

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

06M103

School Name:

DOS PUENTES ELEMENTARY SCHOOL

Principal:

VICTORIA HUNT

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Dos Puentes Elementary School School Number (DBN): 06M103
Grades Served: K-2
School Address: 185 Wadsworth Ave. New York, NY 10033
Phone Number: 212-781-1803 Fax: 212-781-1809
School Contact Person: Victoria Hunt Email Address: vhunt@schools.nyc.gov
Principal: Dr. Victoria Hunt
UFT Chapter Leader: Alcira Jaar
Parents' Association President: Veronica Rojas and Annette Fernandez
SLT Chairperson: Anastasia Lacombe
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Olga Carmona
Student Representative(s): None

District Information

District: 06 Superintendent: Manny Ramirez
Superintendent's Office Address: 4360 Broadway, New York, NY 10033
Superintendent's Email Address: mramire4@schools.nyc.gov
Phone Number: (917) 521-3757 Fax: (917) 521-3797

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Ave, 8th floor, New York, NY 10001
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 646.470.0721 Fax: 917.339.1765

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)
Victoria Hunt	*Principal or Designee	
Alcira Jaar	*UFT Chapter Leader or Designee	
Annette Fernandez	*PA/PTA President or Designated Co-President	
None available	DC 37 Representative (staff), if applicable	
Olga Carmona	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mary Mendenhall	Member/Parent	
Anastasia LaCombe	Member/Parent, Chairperson	
Stacey Hallmark	Member/Parent, Secretary	
Rebeca Madrigal	Member/Teacher	
Elizabeth Menendez	Member/Teacher	
Stephanie Ubiera	Member/	

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

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

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

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

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

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

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

As a school-wide dual language program in its third year serving kindergarten, first grade, and second grade students, our goals are related to supporting and developing students' bilingualism and biliteracy, providing structures to support analytical thinking and inquiry, ensuring a strong foundation in literacy and math, and working with families to establish positive and trusting relationships that support productive school practices and strengthen student achievement.

Because more than 75% of our students come from homes where a language other than English is spoken (mostly Spanish) and more than 45% of our students are English Learners, using a dual language model allows us to build from students' home language as they learn a second language. Our initial kindergarten students, demonstrated that many children lacked oral skills in their home language as well as their new language. Consequently our goals include inquiry and hands-on activities that support the experiential learning that provides a context for language development and analytical problem solving. In early childhood, both language learning and analytical problem solving are deeply related to the Common Core Standards.

Because we believe that developing the oral language development and analytical reasoning is fundamental to developing all academic skills especially in the early grades, and math is an area that requires the ability to apply concepts and is often less understood by elementary teachers, our instructional focus for this academic year is rooted in math. Our math data from last year's MOSL revealed developing proficiency in student achievement. Upon analysis of these results, the coach, lead teacher, and principal decided that within instruction we would prioritize inquiry work with all teachers around math development. Further, because "math talk" is supported by numbers and often by quantity that can be expressed with objects, it is inherently scaffolded when alternating between languages.

By focusing on developing a strong foundation in mathematical reasoning, reading and writing foundations, and working with teachers to deepen their own practices to support discussion and problem solving abilities in young children, our students will be equipped to further develop these skills as they continue their education. Using inquiry within the curriculum provides the context for children to ask and answer their own questions and both share and seek new information.

06M103 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	135	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	155.1%	% Attendance Rate		92.3%
% Free Lunch	78.3%	% Reduced Lunch		2.9%
% Limited English Proficient	59.4%	% Students with Disabilities		17.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		1.4%
% Hispanic or Latino	81.2%	% Asian or Native Hawaiian/Pacific Islander		1.4%
% White	15.9%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	1.34	# of Assistant Principals (2014-15)		N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		N/A
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		20.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		2
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	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 Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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

Part 1 – Needs Assessment

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

Dos Puentes believes in instruction that is customized, inclusive and aligned to the Common Core. We believe in bilingualism, biculturalism and biliteracy. Our students are learning to read in two languages and their reading instruction must be targeted to build from one language to another. In the fall the teachers administer The Fountas and Pinnell Reading Benchmark Assessment System in both languages. Each teacher analyzes the results of this assessment and with the support of the administration and the reading specialist, they create individualized reading goals for each student. The school’s assessments are compiled and entered in a school spreadsheet to monitor progress, and identify patterns and trends among the different subgroups. Creating individual goals is rigorous and inclusive for all of the students in our dual language classrooms.

During the 2014-2015 Dos Puentes’ strengths and needs in literacy were:

Strengths:

- Kindergarten and First grade students received targeted instruction by the reading teacher and an intervention teacher..
- Teachers built foundational literacy skills with the help of the Teachers College coach.
- Striving children and advanced children received targeted instruction in cycles with the reading specialist.
- Teachers led 10 parent workshops before, during and after school.
- Teachers met every six weeks to look at reading progress and create next steps.
- School wide literacy was encouraged during “Reading March Madness” involving parents, teachers and students.
- An after school reading tutoring program

Needs:

- Despite progress we still have many children reading below grade level.
- More than 45% of our students are ELLs.
- 20% of our students are students with disabilities.
- Many of our teachers are new to the profession and are still developing literacy pedagogy.

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.

Students will increase reading with fluency and comprehension in English and/or Spanish, from 70% in Spring 2015 to 75% in Spring 2016 by reaching their individualized reading goal set through the Fountas and Pinnell Reading Assessment.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will receive ongoing professional development from Teachers College Reading and Writing Project. They will participate in professional development calendar days targeted towards improving literacy levels. A staff developer from Teachers College will coach 10 sessions.</p>	<p>Teachers</p>	<p>Sept.- June</p>	<p>Principal</p>
<p>Teachers will administer The Fountas and Pinnell Benchmark Reading Assessment in Spanish and English. Each student will be leveled and reassessed at least three times throughout the year.</p>	<p>Teachers</p>	<p>Sept. Nov. Jan. April. June</p>	<p>Reading Specialist</p>
<p>Parents will participate in curriculum nights and various workshops where reading strategies are taught and encouraged.</p>	<p>Teachers</p>	<p>Sept. Dec. March May</p>	<p>Principal</p>
<p>Parents will be informed about their child’s reading goal and collaborate through periodic check ins to ensure progress.</p>	<p>Parents</p>	<p>November March May</p>	<p>Reading Specialist</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.											
Allocations of funds for a reading specialist position to provide small group instruction, also mentor teachers on reading fluency, use of Teachers College Reading and Writing Project.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Because progress will be periodically reviewed and monitored by the reading specialist, the principal and teachers and shared with families benchmarks will be reviewed and re-evaluated throughout the year. There will be formal assessments done three times a year. Children that are not at bench mark will be assessed at least four times with an extra reporting time to families in January to inform promotional decisions.										
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.

Supporting our families to reach excellent attendance and on-time levels has been a CEP goal since Dos Puentes was founded two years ago. In 2014-2015, we were thrilled to move attendance from 92% - 93% school wide. These numbers were documented by our attendance secretary. While Dos Puentes has reached an excellent level of school wide attendance, we still see families--especially kindergarten families--struggling to get their children to school on time. Right now 80% of our students are on-time daily. This is not good enough. Tardiness is a problem because students miss out on important transition time in the classroom, and late arrivals can disrupt the flow of morning routines, for example tabletop activities before the work of instruction for the day. We know through observation that students who arrive late to school have a harder time transitioning into meaningful learning, listening, speaking, and sharing. They are simply off on the wrong foot for the morning, if not the whole day.

