2018-19
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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## School Information

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Dos Puentes Elementary School</th>
<th>School Number (DBN):</th>
<th>06M103</th>
</tr>
</thead>
<tbody>
<tr>
<td>BEDS Code:</td>
<td>310600010103</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades Served:</td>
<td>K-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Address:</td>
<td>185 Wadsworth Ave. New York, NY 10033</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>212-781-1803</td>
<td>Fax: 212-781-1809</td>
<td></td>
</tr>
<tr>
<td>School Contact Person:</td>
<td>Victoria Hunt</td>
<td>Email Address: <a href="mailto:vhunt@schools.nyc.gov">vhunt@schools.nyc.gov</a></td>
<td></td>
</tr>
<tr>
<td>Principal:</td>
<td>Dr. Victoria Hunt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UFT Chapter Leader:</td>
<td>Karin DeJesus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents’ Association President:</td>
<td>Yomaira Guillen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLT Chairperson:</td>
<td>Andrea Murphy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title I Parent Representative (or Parent Advisory Council Chairperson):</td>
<td>Estee Polaris</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Representative(s):</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CBO Representative:</td>
<td>N/A</td>
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## District Information

<table>
<thead>
<tr>
<th>Geographical District:</th>
<th>06</th>
<th>Superintendent:</th>
<th>Manuel Ramirez</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Office Address:</td>
<td>4360 Broadway, New York, NY 10033</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent’s Email Address:</td>
<td><a href="mailto:mramire4@schools.nyc.gov">mramire4@schools.nyc.gov</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>(917) 521-3757</td>
<td>Fax: (917) 521-3797</td>
<td></td>
</tr>
</tbody>
</table>

## Field Support Center (FSC)

2018-19 CEP
Manhattan

Executive Director: Yuet Chu
333 Seventh Ave, 8th floor, New York, NY 10001
ychu@schools.nyc.gov
646.470.0721

Executive Director’s Office Address: 333 Seventh Ave, 8th floor, New York, NY 10001
Executive 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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victoria Hunt</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Karin DeJesus</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Yomaira Guillen</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td>None available</td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Estee Poularis</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Andrea Murphy</td>
<td>Member/Parent, Chairperson</td>
<td></td>
</tr>
<tr>
<td>Shawna Mulcahy</td>
<td>Member/Parent, Secretary</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------------------------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Adriana Cando</td>
<td>Member/Parent, Facilitator, Financial Liaison</td>
<td></td>
</tr>
<tr>
<td>Loretta Skedde</td>
<td>Member/Parent</td>
<td></td>
</tr>
<tr>
<td>Rebeca Madrigal</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Devon Shaw</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Kassandra Reyes-Vizcaino</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td>Elizabeth Mendendez (Title I)</td>
<td>Member/Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member/</td>
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<td></td>
<td>Member/</td>
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</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear – that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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.

<table>
<thead>
<tr>
<th>The Six Elements of the Framework for Great Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong>: 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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong>: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong>: 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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong>: 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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong>: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong>: 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.</td>
</tr>
</tbody>
</table>

**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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

**School Quality Guide**

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

**Title I Requirements and Strengthening Title I Parent Involvement**
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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

**1. What is your school’s mission statement?**

As a school-wide dual language program in its sixth year serving K-5th grade students, our goals are related to supporting and developing students’ bilingualism and bi literacy, 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.
2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

Most of our students come from Spanish-speaking homes and are English Learners. Our most important initiative is to connect inquiry-based learning with bilingual instruction to provide a rigorous context for language development and analytical problem solving. Language learning and analytical problem solving are deeply related to the Common Core Standards. Using a dual-language model allows us to build from students' home language as they learn a second language.

3. Describe any special student populations and what their specific needs are.

More than 75% of our students come from homes where a language other than English is spoken (mostly Spanish) and more than 35% of our students are English Learners. Our initial Kindergarten students demonstrated that many children lacked oral skills in their home language as well as their new language. While we have worked significantly to support oral language development, it is an area we want to continue to improve.

4. Identify 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.

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 and 3rd grade State Assessments 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, number sense and fluency, reading and writing foundations in math, 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.
## School Demographics and Accountability Snapshot for 06M103

### School Configuration (2018-19)

<table>
<thead>
<tr>
<th>Grade Configuration</th>
<th>Total Enrollment (2017-18)</th>
<th>SIG Recipient (Y/N)</th>
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<tbody>
<tr>
<td>0K,01,02,03,04,05</td>
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### English Language Learner Programs (2018-19)

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<th>Transitional Bilingual</th>
<th>Dual Language</th>
<th>Self-Contained English as a Second Language</th>
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<tr>
<td>N/A</td>
<td>YES</td>
<td>N/A</td>
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### Special Education Programs/Number of Students (2015-16)

<table>
<thead>
<tr>
<th># Special Classes (ELA)</th>
<th># SETSS (ELA)</th>
<th># Integrated Collaborative Teaching (ELA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>8</td>
<td>30</td>
</tr>
</tbody>
</table>

### Types and Number of Special Classes (2018-19)

<table>
<thead>
<tr>
<th># Visual Arts</th>
<th># Music</th>
<th># Dance</th>
<th># CTE</th>
</tr>
</thead>
</table>

### School Composition (2017-18)

<table>
<thead>
<tr>
<th>% Title I Population</th>
<th>% Attendance Rate</th>
<th>% Free Lunch</th>
<th>% Reduced Lunch</th>
<th>% Limited English Proficient</th>
<th>% Students with Disabilities</th>
<th>% White</th>
<th>% Multi-Racial</th>
</tr>
</thead>
<tbody>
<tr>
<td>69.0%</td>
<td>95.0%</td>
<td>66.1%</td>
<td>3.1%</td>
<td>32.5%</td>
<td>24.2%</td>
<td>19.1%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

### Racial/Ethnic Origin (2017-18)

- % American Indian or Alaska Native: 0.0%
- % Black or African American: 1.7%
- % Hispanic or Latino: 77.8%
- % Asian or Native Hawaiian/Pacific Islander: 0.8%

### Personnel (2015-16)

- Years Principal Assigned to School: 5.25
- # of Assistant Principals: 0
- % of Teachers with No Valid Teaching Certificate: 0%
- % Teaching Out of Certification: 18%
- Average Teacher Absences (2014-15): 2.3
- Student Performance for Elementary and Middle Schools (2017-18):
  - ELA Performance at levels 3 & 4: 44.1%
  - Mathematics Performance at levels 3 & 4: 39.1%

