



PS 307
Science School for Exploration & Discovery

2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 10X307
ADDRESS: 124 EAMES PLACE, BRONX, NY 10468
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 307 **SCHOOL NAME:** Science School For Exploration & Discovery

SCHOOL ADDRESS: 124 Eames Place, Bronx, NY 10468

SCHOOL TELEPHONE: (718) 601-2632 **FAX:** (718) 796-7490

SCHOOL CONTACT PERSON: Marcy Schickler **EMAIL ADDRESS:** mschick@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CO-CHAIRPERSONS:

Marcy Schickler & Danielle O'Connell Hodgson

PRINCIPAL:

Luisa Piñeiro Fuentes

UFT CHAPTER LEADER:

Farheen Malik

PARENTS' ASSOCIATION PRESIDENT:

Guayka Lopez

STUDENT REPRESENTATIVE:
(Required for high schools)

NA

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 10X **SSO NAME:** CFN 10

SSO NETWORK LEADER: Maria Quail

SUPERINTENDENT: Sonia Menendez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Luisa P. Fuentes	*Principal or Designee	
Farheen Malik	*UFT Chapter Chairperson or Designee	
Guayka Lopez	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Maricela Francisco	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Danielle O'Connell Hodgson	Member/Co-Chair (Teacher)	
Marcy Schickler	Member/ Co-Chair (Teacher)	
Betsy Diaz Murphy	Member/Teacher	
Janina Barriga	Member/Parent	
Isabel Rodriguez	Member/Parent	
Nelly Bloise	Member/Parent	
Miriam Corniel	Member/Parent	
Elizabeth Agramonte	Member/Parent	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

PS 307, also known as the Science School for Exploration and Discovery, is beginning its seventh year. It is a vital school community committed to providing rich learning experiences for students, staff and families. The school has approximately 321 students; it is a culturally diverse community.

PS 307 significant successes are contributed to the hard work and dedication by all staff. From its inception, the school has maintained a very high attendance rate, currently greater than 95.5% for school year 2009-2010. A great deal of the strength of PS 307 attendance program is derived from its seamless integration with Family Involvement. The school offers a wide range of Family Workshops, opportunities for families to improve their skills and to become stronger partners in their children's learning with math, literacy and science workshops and programs. We also offer workshops designed to address family and community needs in areas such as health and safety.

PS 307 prides itself on the professional development it offers. PS 307 has continued to invest in professional development. In recognition of the enthusiasm for learning and professional growth among the young staff is an invaluable asset. A strong professional development program has harnessed that enthusiasm, and as a result, our student scores in math and literacy continue to do well above the New York City and New York State average.

PS 307 has highly experienced science specialty teachers who are committed in providing our students with the best education. These teachers are solely involved in annual school wide Science Fairs, Saturday Science Enrichment Academies and have been intricately involved in purchasing science instructional materials needed to successfully implement the curriculum.

It is evident that PS 307 has created a very special culture that can be experienced by visiting our school. Communication, the dissemination of information and making it public is a priority, as evidenced by the many displays of our professional work on public bulletin boards. The school also makes public the curriculum units of study that are continuously revised to ensure its alignment to state standards. While that public sharing is very important, it is even more important that student achievement is the focus. The only bulletin board displays more important than those dedicated to professional work are those dedicated to recognizing student work and student achievement.

PS 307 takes pride in providing students with standard based instruction. The staff gives selflessly of their time and energy for students and families during the school day, afternoons, evenings and even weekends. Standing by their side with the same sense of dedication and commitment are the parents and family members working as Learning Leaders. Our public meetings at PS 307 welcome the entire community. The school is diverse with many voices, but its greatest strengths are its dedication to its one purpose the education of our children.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:	P.S. X307 - Eames Place									
District:	10	DBN:	10X307	School BEDS Code:	321000010307					
DEMOGRAPHICS										
Grades Served:	Pre-K	√	3	√	7		11			
	K	√	4	√	8		12			
	1	√	5	√	9		Ungraded	√		
	2	√	6		10					
Enrollment					Attendance - % of days students attended:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	36	32	39		95.4	96.6	TBD			
Kindergarten	56	67	59	Student Stability - % of Enrollment:						
Grade 1	63	70	64	(As of June 30)	2007-08	2008-09	2009-10			
Grade 2	53	44	49		93.7	90.2	TBD			
Grade 3	36	40	29	Poverty Rate - % of Enrollment:						
Grade 4	32	34	41	(As of October 31)	2007-08	2008-09	2009-10			
Grade 5	30	32	39		82.1	89.3	TBD			
Grade 6	0	0	0	Students in Temporary Housing - Total Number:						
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 8	0	0	0		2	5	TBD			
Grade 9	0	0	0	Recent Immigrants - Total Number:						
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 11	0	0	0		2	2	2			
Grade 12	0	0	0	Special Education Enrollment:						
Ungraded	0	1	4	(As of October 31)	2007-08	2008-09	2009-10			
Total	306	320	324							
Special Education Enrollment:					Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
# in Self-Contained Classes	24	23	23	Principal Suspensions	6	0	TBD			
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	TBD			
Number all others	3	12	13	Special High School Programs - Total Number:						
<i>These students are included in the enrollment information above.</i>					(As of October 31)	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:					CTE Program Participants	0	0	0		
(BESIS Survey)					Early College HS Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:						
# in Transitional Bilingual Classes	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
# in Dual Lang. Programs	0	0	0	Number of Teachers	23	21	TBD			
# receiving ESL services only	80	95	83							