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.

We will increase our student attendance rate to 94% from 92% and punctuality of arrival time to 85% from 80% between September 12, 2015 and June 28, 2016 as recorded and measured in ATS in an effort to support academic success.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Home visits before the beginning of the school year with 1 faculty and 1 staff member traveling to each entering kindergartner’s and new student (1st and 2nd grade) home. The importance of attendance will be stressed at these informal meetings with parents and children.	All K students	Aug 31 - Sep 7	Parent Coordinator
Keep meticulous attendance and tardiness records.	All students	Sep 8 - June 26	School Aide
Award monthly certificates to students with perfect attendance, drawing attention in a positive way to the benefits of attending school, in a public setting.	All students see monthly awards	Oct 1 - June 26	Principal
Monthly reach-out to families with attendance or tardiness issues via phone calls, home visits, and invitations to meetings at the school.	Families in bottom 30% of attendance numbers	Sep 20 - June 1	Attendance Secretary

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.											
We have a dedicated attendance secretary, whose job is to oversee daily attendance and tardiness of all our students, with the help of a school aide. The attendance teacher and will conduct two workshops for parents in collaboration with our School Social Worker.											
Our principal, devotes time and energy to greeting families who are on time or late to school, emphasizing the school’s enthusiasm at seeing our children daily. The Parent Coordinator, makes calls, schedules appointments, and meets with families who need assistance with getting their children to school every day, on time.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	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.

November 10, 2015 will be the first benchmark date for examining our overall success as a school in getting kids into the classroom every day, on time and for checking in on our progress with kindergarten families and on-timeliness. We do not wish to wait until mid-year for this important assessment; action then will be too late.

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.

In the 2014-15 school year, deepening teacher practice to support mathematical reasoning and conceptual understanding was one of our goals. Teachers were able to scaffold mathematical language, promote use of multiple representations, as well as guide student thinking through open-ended questions. Teachers met biweekly to discuss professional texts, share classroom math practices, watch videos, and ask questions. Through inter-visitations and filming part of their lessons, teachers were able to reflect on their own practice and decide on next steps. Teachers feel that teacher collaboration is an integral part of the success of our school. As we grow into second grade next year, teachers feel that continuing and strengthening teacher collaboration is essential.

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.

In order to continue to improve student outcomes and school performance, teachers will continue to meet bi-weekly to participate in an inquiry group that focuses on deepening oral language development across content areas in both English and Spanish, as well as addresses how to make student thinking visible as measured by principal observations of teachers (4-6 times a year) with a goal of 90% (from 80% in 2015) of teachers being effective on Danielson Framework 3B—Using Questioning and Discussion Techniques.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will read professional texts like <u>Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners</u> by Ron Ritchhart.</p>	<p>All Staff</p>	<p>9/15-6/16</p>	<p>The academic coach and rotating facilitators</p>
<p>Teachers will visit each others' classrooms with a lens of the work done in the inquiry group.</p>	<p>All Staff</p>	<p>Monthly</p>	<p>Teacher Leaders</p>
<p>Teachers will choose 3 students to follow throughout the school year</p>	<p>ELL, SLL, Bilingual</p>	<p>9/15-6/16</p>	<p>Classroom Teachers</p>
<p>Teachers will get observed using the Danielson Framework.</p>	<p>All Staff</p>	<p>4-6 times a year</p>	<p>Principal</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Teaching Staff, texts such as Making Thinking Visible by Ron Ritchhart, Math Staff Developer, professional development provided in-house as well as outside</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>In January, the inquiry group will reflect on the work teachers have done to that point to help students develop their oral language skills in English and Spanish and how students are making their thinking visible. Teachers will continuously evaluate work of 3 students to inform instruction and adapt lesson plans.</p> <p>Principal will give feedback to teachers throughout the school year on how oral language development is supported in the classroom and how students are making their thinking visible.</p> <p>Teachers will use the SOLOM tool in September, January, and June to assess the oral language development of 3 students they have chosen to follow and use data for lesson planning.</p>

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

While our QR rating for teacher pedagogy 1.2 was a Highly Developed, we continue to consider the ways to adjust and deepen our teaching to best support student progress. Analysis of teacher ratings through the Danielson Framework reveals more work needs to be done in component 3C, Assessment in Instruction. By focusing on assessment we can help children to understand what is being asked of them and how they can work towards their next steps for progress. Children being a bit unclear in their individual goals and parents less clear on the specifics of where the child needs to grow leads us to focus on assessment. Making our goals more concrete through the use of rubrics and checklists will help to deconstruct the various elements of an activity or assessment making learning expectation more transparent for the student and support the teacher in his/her teaching. Focusing on assessment will also allow us to be more transparent with families of the areas of strength of the child and areas that need continued reinforcement. This will give families a clearer idea of ways to help their child.

Part 2 – Annual Goal

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

By June 2016, 90% of teachers will be rated effective or higher (from 75% in 2015) on Danielson 3D: Using Assessment in Instruction. This will be achieved through professional development sessions, principal observations, individual professional goal setting and inter-visitations.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Three day Professional Development Session the first week of Sept. will break apart Danielson Indicators 3a, 3b, and 3d. Specific attention will be paid to 3d. Staff will review rubrics for TCWRP, consider F&P assessments, and review final math assessment from Engage New York Units.	All classroom teachers	Sept 1, 2, 3, 2015	Principal, Coach
Individual Teacher Meetings to discuss professional development goals and strategies to achieve them based on the Danielson Framework.	All teachers	Sept. - Oct. 30, 2015	Principal
Individual student goal setting building from MOSL BOY benchmark assessments and backward planning to set progress monitoring goals to be shared with student and families.	Teachers Students Families	Sept. to November	Principal, Teachers, Guidance counselor Parent Coordinator
Grade level planning to ensure student checklists and feedback are provided in Writing and Math for each end of unit assessment.	Teachers	Sept. 2015- June 2016	Principal Coach Literacy Specialist

Part 4 – Budget and Resource Alignment

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Midyear assessment will consider performance on Danielson Framework Indicator 3c as will mid year student progress towards meeting their set goals. Progress will be shared with teachers and families.

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.

At Dos Puentes, we believe in creating and establishing a strong welcoming environment for our families. We believe that families are a strong component to our school community. Families as partners is the third pillar in our mission. Our families have shown strong parental involvement for the past two years. We have established different structures for parents to feel comfortable and to feel invited such as our home visits and our Family Friday (parents are invited to visit their child’s classroom twice a month). Our school Parent Coordinator has presented different events in which parents are the main active members for example, Movie Night, Carnival Day and Literacy Night. The Parent Association (PA) also has a very active engagement by taking on different responsibilities, for example Harvest Day, Picture Day, and Gardening (afterschool). One of our main goals for 2015-2016 is for families to attend four events of their interest during the next school year. We want families to take advantage of the hands-on activities that are provided in house and to continue growing with our community.

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.

To foster family engagement in the Dos Puentes school community, 100% of families will participate in at least 4 academic and social events as accounted for by attendance records through June 2016.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
SLT and PA will create commitment letter.	Families	Sept-October	Parent Coordinator
An event calendar will be created.	Families	On-going	Parent Coordinator
Attendance will be collected on each event. Each family will sign in an assigned class attendance.	Families with poor show rates	Sept - On-going	Class parents and SLT parent Rep. taking on this responsibility.