### Overall NYSED Accountability Status (2018-19)

- % ELA/Math ADEquate Yearly Progress (AYP) in ELA: 64.1%
- % ELA/Math ADEquate Yearly Progress (AYP) in Mathematics: 61.8%
- % ELA/Math ADEquate Yearly Progress (AYP) in US History: 61.8%
- % ELA/Math ADEquate Yearly Progress (AYP) in Science: 61.8%
- % Regents Diploma w/ Advanced Designation: 61.8%

### Adequate Yearly Progress (AYP) (YSH = Yes Safe Harbor)

#### Elementary/Middle School

- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO
  - Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
    - American Indian or Alaska Native: N/A
    - Hispanic or Latino: N/A
    - White: N/A
    - Students with Disabilities: N/A
    - Economically Disadvantaged: NO
  - Met Adequate Yearly Progress (AYP) in Science (2016-17):
    - American Indian or Alaska Native: N/A
    - Hispanic or Latino: N/A
    - White: N/A
    - Students with Disabilities: N/A
    - Economically Disadvantaged: NO

#### High School

- Met Adequate Yearly Progress (AYP) in ELA (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO
- Met Adequate Yearly Progress (AYP) in Mathematics (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO
- Met Adequate Yearly Progress (AYP) in Graduation (2016-17):
  - American Indian or Alaska Native: N/A
  - Hispanic or Latino: N/A
  - White: N/A
  - Students with Disabilities: N/A
  - Economically Disadvantaged: NO
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

<table>
<thead>
<tr>
<th>Needs Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</td>
<td></td>
</tr>
<tr>
<td>1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.</td>
<td></td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
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</tbody>
</table>

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 schoolwide spreadsheet to monitor progress and identify trends among the different subgroups. In February 2019, mid-point through the school year, students will be re-assessed using Fountas and Pinnell. Teachers will analyze the progress of each student using data from their running records. Teachers will create strategies for students to reach end-of-year goals. Targeted small group instruction with our reading specialists and classroom teachers will focus on moving children toward mastering their reading level goal. Creating individual goals is rigorous and inclusive for all of the students in our dual language classrooms.

During the 2017-2018 Dos Puentes’ strengths and needs in literacy were:

Strengths:

- K-4th grade students receive 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, after school, and on selected Saturday mornings.
- Teachers met every six weeks to look at reading progress and create next steps.
- Schoolwide literacy was encouraged during “Reading March Madness” involving parents, teachers and students.
- Each of the three week-long vacations had a reading challenge. Students were reminded through a robo call system throughout the week to read daily and fill out reading logs.

Needs:

- Despite progress, we still have children reading below grade level.
- More than 35% of our students are ELLs and the majority have remained in expanding for at least 2 years.
• More than 23% of our students are students with disabilities and are reading below grade level.
• Many of our teachers are new to the profession and are still developing literacy pedagogy

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 Spanish, from 70% in Spring 2018 to 75% in Spring 2019 by reaching their individual reading goal set through the Fountas and Pinnell Reading Assessment. By February 2019, 70% of students will be halfway to their individual year-end goal.
### Part 3a – Action Plan

<table>
<thead>
<tr>
<th>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:</th>
</tr>
</thead>
</table>
| - Evidence-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). |

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
</table>

**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.**

| Teachers | Sept.- June | Principal |

**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.**

| Teachers | Sept.  
Nov.  
Feb.  
April  
June | Reading Specialist |

**Parents will participate in curriculum nights and various workshops where reading strategies are taught and encouraged.**

| Teachers | Sept.  
Dec.  
March  
May | Principal |

**Parents will be informed about their child’s reading goal and collaborate through periodic check ins to ensure progress.**

| Parents | November  
March  
May | Reading Specialist |

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Information regarding various reading strategies and building reading stamina is turned keyed to families through homework, curriculum nights, Family Fridays, Parent Teacher conferences, Literacy and Math workshops will be held so families are aware of what is expected of students and how they can support their children.
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. Workshops will be provided by classroom teachers and the Reading Specialist and intervention teachers.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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<tr>
<td></td>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

Part 5 – Progress Monitoring

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

By February 2019, 70% of students will be halfway to their individual year-end goal. This data will be measured through periodic assessment with the Fountas & Pinnell system.

Teachers and administration will make efforts to harmonize and consolidate data collection, monitoring, and evaluation school wide to be able to examine trends in English and Spanish overall (e.g. how are ALL girls doing in Spanish skills in 3rd grade). New spreadsheet will be put in place for 2018-19 school year.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Fountas and Pinnell Reading Assessment tool in English and Spanish. DRA assessment tool is used for Spanish 3rd - 5th Grade as the Fountas and Pinnell system in Spanish is only available through 2nd grade.

**Part 5c.** In **February 2019**, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

As a dual-language school, Dos Puentes makes it a priority to ensure that all students, regardless of language background, feel supported and challenged by their teachers and peers. Students who enroll at our school and are identified as English language learners have seen growth in their English language development based on their NYSESLAT results. While language development is occurring, English language learners are still under-performing their English-dominant peers in Math. Data from the 2017-2018 school year indicates that there is a gap between English proficiency and Math performance. Dos Puentes desires to engage in equitable practices that meet the needs of all students.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

In an effort to maintain an equitable learning environment, we will increase Math performance of 3rd, 4th, and 5th grade English Language Learners by 6 percentage points (with a 3% increase by February 2019) from June 2018 to June 2019 as recorded by a standards-aligned math assessment.
### 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Target Group(s)</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a part of the Learning Partners Program, host a triad of schools dedicated to developing teacher practice around bilingual literacy and support of language learners.</td>
<td>Partner Schools</td>
<td>Sept.-June</td>
<td>Principal&lt;br&gt;Model Teachers&lt;br&gt;Partner Teachers</td>
</tr>
<tr>
<td>Teachers will conduct inter-visitations within the school and by visiting other Learning Partner Schools.</td>
<td>All Teachers</td>
<td>Oct.-May</td>
<td>Principal&lt;br&gt;Partner Teachers&lt;br&gt;Model Teachers</td>
</tr>
<tr>
<td>Teachers will receive professional development in Math as it pertains to English Language Learners.</td>
<td>All Teachers</td>
<td>Oct. 1-June 28</td>
<td>Principal&lt;br&gt;Partner Teachers&lt;br&gt;Model Teachers&lt;br&gt;Professional Development Committee</td>
</tr>
<tr>
<td>A team of teachers will participate in a study group targeted at number sense and language development.</td>
<td>5 Teachers</td>
<td>Oct-June</td>
<td>Principal&lt;br&gt;Coach&lt;br&gt;Partner Teacher</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

Families will attend Math workshops hosted by teachers and the Math Collective to increase their understanding of the standards and curriculum. Each quarter, families will meet with teachers and receive Math goals for the following quarter.
quarter. Teachers will send home student work for families to monitor progress. Teachers will create online resources accessible to families to support curriculum-specific Math work.

