESLAT is administered on an individual basis. Using the RLER and RLAT and eligibility roster, the ESL teachers ensure that each student is administered each modality of the NYSESLAT. If a student is not present for one or more of the subtests of the NYSESLAT the ELL teacher will first contact the parent or guardian to inquire the students reason for being absent and explain that the NYSESLAT is being administered. When the student returns to school, the subtest will be administered by an ELL teacher.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The ELL teacher is responsible for parent outreach to ensure that continued entitlement and transitional support parent notification letters are distributed in parents preferred language. The forms are sent home with the students. Within 5 school days of ELL determination, parents will be informed of the results of the NYSITELL and ELL status using the NYCDOE standard parent notification letters. The ESL teacher will place al parent tear off forms in child's cumulative record.
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).

An annual review of the Parent Selection and Program Survey has determined that the trend has been the selection of a freestanding ESL Program over any other program. After reviewing the mentioned documents we have found that of our nine ELLs all eleven parents opted for our school's free-standing ESL program. The limited number of ELL families requesting a program selection other than ESL hinders us from opening up an additional Language Program. However, these forms are monitored and reviewed monthly by our certified ESL teacher to ensure that we continue accomodating our families. When in fact we have accumulated fifteen parent

selection forms of students with the same native language and grade requesting the same Language Program option we will open up a class to accommodate those students and their families.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction 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.

At P.S.329 there is one certified ESL teacher who holds both a common branch license and ESL certification. The ESL teacher will use the push in and pull-out method to provide the prescribed mandated allotment of time. All of our ELLs must receive a specified amount of standalone ESL and Integrated ESL. Stand alone ESL is instruction to develop English language skills so that students can succeed in core content courses. Integrated instruction is to build English language skills through content area instruction. Students scoring at Beginner/Entering levels on the NYSESLAT or NYSITELL receive 360 ENL minutes and 180 of standalone minutes of ESL instruction per week. The students who receive a score of low intermediate/Emerging receive 360 ENL minutes and 90 standalone minutes a week. Those students who receive a score of Intermediate/Transitioning or Advanced/ Expanding will receive 180 ENL minutes a week. In addition those students who score Proficient/ Commanding on these exams will receive 90 minutes a week of ENL for two consecutive years after testing out. Our students are grouped by grade and proficiency levels. The ESL teacher and the classroom teachers articulate and collaborate both formally and informally
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
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)?

Our students will receive instructional minutes based on CR Part 154 for English as a New Language. Students scoring at Beginner/Entering levels on the NYSESLAT or NYSITELL receive 360 ENL minutes and 180 of standalone minutes of ESL instruction per week. The students who receive a score of low intermediate/Emerging receive 360 ENL minutes and 90 standalone minutes a week. Those students who receive a score of Intermediate/Transitioning or Advanced/ Expanding will receive 180 ENL minutes a week. In addition those students who score Proficient/ Commanding on these exams will receive 90 minutes a week of ENL for two consecutive years after testing out. Our students are grouped by grade and levels.
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.

Content areas are delivered through group instruction using ESL methodologies providing strategies for comprehension. The English Language Learners at PS329 are supported with weekly lessons that scaffold comprehension instruction and vocabulary development which are aligned to the Common Core Learning Standards. The students are driven to meet the CCLS through rigorous planning and instruction. The ESL instructor will activate prior knowledge and build background. The ESL instructor will provide picture cards and use the TPR (Total Physical Response) method to engage in active learning. We also are using ReadyGen a core curriculum driven English language arts program.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

When appropriate and available ELLs are evaluated in their native language. If the child becomes LEP as per the NYSITELL results and speaks Spanish at home, an ESL pedagogue, Ms. Murlin will administer the Spanish Lab. If a pedagogue or staff member is on hand that speaks the same home language as the child, that person will speak with the child to informally assess their knowledge of the native language. In this way, that child will have knowledge of who speaks their language in the school. During state exams, translated versions of the tests are made available to Chinese-, Spanish- and Russian-speaking ELLs. ELLs are encouraged to write their responses in their native languages if it is more comfortable for them. Bilingual glossaries are printed out

in the languages made available by the DOE testing website and distributed as well.