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.											
<p>The class parent will be in charged to extend a personal invitation in both languages to the targeted families that we want to encourage more active participation. The class parent will do the following to motivate the families:</p> <ol style="list-style-type: none"> a. personal call to invite them to a particular event b. personalized flyer c. personal greeting at the event d. send a “Thank you” text for attending the event e. class parent will remind families to attend an event during Family Friday <p>Families that attended their four events will get a certificate for their accomplishment and their names will be displayed in the family event bulletin board.</p>											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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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.

The administration and the parent coordinator will collect all the attendances at the mid-school year, and they will tally/graph the targeted families' attendance. This information will be shared with the class parent to continue following the above suggestions to motivate families to attend future events. We will continue inviting families with other innovative ideas so we can accomplish our goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Reading below grade level	Phonic work, fluency, comprehension strategies.	Small group instruction	During school day and afterschool tutoring.
Mathematics	Low performance on MOSL and end of unit assessments.	Number identification, grouping, regrouping	Small group instruction	During the school day.
Science	Poor performance on end of unit assessments.	Vocabulary development, review content	Small group instruction	During the school day.
Social Studies	Poor performance on end of unit assessments.	Vocabulary development, review content	Small group instruction	During the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social/ emotional conflicts within the classroom or school community.	Play therapy, conversations, work with the family.	One on one, small group discussion.	During the school day.

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
We have university partnerships with Teachers College Columbia University, City College of New York, Bank Street and Fordham University that place student teachers in our building. These student teachers are getting their Masters in Bilingual Education often with a Special Education extension. We recruit from these pool of candidates that we get to know within the context of our school. We have a new teacher orientation in June to support teachers becoming familiar with our community. The entire staff meets for three days prior to the first week of school for a retreat to deepen understanding and plan for our instruction priorities and learning focus.

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).
Throughout the year teachers participate in in school and out of school professional development through The TCRWP, The Math Collaborative, and other Science and Language Development opportunities. We are Learning Partner School and work closely with the other schools in our partnership to support teacher development through interschool visits, instructional rounds, and individual school inquiry around our learning focus.

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.).
Prior to the application process we have school tours so families can see what are school is like. In mid June, incoming Kindergarten children come to the school for an afternoon to participate in small groups with our current kindergarteners. In July we have a incoming family BBQ for all the new families. In August, all incoming children receive a home visit when two staff members visit students’ homes for about half an hour, bring a Dos Puentes T-shirt, and answer any questions the family may have.

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.
There is a leadership committee comprised of the three model teachers, the coach and reading specialist. They meet with the principal periodically to consider assessment results and plan next steps. Additionally these results are shared in grade teams, with next steps as part of the assessment process. After each writing and reading unit, we use a Schools A Tune protocol to look at students work as a grade team.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes ¹ . To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document <u>that it has met the intent and purposes of each program whose funds are consolidated</u> ² . On the chart below , indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.				
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	114,514.00	x	
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	x	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,458,377.00	x	

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent

representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.

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

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

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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. **Dos Puentes Elementary School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **Dos Puentes Elementary School**, will support parents and families of Title I students by:

- * providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;
- * providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children
- * fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- * providing assistance to parents in understanding City, State and Federal standards and assessments;
- * sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- * providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of the school community;

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

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

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

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

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

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

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

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

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

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

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

- * translate all critical school documents and provide interpretation during meetings and events as needed;
- * conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

- * using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- * implementing a curriculum aligned to the Common Core State Learning Standards;
- * offering high quality instruction in all content areas;

* providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

* conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

* convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

* arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

* respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

* providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

* involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;

* providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

* ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;

- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Dos Puentes Elementary</u>	DBN: <u>06M103</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>85</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>10</u>
of certified ESL/Bilingual teachers: <u>9</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

Literacy development is a challenge for many of our ELLs who have had limited exposure to school readiness before coming to Dos Puentes. Further many of our young children have limited opportunities to develop academic language. With these concerns in mind we have developed two programs to support further linguistic and academic development for all of our Kindergarten and first grade ELL students.

- The First program will be a "before school" institute that will run from February 24 through April 2. This program will be created to support ELLs struggling in literacy skills. Small groups of students (4-6 students) will meet with a bilingually certified teacher to practice reading fluency and comprehension. The program will run three mornings a week (Tue., Wed., and Thursday) for two different 3 week cycles from 7:30 to 8:20 am, when school begins. This program will focus on both Spanish and English literacy development. We will use a variety of leveled guided reading Spanish and English books. Eight bilingually certified teachers will be included in the program, and our reading Specialist (content teacher) will rotate between small groups to support delivery of guided reading.

- The Second program will be a Saturday Learning series for students to develop deeper oral language proficiency and problem solving in math. This program will meet on Saturdays and will focus on bringing students and their families together to practice problem solving, math discussion through games, number fluency activities and community walks stressing math in everyday life. Because the children in our school are so young, we feel it is important to work children's families to deepen the home school relationship as children begin their school lives. Teachers will design activities from the Common Core Aligned Engage New York Math Curriculum. The emphasis will focus on creating structures to help families understand and emphasize children's oral language production when engaged in the math games building on applying and explaining various math strategies with strong academic Spanish and English proficiency. This program will occur over the course of 6 Saturdays March through May. Specifically the Program will meet the first two Saturdays of the month from 10 am-12 pm. Because our students are still very young it is critical to include families in supporting the academic language development. Materials for this program will include journals for students to record observations, some reading materials to supplement math understandings, math manipulatives to support the games and transportation to visit a venue in the city where children can see these math concepts, possibly the Museum of Natural History as a culminating event. The program will be run by 4 bilingually certified teachers.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here: All 10 teachers in our bilingual program will meet for three Saturday Professional Development series on January 10, 24 and 31 to discuss language scaffolding and language goal planning. Each session will be from 10-1pm and facilitated by Victoria Hunt, the principal who holds a doctorate in Bilingual Education.

Topic 1: Language Scaffoldss and Language Goal Planning

Rationale: To deepen attention to the structures and systems need to support Spanish and English Language development in our DL program.

Dates: January 10, 24, 31, 2015.

Time: 10-1pm

Name of Provider: Victoria Hunt, EdD

Audience: All bilingually certified or teachers in the process of being bilingually certified that work at Dos Puentes Elementary.

-

-

Teachers will have the opportunity to both attend and present at the NY SABE Conference held over the from March 12 through March 14. Here both researchers and practioners from the field of bilingual education will present current research and pedagogy.

Topic 2: Deepen Understanding of Bilingual issues including family involvement, immigration issues, and the history of BE at the State Level

Rationale: To see bilinugal education beyond the boarders of our school and have access to the resources available while being exposed to the topic from top researchers in the field.

Dates: March 12. 13, and 14

Time: 9am- 4 pm each day

Name of Provider: NY SABE (New York State Association of Bilingual Education)

Audience: Each of our 10 teachers, Principal and Parent Coordinator will attend one day of the conference of the 3 day period.

Part D: Parental Engagement Activities

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

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

Begin description here: _

There are three components to this. First see the described direct service program for the Saturday Series above. This program allows families to develop oral academic language in Spanish and English to support math development through various collaborative games, activities and visits for their English Learner Kindergarten and First grade students.