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.

The school has invested financial and personnel resources for targeted teachers to attend Math Collective Professional Development Sessions.

Funding will support in school Math professional development from the leader of the Math Collective, Kate Abel. Funds will be put into her services as well as substitute teachers to cover in school teacher professional development.

Title 3 funding will support the Spring Saturday Academy to target Ells who need Math support.

The Coach and teachers will work with Families to help them understand the grade level work of their students to provide at home support as well as understand the math goals set for their children.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | X | | |
| | | | | | | X | | |
| | | | | | | | | | X |

C4E 21st Century Grant SIG 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.

In February, 3rd, 4th and 5th graders will increase their performance by 3% on their total score from the initial benchmark Math assessment given in Sept.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Measures of Student Learning

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

In the 2017-18 school year, one of our goals was to deepening teacher practice to support mathematical reasoning and conceptual understanding. Teachers were able to scaffold mathematical language, promote use of multiple representations, as well as guide student thinking through open-ended questions. Teachers meet monthly to discuss professional texts, share classroom math practices, watch videos, and ask questions. All grades worked with a Math Staff Developer to better understand the New Math Common Core Standards for grades K through 4th. Teachers feel that teacher collaboration is an integral part of the success of our school. As we grow into fifth grade next year, teachers feel that continuing and strengthening teacher collaboration is essential.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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.

To support student engagement and problem-solving skills, teachers will meet collaboratively in biweekly study groups to deepen understanding of oral language development in English and Spanish. By June of 2019 impact will be measured by 75% of teachers rated effective on Danielson Framework 3B: using Question and Discussion Techniques to support student engagement and problem-solving skills. By February 2019 75% of the completed observations will be rated effective or highly effective by indicator 3B of the Danielson Framework.
**Part 3a – Action Plan**

<table>
<thead>
<tr>
<th>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:</th>
</tr>
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<tbody>
<tr>
<td>- Evidence-based instructional programs, professional development, and/or systems and structures needed to impact change.</td>
</tr>
<tr>
<td>- 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).</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
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<tbody>
<tr>
<td>All Staff</td>
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</table>

<table>
<thead>
<tr>
<th>Timeline What is the start and end date?</th>
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<tbody>
<tr>
<td>9/18-6/19</td>
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</table>

<table>
<thead>
<tr>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The academic coach and rotating facilitators</td>
</tr>
</tbody>
</table>

- Teachers will read professional texts like *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners* by Ron Ritchhart.
- Teachers will visit each others’ classrooms with a lens of the work done in the professional learning community.
- Teachers will choose 3 students to follow throughout the school year to video and assessing oral language by using the Student Oral Language Observation Matrix (SOLOM).
- Teachers will be observed and assessed using the Danielson Framework.

**3b – Parent and Family Engagement**

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The School Leadership Team will visit Parent Association meetings throughout the fall months to explain each CEP goal including collaborative teaching and the benefit of teachers working collectively to support their children.

**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.

Support by a math staff developer who will visit classrooms periodically throughout the year focusing on Common Core Math standards and problem solving strategies. Funding to support inquiry study of teachers in the Professional Learning Community. Specific time during the Monday professional development will be dedicated to grade level inquiry to support math problem solving protocols for students.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
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<td>SIG</td>
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<td>In Kind</td>
</tr>
</tbody>
</table>

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

By February 2019 75% of the completed observations will be rated effective or highly effective by indicator 3B of the Danielson Framework.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Danielson Rubric especially indicator 3b and the SOLOM tool.

**Part 5c.** In **February 2019**, 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

<table>
<thead>
<tr>
<th>Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.</td>
</tr>
<tr>
<td>2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.</td>
</tr>
</tbody>
</table>

While our QR rating for teacher pedagogy 1.2 was a Well 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. 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 the 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 in the areas of strength and areas that need continued reinforcement. This will give families clearer ways to help their child.

Part 2 – Annual Goal

<table>
<thead>
<tr>
<th>Indicate your school’s 2018-19 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, we will move 20% of teachers from effective as of June 2018 to highly effective on Danielson 3D: Using Assessment in Instruction. This will be achieved through professional development sessions, principal observations, individual professional goal setting, periodic monitoring of classroom data and inter-visitations.</td>
</tr>
</tbody>
</table>
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-day Professional Development Session the first week of September will break apart Danielson Indicators 3a, 3b, and 3d. Specific attention will be paid to 3d. Staff will review rubrics for TCRWP, consider F&amp;P assessments, and review final math assessment from Engage New York Units.</td>
<td>All classroom teachers</td>
<td>Sept.</td>
<td>Principal, Coach</td>
</tr>
<tr>
<td>Individual Teacher Meetings to discuss professional development goals and strategies to achieve them based on the Danielson Framework.</td>
<td>All teachers</td>
<td>Sept. - Oct. 31, 2018</td>
<td>Principal</td>
</tr>
<tr>
<td>Individual student goal setting building from standard based math BOY benchmark assessments and backward planning to set progress monitoring goals to be shared with student and families.</td>
<td>Teachers Students Families</td>
<td>Sept. to Nov.</td>
<td>Principal, Teachers, Social Worker, Parent Coordinator</td>
</tr>
<tr>
<td>Grade level planning to ensure student checklists and feedback are provided in Writing and Math for each end of unit assessment.</td>
<td>Teachers</td>
<td>Sept. 2018-June 2019</td>
<td>Principal Coach Literacy Specialist</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

As mentioned the SLT will explain the significance of each CEP goal at Parent Association meetings during the months of Oct. through Dec. so families are aware. The SLT will explain the need for frequent assessment and checking for understanding within each lesson. Further we will explain how we support teacher development to help teachers improve in this area.