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

To better service our ELL population, we have focused our efforts on developing literacy with a structured ESL instructional program. Teachers are encouraged to use ESL teaching strategies within all content areas. They will use multi-level approaches provided in The Teaching of Language Arts to Limited English Proficient/English Language Learners: A Resource Guide for All Teachers. The Balanced Literacy Program will serve as their primary source of literacy instruction as it incorporates ESL methodologies and strategies where appropriate. The Balanced Literacy Program will develop strong literacy skills through the exposure of authentic literature in read-alouds, shared readings, and accountable talks. Thus all students will develop listening, speaking and writing skills. Our students are also administered the ELL Periodic assessment twice during the school year. In addition our ESL teacher will use her own teacher made assessments four times a year to ensure that ELLs are appropriately evaluated in all four modalities. The ESL teacher will also use school wide discussion rubric, checklists, conferencing sheets and teacher notes to support their instruction.

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

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

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

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

Although we do not currently have Students with Interrupted Formal Education (SIFE) we are prepared for any SIFE students who

register. S.I.F.E students will be administered the DRA and the DRA Continuum will be used to address suggested areas of instruction to further develop their strengths and struggles accurately and determine needed AIS services. Common Core Standard based instruction will be adapted to cover key information in an accessible way that is age appropriate and culturally relevant. Classrooms are equipped with Promethean Boards and computers to assist in providing visuals for these students.

Former ELLs are identified to classroom teachers, and provided with continued support for two years upon scoring proficient/commanding on the NYSESLAT from our ESL teacher. The ESL teacher consults with the classroom teacher to monitor former ELL progress. These students also receive the appropriate test modifications of extended time and re-reading of listening passages.

7. For 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.
- Between 6 and 12 months from the date of the superintendent's notification to the principal, parent, guardian, and/or student, our principal Ms. Marbury will review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination ,student benchmarks, DRA and F&P levels will be reviewed. Ms. Marbury will consult with a qualified staff member in the school, the parent/guardian, and the student. Based on the recommendation of qualified personnel and consultation with the parent/guardian if it is believed that the student may have been adversely affected by the determination, our principal will provide additional support services to the student as defined in CR Part 154 and may reverse the determination within this same 6-to-12 month period. If the principal's decision is to reverse the ELL status, she will consult with the superintendent.
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?
- We are currently using the Department of Educations new core curriculum driven English language arts program ReadyGen which provides rigourous grade level instructional strategies for the general education population as well as ELLs-SWD. Scaffolding strategies for ELLs are used to help unlock text. Activities and routines support reading, writing, speaking and listening and vocabulary acquisition. We will also use ReadyGens additional phonics component. In addition to ELL-SWD's IEP mandated services these students are placed in classes with other ELLs on the same proficiency level. Content area instructon is differentiated to meet the needs of students. Teachers will use the Universal Design for Learning guidelines while planning and modifying instruction. The ESL teacher will create learning targets with aligned strategies and tasks. Students will have access to native language literature in classroom libraries.We also recommend that they attend the After School Program.
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?
- For our Ells identified with special needs, our ESL provider meets with Special Ed, general Ed. and SETTS providers to discuss the goals and necessary modifications reprinted in students IEPs. Differentiation of lessons in each content area are ensured to assist in attainment of student personal goals. ELL-SWD s currently need remediation in reading and writing. Materials used to to engage ELL-SWD include ipad minis, Promethean boards and classroom computers. At risk tutorial using Finishline and test prep are available for students in grade 3-5. Words Their Way will be used in grade 2 and Wilsons Foundations in grade K-1. Teachers also develop intervention plans for parents to assist in helping their child at home, this fosters our home school connection

Chart

**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)	2 units of study <i>per week</i> (360 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/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 <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 <i>or</i> Content Area, <i>or</i> 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 Dually 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.