Topic 1: Family Math Games and Oral Language Development

Rationale: Familes work with their children and a bilingual teacher to learn math games and participate in activities to develop language development for their children.

Date: Saturday March 7, 14, April 18, 25, May 2 and 9 th , 2015

Time: 10-1pm.

Name of Provider: Bilingually Certified Teachers from Dos Puentes (4)

Audience: All Kindergarten and First grade families who have English learning students.

-

The second parent Engagement Activitie will be to attend the SABE Conference workshops for families that will be held in White Plains, NY in March 2015. The Dos Puentes Parent Coordinator and a teacher

Part D: Parental Engagement Activities

will escort the group of 10 parents to the conference. The group will come back and report the various things they learned at Parent Association Meeting.

- Title 2: New York State Association of Bilingual Education (SABE) Conference

Rationale: Build upon state resource and initiatives in Bilingual Education and empower our families to advocate and take advantage of them.

Date: March 12

Time: 9-4pm

Provider: SABE

Audience: Families from Dos Puentes and Parent Coordinator

-
 - The last program is a free collaboration with the Nagel Y. A teacher will work with a group of 15 families to support a series of Wednesday evening Literacy Nights. During these workshops, the Y and the teacher will work collaboratively to include bilingual families to develop family literacy practices. The families work together from 5:30-6:30 and then are served a pizza and salad dinner from 6:30-7:00. All ELL and former ELL students and their families will be invited.

- Topic 3: Deepen Family Literacy Practices

Rationale: Families working together to enjoy books, play literacy games, and tell stories supports student development in literacy.

Date: Dec. 17, Jan. 14, Jan. 28, Feb. 11, Feb. 28, March 11, March 25, April 22, April 29, May 13, May 27

Time: 5:30-7:30

Name of Provider: Nagel Y

Audience: 15 families from Dos Puentes who's children are English Learners.

Part E: Budget

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

Allocation Amount: \$ _____

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

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

Allocation Amount: \$ _____

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

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

2015-16 AND 2016-17 SCHOOL YEAR

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 6	Borough Manhattan	School Number 103
School Name Dos Puentes Elementary		

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 Victoria Hunt	Assistant Principal N/A
Coach Alcira Jaar	Coach N/A
ENL (English as a New Language)/Bilingual Teacher	School Counselor N/A
Teacher/Subject Area Rebeca Madrigal/Gr. 1	Parent Veronica Rojas
Teacher/Subject Area Elizabeth Menendez/Gr. K	Parent Coordinator Consuelo Villegas
Related-Service Provider Elizabeth Ovalle	Borough Field Support Center Staff Member Hong Ying Shen
Superintendent Manuel Ramirez	Other (Name and Title) N/A

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 not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	16	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 not 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	5

D. Student Demographics

Total number of students in school (excluding pre-K)	199	Total number of ELLs	90	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	90	Newcomers (ELLs receiving service 0-3 years)	90	ELL Students with Disabilities	30
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	90		30							0
ENL										0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____	29	44	29	34	32	31													0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE N/A									0	0
SELECT ONE N/A									0	0
SELECT ONE N/A									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>42</u>	Number of students who speak three or more languages: <u>5</u>
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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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	5	3	3											0
Emerging (Low Intermediate)	4	4	3											0
Transitioning (High Intermediate)	12	7	7											0
Expanding (Advanced)	8	15	19											0
Commanding (Proficient)	20	2	0											0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		2												0

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

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

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
As a school we use Fountas and Pinnell (F&P) to assess all our students in Spanish and English. Students are first tested in their dominant language (English or Spanish) and then in their second language (English or Spanish). This assessment is implemented at least three times a year, and more often for students who are not at benchmark levels.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
All students made gains in both English and Spanish Fountas and Pinnell levels. ELLs, on average, moved 3 levels in their dominant language and one to two levels in their second language.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
At this time we have very limited data since we only have our present 2nd graders' data from Kindergarten. This limited data revealed ELLs, especially beginners, made some progress in English in their first year but showed much larger gains in first grade. While this cohort raised one to two levels in reading in both English and Spanish in Kindergarten, by first grade they had, on average, moved 2-5 levels in their dominant language, and 2-4 levels in their second language.
- 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?

The linguistic make-up of our ELLs varies between two groups. There are ELLs who are exposed to both English and Spanish from birth, both in their homes and school settings. While they still continue to be ELLs, these children tend to be English dominant. The second group are recent arrivals from Spanish speaking countries. This group is Spanish dominant. But as research continues to demonstrate, if these children come with a strong academic background they transition to English easily. We have learned that providing a 50/50 model supports development of both the home and new language. Additional intervention is generally conducted in the student's stronger language. Data reveals that this then transfers to growth in the second language.

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](#).] Using guidelines from "Creating an RTI Model for ELLs' Academic Success", a document written in collaboration with nationally renowned researchers in the field of literacy and language development, we support our ELLs under the RTI structure; design research-based instruction that is linguistically and culturally appropriate for ELLs; best use assessments to guide daily instruction (Tier1); and best design instructional routines and interventions in Tiers 2 and 3. "In effective RTI programs, ELL students receive high-quality classroom instruction that is differentiated for their language proficiency and skill level,"(Jana Echevarria, Ph.D, RtI), and therefore for our DL program, we ensure our Tier 1, Core Instruction, includes instruction that supports the needs of our ELLs. Teachers design lessons with language objectives throughout all content areas. As an example, teachers implicitly and explicitly teach vocabulary used in content area studies, read alouds, and inquiry-based studies as "explicit vocabulary development is critical for English learners", (Jana Echevarria, Ph.D. RtI), but it must be made meaningful for them. Students have multiple exposures to new words and see those words used in context.
- Any student who is below the grade level benchmark for language arts after the first four weeks of school, is given reading intervention in small groups. These groups work 2-5 days a week for a 6-8 week cycle. At the end of the cycle students are reassessed and the groups are reformed according to students' needs. The reading intervention teacher works closely with the classroom teacher to share information and collaborate on reinforcing particular skills.
6. How do you make sure that a student's new language development is considered in instructional decisions?
Because we follow a 50/50 dual language model, and all our students speak either English or Spanish at home, all students are alternating between their home language and a new language.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- All students, schoolwide, are assessed in both English and Spanish with the Fountas and Pinnell assessment tool. As a whole, English dominant students score 2-3 levels below their English score when assessed in Spanish. Conversely, balanced bilingual and English proficient students score at the same level or one level below their English score when assessed in Spanish.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
As measured by our MOSL scores in the New York City Assessment tool in Math and ELA, as well as our Fountas and Pinnell scores, more than 70% of our students reached their projected goals. This provided a highly effective rating for our teachers and noted our school as a school in "good standing". Because more than 60% our our students are ELLs, this demonstrates that they are making steady progress in their growth and working towards reaching grade level or above grade level proficiency.