### 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, 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 | || | Title III, Part A | || | Title III, Immigrant |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| || C4E | || 21st Century Grant | || SIG | || PTA Funded | || In Kind | || Other |

**Part 5 – Progress Monitoring**

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

By February 2019, the principal will monitor the progress of Danielson Framework Indicator 3C by using the Measure of Teaching Practice (MOTP) in the Advance System to ensure at least 60% of teachers have been rated effective or higher. This average will be compared to student indicators to give teachers feedback and help plan professional development towards improving on Danielson Framework Indicator 3C.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Advance System, TCRWP rubrics, Engage NY Assessments, MOSL Data.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Our attendance has improved steadily over the past 5 years. Last year our daily attendance was 95%. While this is extremely positive and supportive, there are still a group of students with chronic absences and severe absences. Improving these students attendance will improve stability to increase academic performance and potentially help them socially and emotionally.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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, we will improve the attendance of chronically and severely absent students by 30% from June 2018 to June 2019. This would mean moving at least 9 students off the chronic attendance list by June 2019. By February 2019, these students will have no more than 9 days absent.
**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Families</td>
<td>Sept./Oct.</td>
<td>Parent Coordinator, Attendance teacher, Social worker, Coach, Principal;</td>
</tr>
<tr>
<td>Families</td>
<td>Ongoing</td>
<td>Parent Coordinator, Attendance team</td>
</tr>
<tr>
<td>children</td>
<td>Ongoing</td>
<td>Staff who agree to be mentors</td>
</tr>
<tr>
<td>All families</td>
<td>Ongoing</td>
<td>SLT representative and Parent Coordinator</td>
</tr>
</tbody>
</table>

**3b – Parent and Family Engagement**

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

| N/A |

| **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.

- Time will be set for the attendance committee to meet bi monthly.
- Mentoring program established with training for mentors
- Use of robo call system for wake up calls.
Some funding to support incentives for improvement throughout the year.

Parent breakfast every three months to support this group.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
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<td>Other</td>
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</tr>
</tbody>
</table>

**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 Attendance Committee will closely monitor students whose attendance rates are in danger of being classified as chronically or severely absent. Improving the attendance of chronically or severely absent students by 30% from June 2018 to June 2019 means moving at least 9 students off the chronic attendance list. By February 2019, 30% if the chronically absent students from last year will have no more than 9 days absent.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Attendance

**Part 5c.** In February 2019, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services <em>(For additional guidance, refer to NYSED’s memo.)</em></th>
<th>Type of program or strategy <em>(e.g. repeated readings, interactive writings, etc.)</em></th>
<th>Method for delivery of service <em>(e.g. small group, one-to-one, tutoring, etc.)</em></th>
<th>When the service is provided <em>(e.g. during the school day, before or after school, etc.)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>Reading below grade level</td>
<td>Phonic work, fluency, comprehension strategies.</td>
<td>Small group instruction</td>
<td>During school day and afterschool tutoring.</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Low performance on standard assessments and end of unit assessments.</td>
<td>Number identification, grouping, regrouping</td>
<td>Small group instruction</td>
<td>During the school day and a fall math institute.</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Poor performance on end of unit assessments.</td>
<td>Vocabulary development, review content</td>
<td>Small group instruction</td>
<td>During the school day.</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Poor performance on end of unit assessments.</td>
<td>Vocabulary development, review content</td>
<td>Small group instruction</td>
<td>During the school day.</td>
</tr>
<tr>
<td><strong>At-risk services</strong> <em>(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</em></td>
<td>Social/ emotional conflicts within the classroom or school community.</td>
<td>Play therapy, conversations, work with the family.</td>
<td>One on one, small group discussion.</td>
<td>During the school day.</td>
</tr>
</tbody>
</table>
**Section 7: Support for Students in Temporary Housing (STH)**

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**
As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:


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**Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

   Currently, Dos Puentes has 4 students in temporary housing.

2. Please describe the services you are planning to provide to the STH population.

   For our students who are in temporary housing, Dos Puentes will provide emergency supplies such as uniforms, school supplies, books, and possible support for eyeglasses. Further, we will provide other educational services such as free after school opportunities, family workshops, counseling services, intervention programs both during school and after school so that STH have the opportunity to progress academically.

---

**Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

   N/A

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- 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, and Bank Street College that place student teachers in our building. These student teachers are getting their Master’s degrees 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 a few days prior to the first week of school for a retreat to deepen understanding and plan for our instruction priorities and learning focus. Each new teacher is given a mentor. Lastly, new teachers work within a grade team to provide support for planning and assessment as well as staff developers in reading, writing, and math. All teachers are part of Professional Learning Communities to further continue professional growth and provide collaborative support.

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 Teachers College Reading and Writing Project (TCRWP), the Math Collaborative, and other Science and Language Development opportunities. We are a Learning Partner School and work closely with the other schools in our partnership to support teacher development through inter-school visits, instructional rounds, and individual school inquiry around our learning focus. Para-professionals have participated in a district-wide weekly series on supporting management, social and emotional development of children, and further literacy skills. Teachers, paraprofessionals, student interns (BPS) and administration also worked in one of four Professional Learning Communities over a six-week period looking at enhancing literacy, guided reading, social and emotional practices, as well as differentiation. All groups present findings and implications for the school. The principal also participates in a Principal Series at the Teacher College Reading and Writing Project, study groups with other principals in our district as well as the principal group of our Learning Partners Partnership. This last group focuses on oral language development for emerging bilingual students.

Part 3: TA Schools Only

3a. Use of Program Resources
Describe how the TA program resources will assist participating children to meet proficiency.

N/A

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).

N/A

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 our 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 an incoming family BBQ for all the new families. In the late spring and summer, 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. Records of matriculating students are requested from given preschools and pre-K programs. Students with existing IEPs are reviewed to ensure the appropriate services are in place and appropriate class assignments are made for students needing an ICT classroom. As we grow as a new school, we continue to develop partnerships with Pre-K programs to share K expectations and support curriculum development in their programs to ensure children are prepared for the rigor of Kindergarten.