Chart

**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 Dually 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.

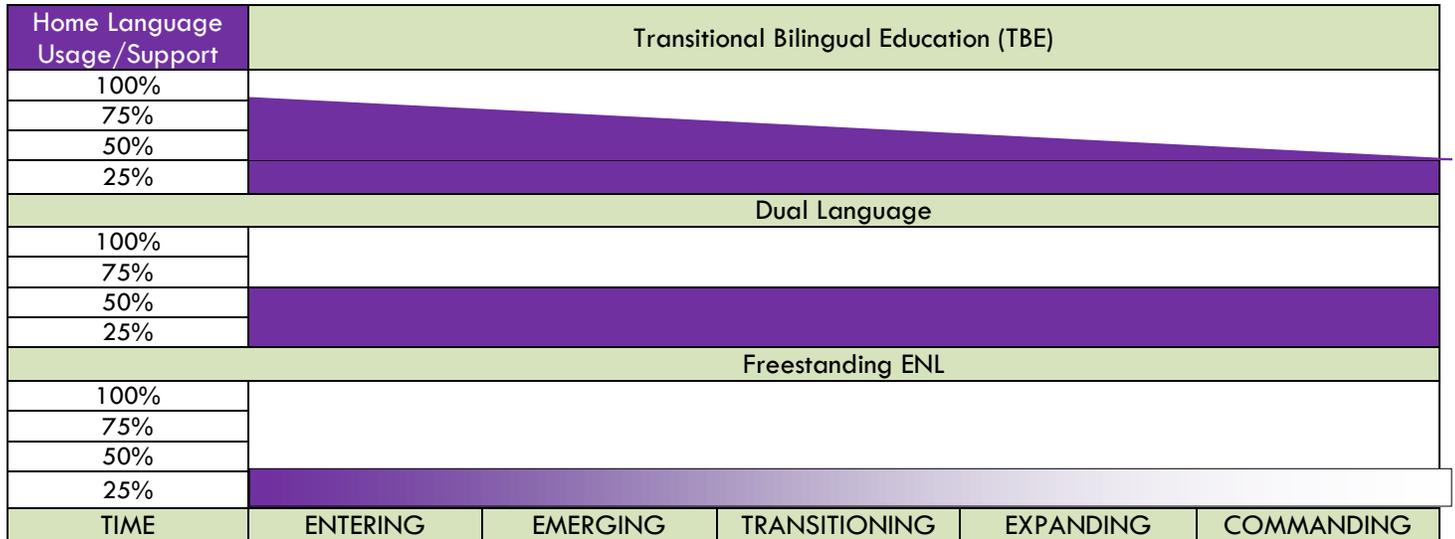


\*Note “other approved services” does not apply to New York City at this time.

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.  
Our targeted intervention program for ELLs in ELA, math, science and social studies includes but is not limited to P.S. 329's teachers continue implementing The Lucy Calkin's Units of Study for Teaching Writing in grades K- 5. The school year begins with small moments and personal narratives culminates at the end of the school year with How to books, informational books and Memoirs. Students work collaboratively with their teachers to showcase and celebrate their developing writing talents. Parents, Administrators as well as other classes are invited to Authors' Days and Writing Celebrations throughout the school year to encourage our developing writers. Our intervention program targets ELLs who have not made progress as Advanced or Intermediate in the modalities of reading and writing and or scored a level 1 Our intervention program targets 1 on the ELA and/or math exam. Intervention services include small group instruction, AIS services and an after school tutorial program.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Several assessments are considered when evaluating academic growth in our ELLs. In addition to the NYSESLAT, we focus on the results of Fontas and Pinnell for grades K-5, the NYC Performance Based Assessment for ELA and Math for grades K-5, the literacy curriculum, Ready Gen, and our Math curriculum, Go Math, present an assessments at completion of each unit. P.S.329 has a low ELL population, nine of our fourteen ELLs were in grades K-2 and not required to take state exams. However according to the NYSESLAT seven of these students scored commanding/ proficient on this exam. One child moved from beginner to expanding , the other moving from beginner to emerging. One of our upper graders moved from beginner to expanding the other to emerging. The other three students were fifth graders who successfully moved on to middle school.
12. What new programs or improvements will be considered for the upcoming school year?  
P.S.329 students learn through technology based lessons, the Renzulli School-wide Enrichment Model and interest learning style based activities. We are incorporating ipad minis and additional Promethean Boards. This will allow students to access various multi media. This will foster speaking and listening by allowing our students to be exposed to additional appropriate dictation, tone and syntax. Alvin Ailey theater will be returning this year allowing our students to participate in their elite dance program which features various types of dance such as West African, Modern, and Hip Hop/ Jazz. Students will partake in a culminating production in which parents , families and friends are invited. Talent options include team sports, dance,choral music, photography, visual arts, gardening,horticulture and entrepreneurship training.
13. What programs/services for ELLs will be discontinued and why?  
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
All students including ELLs are exposed to the same Common Core aligned curriculum and are afforded equal access. They are invited by our certified ESL teacher to attend our Enact Theater Program, our Alvin Ailey Dance Program and our test prep tutorial program. Letters in parents preferred language are sent home to families encouraging their children to participate. ELLs participate in the subject areas of technology, dance, physical education and the arts through out the school day.
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.  
Instructional materials to support ELLS are both content and languaged based according to grade and language proficiency. Materials used are listening centers, Foundations Program, word banks, graphic organizers, Scholastics and Dynamath. Technology for ELLS includes but is not limited to Flocabulary.com, starfall.com and everythingesl.net
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Our Freestanding ESL program is English-only. However, we believe that students are best served when both languages are developed. While we do not provide language instruction in native languages, we do encourage parents and students to continue to develop their first languages. Bilingual books are available in the ESL classroom library and offered to students to borrow and take home through our lending library.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Required service support and resources are created to appropriately meet developmental and academic states of all age grade and language proficiency. Resources include smartboards, Promethean Boards, ipad minis, classroom laptops, classroom libraries a science lab and dance studio. Our school utilizes both the push-in and pull out model of ESL instruction. The ESL teacher supports the classroom teacher and collaboratively plan and conduct lessons to promote reading comprehension, reading skills and strategies to and to expand vocabulary.
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 welcomed to tour our facility and meet with our parent coordinator, ESL teacher and necessary translators to discuss resources and services available in our building and our community

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)?