Part IV: ELL Identification Process

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

- 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.
As per the ELL Policy and Reference Guide 2015-2016, we follow the required four steps for ELL identification within the first 10 school days (for incoming students without IEPs) and 20 school days (for incoming students with IEPs) :
- Step 1: We administer the HLIS by an appropriately licensed pedagogue: our ESL/ENL teacher (TESOL certification) and/or our bilingually certified teachers in kindergarten DL and first grade DL, or Academic Coach (who has a bilingual extension). All teachers are fluent in Spanish). For parents/guardians requiring interpretation in another language, interpretation serviced are provided using NYCDOE Translation and Interpretation Unit. The home language is determined based on the results of HLIS (interview with parents and students, and responses to the questions in HLIS). This information is entered into the designated ATS screen by either ESL/ENL teacher or the school secretary within a timely manner, and the HLIS form is placed in the student's cumulative record by the school secretary.
- Step 2: Determination for NYSITELL Eligibility as follows: For students whose home language is not English, a more extensive interview is scheduled by the Language Proficiency Team - either the ESL/ENL teacher, K DL bilingual teacher, or Academic Coach will schedule and administer a more thorough interview using the SOLOM tool to assess for oral language proficiency in English and home language (if Spanish or Chinese), and assess for literacy skills appropriate to the grade level. If the student is eligible for NYSITELL, trained members from LPT team with appropriate licenses will administer assessment.

For students with an IEP, the LPT will convene to determine eligibility based on assessments above as well as review of history of language use in school and at home. Results of individual evaluation CR Part 200.4 (b) (6), and all data/information provided by CSE regarding the student's disability and the impact this may have on demonstrating proficiency in English.

Step 3: Administration of the NYSITELL: The NYSITELL is administered by appropriately trained members from LPT team with appropriate licenses. Answer documents are scanned into ATS within ten days of enrollment (by the ESL/ENL teacher/coordinator), and parents will be notified of ELL determination within five school days of ELL determination by the ESL/ENL teacher/coordinator using the NYCDOE standard parent notification letter in parent/guardians' language of preference.

Step 4: The Spanish Lab will be administered to all new entrants whose HLIS indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results, by a licensed bilingually certified pedagogue in LPT team or bilingually certified teachers in DL program. This will be done within the 10 school days allotted (for non IEP entrants) and 20 school days (for students with IEPs who have been newly identified as ELLs).

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).

Because we are an early childhood school serving students K-2, students are not considered SIFE.

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).

For students with an IEP, the LPT will convene to determine eligibility based on assessments above as well as review of history of language use in school and at home. Results of individual evaluation CR Part 200.4 (b) (6), and all data/information provided by CSE regarding the student's disability and the impact this may have on demonstrating proficiency in English.

The team will make a decision as to whether the student may:

- Have second language acquisition needs, and therefore is eligible to take the NYSITELL
- Or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English, and therefore the team recommends that the student not take the NYSITELL.

The principal then decides to either reject or accept the committee's decision regarding the latter. If the principal rejects the decision, the student is assessed. If the principal accepts the recommendation, then the recommendation is sent to the Superintendent or designee for final decision. The parent/guardian is notified within three school days of the decision in the parents/guardians' preferred language.

Our LPT consists of the following personnel:

Reading Intervention Teacher/ELL Coordinator
Special Education Bilingual Dual Language Teacher
SETSS teacher/IEP teacher (with a bilingual license)
Academic Coach (with a bilingual license)
Parent Coordinator (bilingual)
Parent of student
Principal (Bilingual Extension and Administrator)

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.

All parent letters are disseminated in the parent's preferred language within 5 school days after the child's NYSITELL scores have been scanned. At PS 103, we also include a parent signature tear-off sheet which is then returned to the school indicating that the parent has received and read the entitlement/non-entitlement letters. We keep these tear-off sheets on file and track the parents who have returned these forms as well as those who need additional outreach to ensure they have received and returned all pertinent signed documentation. Second, third, and so on, notifications will continue to go out until all parents of ELLs and non-ELLs (determined by NYSITELL scores) have been notified and have indicated the receipt of the entitlement information.

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).

Parents of ELLs receive notification, in the form of a letter in their specified language of preference, that they are entitled to appeal their child's ELL status once the student has been identified as an ELL. If a parent chooses to file an appeal, steps are taken to begin the review process. A team of qualified personnel will convene to determine if a student may have been misidentified. A review of ELL identification determination can commence upon written request by the student's parent or their teacher. Before a change in ELL determination is final, parental consent as well as principal and superintendent approval are required.

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.

Once a student has taken the NYSITELL exam, and has been determined to be eligible for ENL services, the parent will be notified of the child's score as well as a choice of dates to come to one of several Parent Orientations within the 10 day window after their child has taken the NYSITELL. At the Parent Orientation, the ENL coordinator and/or any other member from our LPT team, as well as any

necessary translators, will provide all the information regarding the ENL programs available to them and their child in the city of New York.

They will see an Orientation video, listen to a presentation of all ENL-specific program information, and have the opportunity to complete an orientation survey so that they may comment on any needs or concerns they may still have in order to ensure that they are being fully served by the school. All information and forms will be disseminated in the parents' preferred language, when possible. Once all the information has been delivered, the parents will fill out a Program Selection form. This form will give them the opportunity to rank their preferences of ENL programs for their child. If they choose as their first choice a program, which is available at our school, their child will be placed in that program and be serviced until they attain proficiency in English. However, if the parent chooses as their first choice a program which is not currently available at PS 103, they will be informed that they can either choose a secondary option or we will aid them in finding a school where their preference can be fulfilled.

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.

We use all means necessary to ensure parents have received all pertinent documentation regarding ELL eligibility and program placement, including letters sent home, delivered in hand, phone calls, email contact, etc. We track who has received and returned the forms and who has not using an ELL Compliance Tracker spreadsheet (created by our ELL Coordinator) with fields for all possible circumstances, number of notifications attempted, and dates of return receipts (parent tear-off sheets). If after all our attempts, we are still unable to make contact with a parent regarding their preferred program placement for their child, the ELL student will be placed in our bilingual program.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Using our in-house designed ELL Compliance Tracker spreadsheet, we keep a close watch on which parents have received, completed, and returned their Selection forms as well as those who have not. We indicate the number of notification attempts we make as well as the dates letters were sent and phone calls were made. Every resource at our disposal is used to ensure the parents are notified and informed of their choices. At registration we always collect all possible contact information; work, home, and cell phone numbers, email addresses (when available), home addresses, etc. with the goal that parent contact will not prevent the Language Team from informing parents of their rights and choices.
9. Describe how your school ensures that placement parent notification letters are distributed. Placement letters are disseminated in the parent's preferred language once the parent has selected their preferred ENL program for their child. We continue to include a parent signature tear-off sheet, which is then returned to the school indicating that the parent has received and read the Placement Letter. We keep these tear-off sheets on file and track the parents who have returned these forms as well as those who need additional outreach to ensure they have received and returned all pertinent information regarding their child's placement.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). As parent letter signed tear-off sheets are returned, copies are made and filed in three places: one is placed in the student's cumulative record, one is filed in the ENL Coordinator's office, and one is filed in the main office so that these records are always readily accessible. This same process is put in place once the HLIS has been completed.
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.

First, ENL Coordinator identifies eligible students using RLER (ATS) report. Then the administration materials are counted and sorted by the ENL Coordinator.

The ENL Coordinator, in collaboration with the Academic Coach, create a schedule for administration of tests and assign appropriate proctors who are bilingually certified or who have an ENL license, and/or who are familiar with standardized procedures for testing. ENL Coordinator and Academic Coach review all testing procedures, rubrics, first, and then ENL Coordinator trains all pedagoges administering tests. School-wide schedules for actual testing are disseminated to all teachers prior to testing to ensure student attendance. Speaking Sections for DL students are administered and scored by ENL Coordinator.