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 two model teachers, the coach, reading specialist, and grade leaders of which two are Special Education Teachers. They meet with the principal weekly 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, andLocal funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount</th>
<th>Column A Verify with an (X)</th>
<th>Column B Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>211,129</td>
<td>X</td>
<td>Staff Development, Afterschool support, Small group after school tutoring, Leveled Libraries, Support from TCRWP</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>14,414</td>
<td>X</td>
<td>Small group after school tutoring, Saturday Academy for 3-5th grade ELLs.</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>3,189,396</td>
<td>X</td>
<td>Support for DLICT Classrooms, Math professional Development, Math Institute, Summer Professional development, New Teacherinstitute</td>
</tr>
</tbody>
</table>

**Explanation/Background:**

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity – so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

**Directions:** Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school’s Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

---

**Parent and Family Engagement 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 Every Student Succeeds Act (ESSA), 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.

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.
**Support for Parents and Family Members of Title I Students**

**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;

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.

**Parental Involvement and School Quality**

To increase and improve parent involvement and school quality, the school will:

- hold an annual Title 1 Parent Curriculum Conference prior to Oct. 30 of each year outlining the given allocation of funds and how they will be spent as well as the activities planned for family engagement throughout the year. The Title 1 Representative will work closely with the Parent Coordinator to organize and publicize this event.

**Encouraging School-Level Parental Involvement**

* 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., ESSA /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 Every Student Succeeds Act (ESSA);

* 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;

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**School-Parent Compact (SPC)**

**School-Parent Compact (SPC) Template**

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## I. School Responsibilities: High Quality Curriculum

**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 Every Student Succeeds Act (ESSA);

## I. School Responsibilities: Supporting Home-School Relationships

**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;

## I. School Responsibilities: Providing Parents Reasonable Access to Staff

**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;

## I. School Responsibilities: Providing General Support to Parents

**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 Every Student Succeeds Act (ESSA) Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs;

II. Parent/Guardian Responsibilities

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;

<table>
<thead>
<tr>
<th>III. Student Responsibilities</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>III. Student Responsibilities:</th>
</tr>
</thead>
</table>

● 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 2018-19 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, afterschool, 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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
</table>

- This school is (check one): [ ] conceptually consolidated (skip part E below) [ ] 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):

- [ ] Before school
- [ ] After school
- [X] Saturday academy

**Total # of ELLs to be served:**

**Grades to be served by this program (check all that apply):**

- [X] K
- [X] 1
- [X] 2
- [X] 3
- [X] 4
- [X] 5
- [ ] 6
- [ ] 7
- [ ] 8
- [ ] 9
- [ ] 10
- [ ] 11
- [ ] 12

**Total # of teachers in this program:**

**# of certified ESL/Bilingual teachers:**

**# of content area teachers:**
### 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 ENLs 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 three programs to support further linguistic and academic development for all of our Kindergarten through Fourth Grade ENL students.

The first program will be an after-school, small group institute:
Rationale: This program will be created to support ENLs and EP from our DL program who are struggling in literacy skills. In grades K-2 we will target entering through transitional levels. Subgroups & grade levels of students to be served: 5 groups of 4-6 students, grades K-2. Schedule and duration: 2 afternoons per week (Thurs, & Friday); February 23 through April 8 (12 sessions) for 1 hour a session. Language of instruction: Three groups will use ENL strategies and be taught in English. Two groups will be taught in Spanish to support Native Language development. # and types of certified teachers: 5 bilingual teachers; Teachers will provide direct instruction to their particular group. There will be no need for a supervisor as one will be on-site already for another program. Types of materials: leveled guided reading books in Spanish and English: RAZ kids on ipads in Spanish and English; Fountas and Pinnell Assessment kits. These materials are from the general curriculum of the school (thus no purchase will be necessary).

The second program will be a Saturday Learning series:
Rationale: This program will be designed to help students develop deeper oral language proficiency in Reading and/or Math as they work along side their family member to practice skills that can be reinforced at home. Subgroups & grade levels of students to be served: 2 groups of ENLs of 10 students with their parents at the Entering to Transitioning level and 2 groups of EP students reading at F&P levels lower than F in grades K-2. Schedule and duration: 2 Saturdays from February to April, 3 hours each session Language of instruction: Spanish and English, groups will be divided by families language of dominance. # and types of certified teachers: 4 bilingual teachers Teachers will provide direct instruction to their particular group. Types of materials: Leveled libraries in Spanish and English; big books in Spanish and English, teacher made materials for families to follow up with at home.

The third program will be a Saturday academy for our 3rd, 4th, and 5th grade ENL students: Rationale: Students will participate in activities to help develop academic vocabulary and improve oral language proficiency and reading, writing, and Math in English.
**Part B: Direct Instruction Supplemental Program Information**

Subgroup & grade levels of students to be served: 6 groups of 3rd and 4th, and 5th grade ENL students of 8 students each, targeting our "expanding" level students who have not moved in two years.

Teachers will provide direct instruction to their particular group.

Schedule and duration: 6 Saturdays from February to March, 2 hours each session

Language of instruction: English

# and types of certified teachers: 8 bilingual teachers.

Types of materials: Writing Materials in English from the TCRWP curriculum, articles to support discussion from the Social Studies Third Grade and Fourth Grade Curriculum. For Math we will use Engage NY curriculum. (These materials will not have to be purchased as we have them in our building.

$1018 will be used for K-5, Spanish and English leveled books from Santillana to support each of these 3 programs.

---

**Part C: Professional Development**

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

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

Begin description here: _____

All of our teachers (bilingually certified) will participate in a Spanish Literature study group:

Rationale: bilingual teachers will be able to experience authentic Spanish literature and discuss using high level academic Spanish; this will enhance teacher's appreciation and knowledge while expanding their levels of Spanish Proficiency. Participation in the study group will support strong language acquisition strategies that teachers can emphasize in the three Title Three student programs.

Teachers to receive training: all bilingually certified teachers and teachers in the process of being bilingually certified (about 8 teachers)

Schedule and duration: Nov. 1- January 15; once a week, for 8 weeks, for 45 minutes.