N/A

## 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.)

ELL personnel will receive professional development through district offered PDs and through The Office of English Language Learners.. Our ESL teacher attends professional development sessions to learn innovative ESL strategies which are aligned to the Common Core Learning Standards. These workshops will equip the ESL teacher, who will turnkey to the classroom teachers and para professionals, with the knowledge required to assist the ELL student with the most up to date ESL strategies. Our ESL Teacher will turnkey information from these workshops by conducting staff development during grade meetings on professional development days and during our "Marvelous Monday" PD allotted time.. Through articulation between the ESL teacher and the classroom teachers we will be able to provide data driven student needs based professional development.
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?

Teachers are encouraged to attend P.D. offerings through the Office of English Language Learners, BETAC and Protraxx. The ESL teacher attends professional development sessions and will turnkey the training to other staff members during faculty conference and or grade level conferences. P.S. 329 is currently using ReadyGen and Go Math to assist us in aligning our instruction to the Common Core State Standards. Our staff members have received and continue to receive Ell professional development and support in the use of these two curriculums in the area of scaffolding and intervention for Ells. Our certified ESL teacher works directly with teachers to assist in adapting these strategies. Teacher workshops will include Stages of Language Acquisition BICS/ CALP, Common Core Narrative Writing for ELLs, Scaffolding Instruction for ELLs in the content area, Using Data/Assessment to Drive Instruction, Language Through Technology/ Promethean Board training, Components of the NYSESLAT, and Collaborating with IEP,SETTS, ICT and ESL Teachers/ ELAND Training and Modification of CR Part 154.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The staff of P.S.329 is supported by our ELL specialist to assist ELLs as they transition from elementary to middle school by holding workshops with the pupil accounting secretary and parent coordinator to assist in filing out necessary paper work. Staff members also guide students and parents by directing them in a way that will meet their academic needs.
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.

Our school follows a rich professional development plan. The ESL teacher participates in most trainings offered to regular classroom teachers, as well as specialized ESL trainings. Recent PD sessions have included OELL. The ESL teacher turnkeys the ESL trainings to the rest of the staff at grade level common planning meetings. Professional development for all staff who work with ELLs (classroom teachers, ICT teachers, cluster teachers, ESL teacher, asst. principal, parent coordinator, paraprofessionals, guidance counselor, related service providers the ESL teacher. Further,teachers are encouraged to attend workshop offerings from ProTraxx, OELL, and BETAC. Topics covered will include Stages of Language Acquisition, Scaffolding Instruction for ELLs Using Sheltered Instruction and the Universal Design for learning. Copies of all Professional Development workshop agendas and distributed materials will be kept by our ESL teacher.

### 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?

In addition to mandated parent orientations meetings and DOE scheduled parent-teacher conferences our Ell students will receive student goal sheets and progress reports. Ell parents will be invited to individual meetings to discuss these reports along with language development progress, language proficiency assessment results and language development needs in all content areas afterschool during "Terrific Tuesdays."Translators will be made available when necessary. Translation services available include all documentation translated in parents preferred language and either an in person translator or over the phone translators provided by the NYC Department of Education's Translation and Interpretation Unit.

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.

Annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated will be documented by our ESL instructor and records will be maintained in the main office.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parental involvement is stressed at the Surfside School. All parents including parents of ELLs are invited to attend an orientation, "A Meet and Greet" at the beginning of the school year. They participate in monthly PTA meetings, Our parents also receive training to become Learning Leaders in order to better serve our school as volunteers. Parents are kept abreast of all events taking place in our school through phone calls made to their homes by our school messenger system. In addition, our families stay informed by visiting our school website [ps329schoolwires.com](http://ps329schoolwires.com).