The Listening, Reading, and Writing sections are administered by classroom teachers and proctors to ensure test score are valid and reliable. Testing conditions are reviewed, implemented, and monitored by academic coach and principal.

There is parent outreach by Parent Coordinator, ENL Coordinator and Academic Coach for students who are excessively absent during the testing period. If a student has missed one or more subtests of the NYSESLAT, the ENL Coordinator will schedule make-up sessions to be administered during the testing window. Make-up sessions will be conducted by the ENL Coordinator, Academic Coach, any bilingually certified teacher, or any teacher with an ENL license.

A team of out-of-classroom proctors, Academic Coach, and ENL Coordinator bubble in students responses onto the appropriate scan sheet and package the tests for delivery.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Non Entitlement and transition letters are disseminated in the parent's preferred language no later than September 15, and/or once the NYSELSAT results are available. We continue to include a parent signature tear-off sheet, which is then returned to the school indicating that the parent has received and read the Letters.

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).

The overwhelming majority of families opt for a Dual Language as their first choice. Over the past three years, only two parents have expressed interest in a stand along ESL Program. This parent's child needed Special Education services. After discussion of school with an ICT ESL program the parent decided to stay at Dos Puentes with their child in the ICT DL program. The year following this same family requested the same ICT DL program for the child's sibling. The second family filled out the survey and put DL as their first choice and transitional as their first choice. When explained that we do not have the program and we would look for space with a school with this type of program, they decided to remain at Dos Puentes in the DL model.

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]).
- Freestanding ENL program.
N/A
 - TBE program. *If applicable.*
N/A
 - DL program. *If applicable.*
Dos Puentes follows a Dual Language Program through a 50/50 alternating day model. Therefore, ENL instruction is provided during English instruction and instruction is differentiated based on student proficiency level and time allotments as per CR Part 154. All content and literacy instruction in English is delivered using ENL methodologies and all instruction is differentiated to support the linguistic and literacy diversity in the classrooms. All K-2 students receive literacy instruction and content instruction in the new language and the home language. Classrooms are comprised of heterogeneously mixed ELLs and Non-ELLs as peer language models are essential for the oral language development of all students. Within our ICT dual language classrooms, instruction occurs in self-contained classrooms provided by two certified and highly qualified bilingual teachers. During ENL instruction, the bilingual teachers provides targeted and differentiated ENL strategies and scaffolds for ELLs to ensure language progression. Teachers plan for content and language objectives (the latter reflecting differentiation based on level of language proficiency and literacy data).
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
We use the guidelines from CR Part 154 and we program class schedules and student schedules accordingly in STARS, ensuring that all mandated minutes are explicitly accounted for and that these are integrated within content area instruction as well as English language skills. We have a literacy block of a minimum of 120 minutes, which is inclusive of all components of balanced literacy.
Students in Dual Language Classrooms receive literacy instruction in both languages as Read Aloud, Shared Reading, Shared Writing, and Interactive Writing occur in both languages on a daily basis (through the literacy component and through content area instruction). In addition, ENL integrated instruction is included as part of the literacy block and the content area instruction as teachers plan for content and language goals in all content areas.
ENL instruction and ELA instruction is provided during the 120 minutes literacy block and an additional block for ENL for students who are in the Entering, Emerging and Transitioning stages. The students receive targeted instructional that builds upon oral language development and English literacy skills through explicit teaching, addressing all four modalities.

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.

Teachers plan intentionally for content, literacy, and language objectives using: literacy data (F&P Benchmark in either one language or both languages); NYSITELL/NYSELSAT data; Monthly Guided Reading Reports; CCLS (inclusive of Reading, Writing, Speaking and Listening, Reading Foundational Standards, and Language Standards); our core curricula--TCRWP Units of Studies, Foundations, Estrellita, Inquiry based units which integrate literacy and the NYCDOE Scope and Sequence for Science, NYCDOE Scope and Sequence for Social Studies, Math Units of Studies aligned to CCLS; and knowledge of best literacy and ELL research based practices.

We use the SOLOM Rubric to assess students social and academic oral production. We are currently aligning it to the NYSELSAT Speaking rubrics to assess for additional oral language development. Teacher teams meet and analyze student transcripts and videos using these rubrics along with the above data and resources to intentionally target language outcomes.

To support background knowledge and vocabulary, we use an inquiry-based approach to learning (thematic/interdisciplinary), where students are immersed in hands-on experiences through trips, media, visual, and frontloading of vocabulary. We also use graphic organizers, such as concept maps and semantic maps, to support the oral language development and academic language. Technology is weaved into the curriculum as a means to differentiate and support all learners in all four modalities. Sentence frames and starters (differentiated for various proficiency levels) are provided to support students to engage in academic discourse. Explicit teaching of tier 2 words throughout the school allows for the development of academic vocabulary for all students.

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

We use the following assessments:

Fountas and Pinnell Benchmark in Spanish, Estrellita, Engage NY Math End of unit assessments in Spanish and English, TCRWP Literacy Continuum to assess writing samples in Spanish, and teacher-created assessments. Lastly, we are piloting the SOLOM with a NYSESLAT-revised speaking rubric to assess academic language in Spanish and English.

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

Teacher teams administer and analyze school-wide data observing patterns and trends for all subgroups including ELLs. A team comprised of a Dual Language Lead Teacher on each grade, SETSS provider, Reading Specialist, Principal and Academic Coach review school-wide data for all subgroups inclusive of ELLs and evaluate progress, strengths, needs, and determine school-wide instructional goals and action plan.

The school-wide assessments capture data in all four modalities:

F&P Benchmark in English is administered three times a year and captures literacy progress – oral reading accuracy; fluency; and comprehension. Teacher teams analyze these assessments and use these to observe language transference and development (as syntax is also analyzed based on running records errors/substitutions and self corrections).

F&P phonics assessments (such as sight word recognition and letter to sound correspondence) assess phonics development and progression of English literacy skills throughout the year.

TCRWP literacy progression (rubrics and checklists) assess for writing development in English throughout the units of studies.

FUNDations Assessments/tasks measure students progress in phonics development.

SOLOM measures oral language development and progression using the SOLOM Rubric, which is being revised to reflect the NYSESLAT speaking rubric.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

As a K-2 school, Dos Puentes only has students receiving services for 4 years or longer (in the event that the ELL student was held over). Therefore, SIFE students would not currently enroll in the programs provided. Long-term ELLs (which require seven years of ELL service) would also not be enrolled in our current school year.

For our Newcomers, who are potentially the majority of our students, we ensure to provide differentiated instruction as: teachers intentionally plan for literacy, content, and language objectives. Entering, Emergent, and Transitioning students are provided with daily explicit language instruction in heterogenous and homogenous grouping through shared reading and inquiry based tasks that support the targeted linguistic need. This is in addition to the integrated ENL instruction. Teachers differentiate by planning for language demands based on analysis of text complexity and student needs for all ELLs. ELLs who are in the Advanced and Commanding Stages, are also provided with targeted integrated ENL instruction based on literacy, and linguistic data, throughout the content areas and literacy block.

In addition, targeted language instruction is provided as part of our after-school Title 3 program, as students are immersed in rigorous inquiry-based/science units of studies that focus on academic language development.

For students who are Developing ELLs, and students who are potential Developing ELLs, additional targeted instruction/intervention is provided by a ENL or Bilingual Certified teacher as part of RTI for ELLs (Tier 2 services).