Title III Funds will be used to pay for the books (about $200)

As we anticipate having at least 8 members in these sessions. Compensation for these session will be the purchase of the book used in the study group (we will choose a book from the Young Adult category in Spanish)

Topics to be covered: nuances/structures of Spanish literature; vocabulary development; high level conversations

Name of provider: Rebeca Madrigal (4 hours per session to plan facilitation)

Professional development will also include preparation for the Direct Instructional Supplemental Programs listed above. Approximately 28 hours will be given to each of the teachers to collaborate and prepare for each of the programs. As we are a consolidated school with Title 1 funding, additional funds will come from the school budget to support any deficit in funding.
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: 

Families of our ENL students will participate in workshops around Reading Strategies and Math Skills

Rationale: Families will work with their children, along with a bilingual teacher, to learn strategies to help improve their child’s reading ability in English &/or Spanish and to improve math skills in English & Spanish. Upon review of last year's student progress, students who also received support from home made the most progress. We have tracked parents who participated in workshops last year, and gains made. This series will continue to support ENL students strong progress.

Schedule and duration:  2 Saturdays from February to April, 2 hours each session

Topics to be covered:  Reading strategies and Math Skills to enable students to perform at grade level expectations

Name of provider:  Clarice Marchena, Rebeca Madrigal, Kristen Minno, Yesenia Moreno, How parents will be notified of these activities:  bilingual flyers, bilingual phone calls, bilingual letters of invitation

Maintain Records: Parents will sign up in advance after receiving flyers or phone calls. At each session, there will be sign in sheets to record participation and attendance.

Title III Funds will support per session hours for teachers and light refreshments. 24 hours of per session will be used to finance this series of workshops (because the child and parent will participate together in the Saturday workshops, compensation is included in the Direct Instruction Supplemental Program explained above.)

Part E: Budget

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

Allocation Amount: $_____ 

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
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<td>Professional salaries (schools must account for fringe benefits)</td>
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<td>• Per session</td>
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<td>• Per diem</td>
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<tr>
<td>Purchased services</td>
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</tr>
</tbody>
</table>
## Part E: Budget

For Schools Not Conceptually Consolidated Only. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: $\_

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>High quality staff and curriculum development contracts.</td>
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<td></td>
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<tr>
<td>Supplies and materials</td>
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<td>• Must be supplemental</td>
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<td>• Additional curricula, instructional materials.</td>
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<td>• Must be clearly listed</td>
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<td>Educational Software (Object Code 199)</td>
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<td>Travel</td>
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<td>Other</td>
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<td><strong>TOTAL</strong></td>
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</table>
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Manhattan</td>
<td>103</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Principal / Coach / ENL Teacher / Teacher/Subject Area / Related-Service Provider / Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victoria Hunt / Alcira Jaar / Yesenia Moreno / Rebeca Madrigal/Gr. 1 / Elizabeth Ovalle / Manuel Ramirez</td>
</tr>
<tr>
<td>Assistant Principal / School Counselor / Maria Martinez / Clarice Marchena / Maria Martinez / Consuelo Villegas</td>
</tr>
<tr>
<td>N/A / N/A / N/A / N/A / Field Support Center Staff Member / Other (Name and Title)</td>
</tr>
<tr>
<td>N/A / N/A / N/A / N/A / Hong Ying Shen / Elizabeth Ovalle, Bilingual Sp</td>
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</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Certification Type</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of certified ENL teachers currently teaching in the ENL program</td>
<td>2</td>
</tr>
<tr>
<td>Number of certified bilingual teachers currently teaching in a bilingual program</td>
<td>25</td>
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<tr>
<td>Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]</td>
<td>0</td>
</tr>
<tr>
<td>Number of special education teachers with bilingual extensions</td>
<td>10</td>
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<tr>
<td>Number of teachers who hold both content area/common branch and TESOL certification</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers who hold both a bilingual extension and TESOL certification</td>
<td>0</td>
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</table>

D. Student Demographics

2018-19 CEP
Total number of students in school (excluding pre-K) | 351  
Total number of ELLs | 110  
ELLs as share of total student population (%) | 31.34%

**Part II: ELL Demographics**

### A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs)
Check all that apply

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
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This school offers (check all that apply):

- Transitional bilingual education program (TBE): Yes ☑ No ☐
- Dual language program (DL): Yes ☑ No ☐
- Freestanding ENL: Yes ☑ No ☐

If yes, indicate language(s):

- TBE: Spanish
- DL: Spanish

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened (e.g., 2013-14)</th>
<th>K</th>
<th>1</th>
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**Part III: Assessment Analysis**

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   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 or English if they speak a language other than English or Spanish. This assessment is implemented at least three times a year, and more often for students who are not at benchmark levels. We have similar practices to support phonics including Estrellita and Palabras a Paso as well as Fundations and Words Their Way for our 2-4th grade students.

2. What structures do you have in place to support this effort?

   Once children are assessed for their Fountas and Pinnell level in English and Spanish, teachers create guided reading groups based on the reading data collected allowing them to meet with all their students 2-3 times a week. For children who are significantly below the benchmark level, an intervention Specialist meets with children two to three times a week between...
assessment cycles to support progress. These intervention specialists include: our Reading Specialist, a Spanish intervention teacher, a Bilingual SETTS teacher, or our Upper grade coach. Students with IEPs are served by the SETTS teacher or the Special Education Teacher in the ICT classrooms.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need? We use NYC performance Math tasks in the beginning of the year for Math assessment data as well as some inventory assessments provided by the Math Collective. For Literacy we use the F and P System for assessments in both English and Spanish baselines and progress monitoring throughout the year. Pre and post on demand writing assessments are administered for each of the 5 Writing Units of the year.

4. What structures do you have in place to address interventions once the summative data has been gathered? Once data is collected, a reading and math goal is created for each child for the year. These goals are created to ensure at least a year’s worth of growth. Through MOSL we use the Goal Setting Option, thus the goals are entered in the NYC Advance system. Classroom teachers monitor progress through sharing data during grade level meetings and to the academic team that meets weekly. This team is comprised of the Reading Specialist, the 2 academic coaches, the ULT Coach, and the principal. Children who are behind grade level goals are provided RTI intervention in 6-8 week cycles by the Spanish intervention teacher, Bilingual SETTS teacher as well as targeted support by the coaches. Children are then progress monitored with formative assessments to measure improvement every 4 to 6 weeks.