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? P.S.329 Ell families are joined in partnership with the school community to support their children in receiving and achieving exceptional educational experience. Our School Community Based Organization, the YWCA, is employed as a free after school support program for all P.S.329 Surfside students. Members provide homework help and extra curricular activities that include video arts, arts and crafts and sports cultural and educational excursions. In addition other community connections include Alvin Ailey Dance, the Metropolitan Opera Guild, Mercedes Benz Corporation, New York Cares, Barclay Brooklyn Nets, Nike Corporation, Long Island University, YMCA, Brooklyn Arts Council, Food Bank of NY, 20/20 Visions for Schools, World Vision, Out 2 Play, Tom's Shoes and Adopt a Classroom.

5. How do you evaluate the needs of the parents?

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

6. How do your parental involvement activities address the needs of the parents?

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

### 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.

N/A

## **Part VI: LAP Assurances**

School Name: <u>Surfside</u>		School DBN: <u>21K329</u>	
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)
Salema Marbury	Principal		10/30/15
Lisa Lafontant	Assistant Principal		10/30/15
Leah Depena	Parent Coordinator		10/30/15
Tina Murlin	ENL/Bilingual Teacher		10/30/15
Angela Ferguson	Parent		10/30/15
Lisa Sustain	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
I	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
Germaine Buchanan	Other <u>A.P.</u>		10/30/15
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **21K329** School Name: **The Surfside School**  
Superintendent: **Ms.**

### 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](http://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.

After screening the students Home Language Surveys and ATS we determine the different languages spoken by our school families. The ESL teacher is consulted to determine what languages are needed for document translations. Teachers are informed of the opportunities for written and oral translation through the Office of Translation and Interpretation. Currently documents are translated from English to Spanish, Chinese, French, Arabic. Language Identification cards are available in the main office and at the security desk. Our teachers are notified of the services of the Office of Translation and Interpretation through the Staff Handbook.

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.

Parents preferred languages for both written and oral communication at P.S.329 are Spanish, French, Cantonese, Mandarin and Arabic

## 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.)

The documents annually disseminated at P.S. 329 that require translation include standards and performance documents including standard text on report cards, student Progress Reports and Goal sheets, Parent Teacher Association Meeting announcements, conduct, safety and discipline, special education and related services documents. In addition translated versions of newsletters, calendars, after-school program information, a general overview of student curriculum and letters from our principal. At the beginning of every school year, the DOE's Translation and Interpretation Unit provides us with translated versions of the Parents' Bill of Rights and the "Expect Success Guide"

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.

Face to face meetings with parents this academic school year ,will include but are not limited to a parent orientation, two parent teacher conferences, and a curriculum night. Parents will also be invited to grade aligned and needs based monthly workshops for parents conducted by teachers. In addition, "Terrific Tuesdays" at P.S. 329 will allow us ample time for parent outreach.

## 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.

P.S.329 will use the assistance of our in-house staff ( a roster of bilingual staff who can be called upon to interpret will be made available to all staff and office members by our ESL teacher)and the T&I Unit to assist in translating our documents. We will complete a translation request form and email the completed request form and document to be translated to [translation@schools.nyc.gov](mailto:translation@schools.nyc.gov) in a timely fashion (two weeks prior to intended distribution) in order to ensure translations are distributed at the same time as English documents.We will utilize the many templates made available to schools by the T&I 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.

We plan on meeting the identified interpretation needs by using our in house staff members. We will be utilizing not only staff members of P.S.329 but also staff members of our in house District 75 school 771.

#### **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.)

Faculty members of P.S.329 will receive professional development during our "Marvelous Monday" allotted PD time to familiarize them with all of the resources at hand. Information and resources will also be placed on our school website for the faculty to reference. In addition we will schedule a professional development session exclusively on translation and interpretation services available to our staff members and families. We will ensure all teachers and staff receive a copy of the "I Speak.." card which includes the phone number for over the phone interpretation.

#### **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

P.S.329 will fulfill parental notification requirements for translation and interpretation services by placing our welcome poster in a prominent location near the primary entrance of our school. In addition, visible signs regarding visitor access in covered D.O.E languages to ensure that parents are not prevented from reaching the office due to language barriers. Our parents will be provided with a copy of the Parents' Bill of Rights and Expect Success in their native language. Our safety agents will receive over-the-phone cards that outlines how to obtain an interpreter, multiple copies of our Language Identification Guide will be provided to office staff. Office staff will be trained on using the guide to help determine the language spoken by the parent. We will post an administrative bulletin on our school website to school staff twice a year reminding them of their responsibility to communicate with limited English proficient parents, and what resources are available to them to do so.

#### **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)

We will gather feedback from parents on the quality and availability of services utilizing a parent survey distributed during parent teacher conferences. We will also gather information during parent out reach on our "Terrific Tuesday" sessions.