For former ELLs, we provide all supports needed as per their data and as per CR Part 154.2 mandated services. Since we have a fully implemented dual-language program, former ELLs will continue to receive ENL services with their classroom teachers. Teachers use ESL strategies and scaffolds to ensure students have supports needed to access the CCLS aligned units of study

Testing accommodations for ELLs and Former ELLs as follows: Students will received time-and-a-half on all tests/assessments requiring time limits.

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.

As per the ELL Policy and Reference Guide, the principal will review the student's academic progress to review decision made with input from classroom teachers, providers, parents and LPT team. From the onset of the phase 1 determination, these students will be flagged and monitored by teachers and LPT teams to track student progress.

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

Teachers continue to plan for language and literacy outcome for all students in order to provide differentiated instruction. Through flexible grouping, multiple entry points, and Universal-by-Design planning, teachers ensure IEP goals are met. Students continue to be immersed in TCRWP units of studies and mentor texts, as well as texts used in our inter-disciplinary units of studies. Teachers include (add on) text sets of various levels to support the content understandings.

Targeted goals for students include language goals and language of instruction as needed, to ensure 2nd language and literacy progression. Teachers use both grade leveled texts with appropriate scaffolds for comprehension and guided texts based on their level of instruction, as per running records and F&P benchmark. In addition, teacher teams study and implement strategies for intervention. All students are immersed in rigorous CCLS aligned instruction that is developmentally and grade level appropriate. Texts are never "watered down", rather the scaffolds placed allow for students to access the content.

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?

Of our nine K-2 classrooms, three are ICT classrooms. All classrooms follow a dual language, 50/50, English/Spanish Model. Therefore we offer our ELL-SWDs the least restrictive environment with highly qualified personnel in the DL ICT classrooms, as these teacher teams are specialized in special education, bilingual education, and early childhood education. Our teacher teams provide small group and differentiated (targeted) instruction throughout the day to ensure students meet their IEP goals. In addition, we have a support staff comprised of a reading specialist (who is bilingually certified) who provides additional targeted intervention. Our SETSS teacher provides mandated at-risk services and ensures articulation with all teachers. We have bilingual speech teachers in the building, who in addition to serving their mandated students provide support with at-risk intervention services and "consults" as needed.

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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

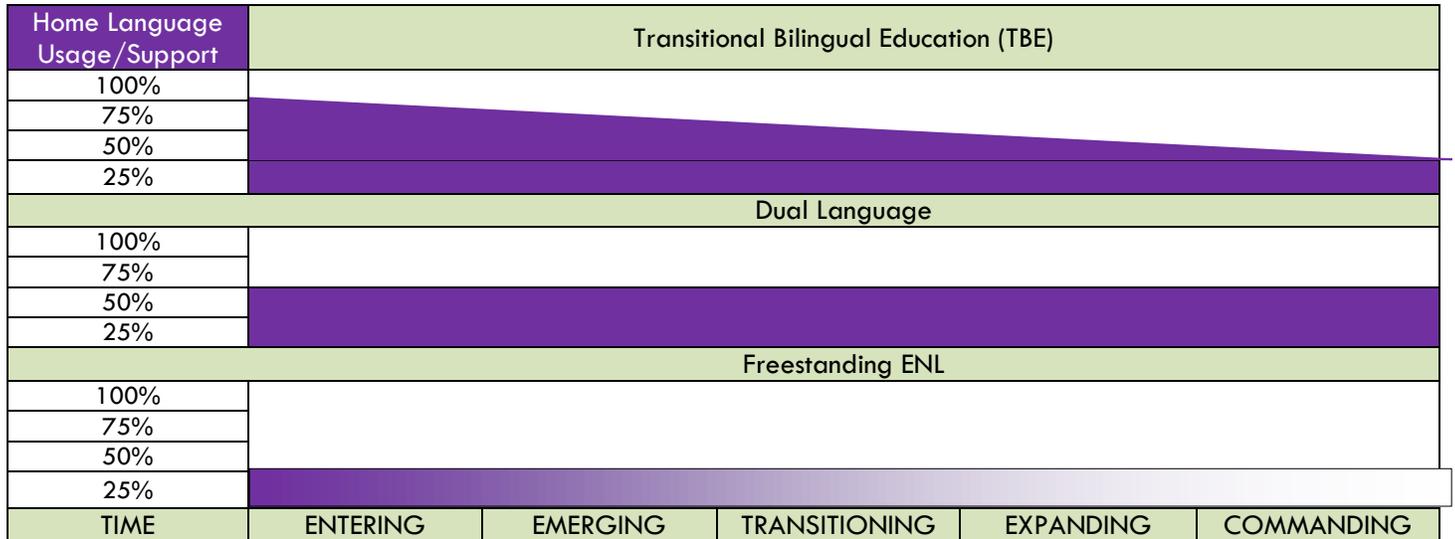


*Note “other approved services” does not apply to New York City at this time.

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.
We provide targeted instruction as per student needs. For students who are in the transitioning stage and above, and where the literacy data reveals comprehension and phonics instructions needs to be strengthened, we use The Fountas & Pinnell Leveled Literacy Intervention System (LLI) as a small-group, supplementary literacy intervention as published results (2009-10) demonstrate that LLI is an effective short-term intervention for struggling readers who are also classified as English Language Learners. We also use a double dose of FUNdations in English and a double dose of Estrellita in Spanish. In Math, teachers use End-of-Unit assessments through Engage NY to identify and target specific skills/strands to focus in on and provide small group instruction with progress monitoring.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
According to our data, more than 70% of all students in every class met their MOSL goal in F&P levels, ELA Performance Assessment and the Math performance assessment. We are still analyzing NYSESLAT scores.
12. What new programs or improvements will be considered for the upcoming school year?
Our part-time reading specialist will now be full-time and will have completed her bilingual certification to provide more targeted interventions in home language and new language. We will also introduce the F&P interventions kits through an afterschool program two to three days a week for targeted children.
While we will continue to use Estrellita teaching strategies and curriculum. We will conduct phonic assessments in Spanish with the F&P tool. This provides a clearer comparison and ability to see transfer between the two languages.
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 ELLs are included in all school programs. They all are programmed to participate in the wonderful arts programs we offer such as: Studio in a School; Music; and Afterschool Drama and Dance. The ARTS teachers plan for linguistic and cultural competencies, as questioning and discussion are intentionally planned for, as is awareness of various cultural traditions (which are reflective of our families). Afterschool enrichment programs are available to all ELLs and include Dance, Drama, Gardening, Soccer, Art, Taller Latino, Chess and extra support through Zankel Fellows (a program from Teachers College).
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.
Each of our units are thematically planned to incorporate hands on experiences, field trips, and connections to science and social studies. Technology is used to provide visuals of the subject matter. I pads are used for individual student research and taking photos of the subject at hand. Because gardening is a big part of our science curriculum, having the students actually garden in front of our school provides realia and actual experiences to support the understanding of the language and content.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home language is supported through the 50/50 Spanish English Dual language model followed in our school. While we have a few students with third languages, all of these students are also fluent in English and are in the process of acquiring Spanish.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Because the whole school follows a 50/50 dual language model, and all teachers hold a bilingual license, all content area instruction and the majority of enrichment activities are available in each grade. Language planning for different levels of aquisition are provided in all content areas.
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 arrived students who are entering first or second grade, who register in June or in the summer, are invited to our Summer institute, a four week half-day program for academic support in English and Spanish. Further we conduct home visits for all our students (by two staff members) to provide direct information to the families, get to know the child, and create a link to the school before they arrive. These visits are conducted in student's home language.
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)?