5. How does your school use 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.] 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. We ensure our Tier 1, Core Instruction, includes instruction that supports the needs of our ELLs by teaching the language through the content. Teachers design lessons with language objectives throughout all content areas by ensuring strong scaffolds for a variety of language levels access, As an example, teachers implicitly and explicitly teach vocabulary used in content area studies, read alouds, and inquiry-based studies. 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 with in the classroom. These groups work 2-3 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. If progress is slow or not evident, the child is given more frequent time in small groups with an emphasis on a particular strategy. If after more frequent small group instruction, the child still has slow progress, they begin to work specifically with the Bilingual Reading Specialist by being pulled from the classroom to work 2-3 times a week for 30 minutes a session. The reading intervention teacher works closely with the classroom teacher to share information and collaborate on reinforcing particular skills. While Spanish ELL students are served in both Spanish and English, students who are ELLs who speak Russian or Korean are given intervention exclusively in English with strong language development strategies in place as part of the intervention.

6. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].) English and Spanish Fountas and Pinnell levels, end of unit assessments in Math, Math performance tasks, NYSESLAT, and ELA and Math State exams, as well as the ELE. All students take these assessments including all students taking the ELE.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? Sharing Data with the grade leaders from each grade team identify school wide trends. Then having the grade leaders share this data at the grade level to consider grade level trends. Further members of of the Language Allocation Policy Team also review this data with the Academic Planning team that meets weekly to determine goals and action plans for whole school trends.
## Programming and Scheduling Information

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

   a. Freestanding ENL program.
      
      Our ENL Program is specified for our Entering and Emerging Students and Students from Languages other than Spanish and English who are part of our Dual Language program. Specifically we have one former Russian ELL and one Korean ELL student. These students are provided ENL services for their mandated minutes by the bilingually certified teachers who at the elementary level can provide ENL services. These students are pulled into Small groups for services within the English Classroom in our school wide dual language model.

   b. TBE program. *If applicable.*
      
      N/A

   c. 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-4 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?

   a. 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; CCLS (inclusive of Reading, Writing, Speaking and Listening, Reading Foundational Standards, and Language Standards); our core curricula--TCRWP Units of Studies, Fundations, 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 Student Oral Language Observation Metric (SOLOM) to assess students social and academic oral production especially in Math. 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 front-loading of vocabulary. In cooperative group settings students use graphic organizers, such as concept maps and semantic maps, to support the oral language development and academic language and writing. 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 Rubric to assess writing samples in Spanish, and teacher-created assessments. Lastly, we are using the SOLOM with a NYSESLAT-revised speaking rubric to assess academic language in Spanish and English. Classrooms are supplied with English and Spanish libraries, word walls, content word walls, and other bilingual materials. Bilingual speakers are brought in to share experiences with children in both English and Spanish. Field trips that provide experiences in either Spanish or English are also provided.

5. 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-4 school, Dos Puentes has very few SIFE students currently as only our current 3rd or 4th graders could qualify. This past year we had one SIFE student in 3rd grade. We kept him in his age appropriate grade and provided one literacy pull out support to support his Spanish literacy development. Within in the classroom, he also received individual ESL support from one of the two bilingually certified teachers in the room daily.

   For our Newcomers, who are potentially the majority of our students, we provide differentiated instruction as teachers intentionally plan literacy, content, and language objectives with in all content areas. 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 are as follows: Students will received time-and-a-half on all tests/assessments requiring time limits.

6. 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.

ELL-SWD students are also supported through the use of Fundations phonics program, afterschool tutoring, our summer school program for non-mandated students, and reading intervention during the school day. Our SETTS teacher also uses Max Scholar to support additional phonics intervention through an Orton Gillian approach.

7. 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 15 K-4 classrooms, 5 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 or common branch licences. 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 bilingual SETSS teachers (2) provides mandated at-risk services and ensures articulation with all teachers. We have 2 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.

8. 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 data demonstrates 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.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

In addition to our bilingual reading specialist and bilingual SETTS teacher, we will add a second bilingual SETTS teacher and a second bilingual speech teacher providing more intervention and support for struggling ELL students. While we will continue to use Estrellita teaching strategies and curriculum, we will add Palabras a su paseo for upper grade Spanish word study and grammar. We are currently in the pilot implementation of Palabra a su Paseo as we only recently received the materials.
10. If you had a bilingual program, what was the reason you closed it?  
N/A

11. 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, Chorus, Gardening, Soccer, Cooking, Chess and extra support through Zankel Fellows (a program from Teachers College).

12. 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. Ipads are used for individual student research and taking photos of the subject at hand. Google Chrome books are used starting in 3rd grade to conduct research and sharpen technology skills. 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. Some specific material for each subgroup is listed below:

13. How is home language support assessed and delivered in each program model (DL, TBE, and ENL)?
Home language is supported through the 50/50 Spanish English Dual language model followed throughout our school. Families of our few students whose home language is neither English or Spanish, are invited biweekly to the classroom through a period called Family Friday. At this time, these family members can work with the child in their home language and introduce the language and culture of their home (Russian and Korean).

14. 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 acquisition are provided in all content areas.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs’ needs (academic, linguistic, socioemotional) are met?
Because both schools have extensive afterschool programs we coordinates space to ensure all children in the building have access to outdoor space, the gym, auditorium, and cafeteria. For the past 3 years we have also shared a WELLNESS in the School Partnership for healthy eating and exercise. The ELL coordinators of each school share test resources and information on compliance when need to ensure all assessments are administered effectively. PS 132 our co-located school has given us a number of Spanish titles to support our upper level Spanish classrooms. We provide models for visits to PS 132 and have recently shared our Kindergarten Spanish adaptations of the TCRWP English materials.

16. 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.

17. What language electives are offered to ELLs?
N/A
18. 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 60% 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 on each grade follow a side-by-side model and alternate language daily. All content is taught in both languages, always extending the previous day's lesson.

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 and non-pedagogic staff.) 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?

   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 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 continue to use the SOLOM assessment tool for language development. Each staff member had one child (as a case study) to practice and implement this tool. We will continue with this assessment by collaborating to create language interventions for these kids and correlating the rubric to the NYSESSLAT rubric.

   This year we are a Host School for the Learning Partners Partnership. Our cohort is made up of two schools that both of dual language programs. Our Partnership focus is considering the transfer from Speaking to Writing. Each month we have interschool visits that include observations of ELLs of various levels through the lens of oral language transferred to written language. There will be a total of 6 interschool visits and three collective meetings to review and refine our data as it relates to our year long goals. Dos Puentes hopes to improve Math End of the year performance task scores by 7% for all our ELLs in 3rd and 4th grade.