We follow a 50/50 Spanish English Dual language program. Approximately 38% of our students are EP. Of these about half are truly balanced bilinguals, and 50% are EP's who are learning Spanish. All K classrooms, and all ICT classrooms are self contained. They alternate languages with Monday, Wednesday, and Friday morning in Spanish and Tuesday, Thursday, and Friday afternoon in English. All out-of-classroom classes follow this schedule (e.g. PE, art, music, etc.). The remaining two classes in 1st grade and two classes in 2nd grade, follow a side-by-side model and alternate daily. All content is taught in both languages, always extending the previous day's lesson.

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.)
As all staff are bilingually certified and serve students through a DL model, language planning is a centerpiece of our Professional Development. Last year we had a whole staff inquiry group (10 teachers) where we considered language development through math and math talk. We read the book "Number Talks" as a staff, conducted intervisitations, and turn-keyed various outside PDs that individual teachers attended. We also considered the SOLOM assessment tool for language development. Each staff member had one child (as a case study) to practice and implement the tools. We will continue with this assessment on a larger scale this academic year.
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?
Our bi-monthly Inquiry group considers linguistic development in Math as mentioned above. Our literacy planning is done on each grade with an experienced bilingual teacher and coach that supports development of home and new language concurrently. Teachers attend sessions at Teachers College, through the ODELL series, and work collaboratively with two other partners in our Learning Partner Network. Each partner school also has a Dual Language Program and high number of ELLs in their student population.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
As a growing K-5 school, each spring we articulate with the next grade teachers regarding upcoming children and their specific strengths and areas of need. We discuss language goals and language success. Once we reach 5th grade we will reach out to surrounding middle schools and middle schools in district 6 to help our students transition to schools that will support them academically, linguistically, social and emotionally.
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.
Agendas and sign in sheets are maintained for all grade level planning, professional development, and outside conferences and workshops. As a dual language school, professional development always considers linguistic development as well as academic development.

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?

All parents of ELLs receive orientation about their program model during Curriculum Night. We ensure our parents understand our goals, expectations, and services/supports for students for their language development throughout the disciplines. In addition, our parents of ELLs have at least 1 additional data conference (aside from parent orientation and PTC) to discuss their child's progress for language development. Data sources from NYSESLAT, SOLOM with revisions based from NYSESLAT Rubric, CAT Tool (Conversation Analysis Tool), F&P, Math Assessments, and other formative assessments are interpreted and shared to demonstrate students' academic progress and students' language development. The dual language teams have Spanish-speaking teachers (which is a great portion of our population).

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.

Teachers maintain the data and goals for each individual student in students' portfolio. Teachers will record the parent attendance of the attending parents for this annual individual meeting along with letters of invitation to the meeting. All outreach via phone calls will be documented in the form of a log. Teachers maintain a copy for their records and the original is submitted to the Academic Coach. A binder is kept in the principal's office.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Parent Engagement

We collaborate closely with our parents to create an environment of trust, respect, and mutual support. Therefore we have on-going discussions and surveys with our families in order to create learning opportunities and meetings that foster student academic achievement and well-being.

There will be workshops for Parents of English language learners regarding:

- o Supporting English Language Development through technology
- o Homework help in English
- o Developing the native language to support the second language
- o Resources in the community
- o The speech teachers will conduct a parent workshop for parents on developing oral language.

There will be workshops for Parents of students who are learning Spanish:

- o Supporting Spanish Language Development through technology
- o Homework help in Spanish
- o Spanish Language Basics
- o Resources in the community
- o The speech teachers will conduct a parent workshop for parents on developing oral language

Additionally we have Family Fridays twice a month when families can visit the classroom, first period, to see the happenings of the school. These sessions are always conducted in Spanish in our self-contained classes and Spanish side-by-side rooms. This helps the Spanish families understand the content and context. The English families get to see the rigor of what is being expected of their children and their children's successes in the new language.

Further we have monthly events in the evenings for families to gather to get to know each other and feel a part of the academic community. These events include a family potluck, Carnival, a Harvest Festival, Movie nights in Spanish and English, Gardening Day, and our end of the year celebrations. All events are held in Spanish and English.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

We collaborate with the Nagel Y, Teachers College Zankel Fellows program, Studio in a School for bilingual Art Night, and Wellness in the School (also provided bilingually).

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

Through surveys, monthly Principal chats, and feedback to teachers and the parent coordinator.

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

We consider family feedback, and areas of need of students, and how we can help families better support these needs. One of the recent findings was being punctual to school. Families requested strategies to arrive on time. Our guidance counselor provided a training on supports at home to help children prepare in the morning.

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

School Name: **Dos Puentes Elementary**

School DBN: **06M103**

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)
Victoria Hunt	Principal		10/1/15
N/A	Assistant Principal		
Consuelo Villegas	Parent Coordinator		10/1/15
Clarice Marchena	ENL/Bilingual Teacher		10/1/15
Veronica Rojas	Parent		10/1/15
Rebeca Madrigal	Teacher/Subject Area		10/1/15
Elizabeth Menendez	Teacher/Subject Area		10/1/15
Alcira Jaar	Coach		10/1/15
N/A	Coach		
N/A	School Counselor		
Manuel Ramirez	Superintendent		10/1/15
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 06M103 School Name: Dos Puentes Elementar
Superintendent: Manuel Ramirez

Before you begin, please check the following:

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

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

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

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

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

100 % of our students' families are given the home language survey when they enroll in our school. This is done by a trained bilingual pedagogue, as all our staff is bilingually certified. All staff, apart from our 2-Day a week music teacher, speak both Spanish and English providing immediate oral translation for any direct contact with our, more than 70%, Spanish speaking family population. We also look through ATS Report of Preferred Languages, Blue Card data, Parent Surveys, Teacher Survey (collect data by class) to ensure we are reaching students and families in their preferred language.

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.

English, Spanish, Portugese, French, Italian, Hebrew

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.)

We translate all documents that need to be distributed to families in English and Spanish. These include calendars, handbook, newsletters, website, all family notices, robo calls, afterschool registration and notification, report cards, testing dates, overview of curriculum, and letters home from the teachers, staff and principal. The material is only translated to Spanish since our families from the other linguistic groups speak English as well as read and write English.

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.

Because all staff is bilingual, meetings can be held in Spanish or English. Face to face meetings happen at the beginning of the registration process, during initial home visits with new families, at curriculum night, PA meetings, principal chats, monthly family events, scheduled parent teacher conferences, additional ELL family meetings, bi-monthly Family Fridays, and daily at dismissal. A monthly calendar goes to families in, English and Spanish, of upcoming events. We are also working on a bilingual website.

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.

Because all staff is bilingual, all written information goes home in English and Spanish. The secretary checks grammar and spelling in both languages. All translations are conducted in-house. If we need an additional language translated, and we do not have someone on staff that speaks/writes that language, we will contact the Translation and Interpretation Unit.

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

At this time all translation services can be conducted in-house.

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.)

This training will be provided on a need basis, if we need to find services out-of-house.

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

We will follow the implement of all items on the above checklist.

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 conduct a parent survey before January and get informal feedback at Principal monthly chats.