   Additional professional development opportunities for Teachers and non-pedagogic staff include attending Fordham University’s language series, Speech Teachers attending ELL workshops by the Office of Speech, Dr. Ofelia Garcia addressing our staff in December about Translanguaging, a partnership with Teachers College Bilingual Special Education Program and training future bilingual teachers, our BPS interns attending monthly ELL training, and our secretary attending PD opportunities offered by the office of English Language Learners.

   Our bi-monthly Inquiry group considers linguistic development in Math as mentioned above. Our literacy planning is done on each grade with experienced bilingual teacher leaders. Teachers attend sessions at Teachers College, through the ODELL series, and work collaboratively with two other partners in our Learning Partner Network.

2. 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.
Because our whole school is a dual language program, and all teachers are bilingually certified or ESL certified, most of our Professional Development connects content and language development into all professional development opportunities. Language development strategies and ways to be culturally inclusive to meet the various needs of our student population are more than 80% of the activities in our annual Professional Development Plan. Agendas, notes 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.

Given the above information we easily complete the CR Part 154 requirements for 15% of total areas for all teachers and 50% of total hours for bilingual/ ENL teachers to receive ELL-specific professional development.

**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. Data sources from NYSELSLAT, SOLOM with revisions based from NYSELSAT Rubric , F&P, Math Assessments, and other formative assessments are interpreted and shared to demonstrate students’ academic progress and students’ language development through Student Goal Sheets. The dual language teams have Spanish-speaking teachers (which is a great portion of our population). All new families also receive a home visit where language allocation is explained. We have parent workshops each month in English and Spanish, to support families better understanding their children’s progress and providing supports to be used at home. Periodically, teachers meet with individual families targeting the ELL individually throughout the year during the parent engagement Tuesdays to provide targeted support and to discuss individual needs.

2. **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:
   - Supporting English Language Development through technology
   - Homework help in English
   - Developing the native language to support the second language
   - Resources in the community
   - 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:
   - Supporting Spanish Language Development through technology
   - Homework help in Spanish
   - Spanish Language Basics
   - Resources in the community
   - 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.

Each classroom also has an English dominant class parent and a Spanish dominant class parent to communicate school events, answer questions, and provide school information as needed. Class parents meet as a group monthly to support one another and work with the parent coordinator.

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.

Additional Information

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

N/A
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Victoria Hunt, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
8. Student with interrupted/inconsistent formal education (SIFE) status is determined using New York State’s resources available on NYSED’s website: http://www.nysed.gov/bilingual-ed/schools/students-interruptedinconsistent-formal-education-sife.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
   a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
   b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

**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.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victoria Hunt</td>
<td>Principal</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>N/A</td>
<td>Assistant Principal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consuelo Villegas</td>
<td>Parent Coordinator</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>Yesenia Moreno</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>Veronica Rojas</td>
<td>Parent</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>Rebeca Madrigal</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>Elizabeth Menendez</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>Alcira Jaar</td>
<td>Coach</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>Clarice Marchena</td>
<td>Coach</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>Maria Martinez</td>
<td>School Counselor</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>Manuel Ramirez</td>
<td>Superintendent</td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Hong Ying Shen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Elizabeth Ovalle</td>
<td></td>
<td></td>
<td>06/28/17</td>
</tr>
<tr>
<td>Other</td>
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<tr>
<td>Other</td>
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</tbody>
</table>
2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milagros</td>
<td>Leonardo-Cordero</td>
<td>Secretary</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   - Automate The System (ATS) reports
   - Student Emergency Contact cards
   - 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 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>274</td>
<td>51.6</td>
<td>273</td>
<td>51.41</td>
</tr>
<tr>
<td>Spanish</td>
<td>257</td>
<td>48.4</td>
<td>258</td>
<td>48.59</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

N/A

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All registration forms</td>
<td>April - September, ongoing</td>
<td>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, after-school 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. All families will be informed upon registration that translation services will be available for access for all families. For low-incident languages not covered through DOE language listed on our RCPL, we will work with the DOE translation service department to ensure access for these families. Additionally, our parent coordinator will work with community and family members to ensure language translation is available for school meetings, and to translate documents to support information and</td>
</tr>
<tr>
<td>Supplement to Stars Report Card and Individual Student Goal Sheets</td>
<td>November 16, March 15, June 28</td>
<td></td>
</tr>
</tbody>
</table>
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, when they will occur, and plans to provide interpretation at those meetings.

<table>
<thead>
<tr>
<th>Meeting Name</th>
<th>Month/Frequency of Meetings</th>
<th>How does your school plan to provide interpretation service(s)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Night</td>
<td>September - June</td>
<td></td>
</tr>
<tr>
<td>Parent/Teacher Confs</td>
<td>September 13</td>
<td>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.</td>
</tr>
<tr>
<td>Curriculum Night</td>
<td>November 16, March 15, May Sept.</td>
<td></td>
</tr>
<tr>
<td>PA Meetings</td>
<td>Following Family Fridays or second Tuesday of the month. Dates have been calendarized and sent to families.</td>
<td>See above</td>
</tr>
</tbody>
</table>

Parent Letters and Notifications | September - June | see above |
Monthly Calendar               | September - June | see above |
ENL Parent Information         | September        | see above |
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

If it is an individual child, a member of the Office Personnel will call the family in their home language. In the event of a school-wide emergency, Office personnel will send a robo-call in English and Spanish.

Students of low-incident languages will be contacted directly to ensure they are informed. We will build from the language line through the DOE to support them.

**Part C: Training Staff on Policies and Procedure**

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

As a dual-language school with more than 90% of our staff fluent in English and Spanish (the languages of our families), language access is discussed periodically in professional development and other staff trainings.

During Professional Development time on Tuesdays, we will address ensuring access as well as engagement with various language groups. As the vast majority of families speak English and/or Spanish, we will work to support staff in reaching these families in both languages but also target low incident languages to ensure access. This will be done by informing our staff of the language translations features on Dojo, Remind, and through our school website.

**Part D: Providing Notice of Language Assistance Services**

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:

- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

We will follow the implementation of all the items on the above checklist through fliers, communication with our Parent Coordinator, Teachers and ELL Coordinator, PA meetings, and at parent workshops.

**Part E: Monitoring Provision of Language Services**

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?
At Principal monthly chats with parents, that are conducted in English and Spanish, we will illicit feedback as to their needs and availability of translation services. All parent surveys are given out in either Spanish or English and we will ensure that families of low incident languages are provided access to the Language Line so they can utilize these translation services and complete the parent surveys orally.