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	8	10	Number of Administrators and Other Professionals	4	4	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	39.1	47.6	TBD
				% more than 5 years teaching anywhere	26.1	38.1	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	48.0	62.0	TBD
American Indian or Alaska Native	0.0	0.0	0.0		98.3	70.0	TBD
Black or African American	7.2	7.2	6.5				
Hispanic or Latino	84.3	82.5	86.1				
Asian or Native Hawaiian/Other Pacific Isl.	7.2	5.3	3.1				
White			0.9				
Male	46.7	48.1	48.8				
Female	53.3	51.9	51.2				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area AYP Outcomes:				
Elementary/Middle Level			Secondary Level	
ELA:	√		ELA:	
Math:	√		Math:	
Science:	√		Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:	A	Overall Evaluation:	NR
Overall Score:	87.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment:	15	Quality Statement 2: Plan and Set Goals	
<i>(Comprises 15% of the Overall Score)</i>		Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	24.7	Quality Statement 4: Align Capacity Building to Goals	
<i>(Comprises 25% of the Overall Score)</i>		Quality Statement 5: Monitor and Revise	
Student Progress:	47.8		
<i>(Comprises 60% of the Overall Score)</i>			
Additional Credit:	NR		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	▶ = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

LITERACY

- ECLAS-2/Summary of Data Analysis/Findings

ECLAS-2 assessments are administered in grades K- 3. The reading levels, reading accuracy and comprehension are determined using the Developmental Reading Assessment (DRA).

The September 2008 benchmarks results indicate that in Kindergarten 81% were below grade level, in first grade 57 % were below grade level, in second grade 55% were below grade level and in third grade 39% were below grade level. The following percentages reflect the number of English Language Learners who demonstrate limited oral language skills, in Kindergarten 41% (28 students), in first grade 46% (35 students), in second grade 36% (16 students) and in third grade 31% (9 students).

The Fall 2008 ECLAS-2 results demonstrated a high percentage of students in Kindergarten (81%) were below level on the ECLAS-2 Assessment. These results deemed 56 of the students in Kindergarten required academic intervention services. Spring 2009 ECLAS-2 results indicate that 10 of the Kindergarten students are still below level, 39 are on level and 16 are above level.

The Fall 2008 ECLAS-2 results for First Grade demonstrated that 57% were on level 1. These results deemed 43 of the students in First Grade required academic intervention services. The Spring 2009 ECLAS-2 results indicate 13 students in First Grade remain below level, 22 are on level and 34 are above level.

The Fall 2008 ECLAS-2 results for Second grade demonstrated that 55% were on level 1. These results deemed that 24 of the students in Second Grade required academic intervention services. The Spring 2008 ECLAS-2 results indicate that 13 students in the Second Grade remain below level, 15 are on level and 16 are above level.

The Fall 2008 ECLAS-2 results for Third Grade demonstrated that 39% were on level 1. These results deemed that 16 of the students in Third Grade required academic intervention services. The Spring 2009 ECLAS-2 results indicate that 3 students in the Third Grade remain below level, 22 are on level and 16 are above level.

Implications for 2009-2010 Instruction

Upon close examination of assessment data, specific strands emerged as deficit areas across grades. These areas are reading comprehension and listening and writing comprehension. This indicates a definite need for more guided reading, consistent daily independent reading with conferencing and more read alouds with accountable talk.

In Kindergarten, segmenting, decoding and spelling also seem to be areas of need. In second and third grade fluency of decoding is an area of need.

ECLAS-2 Assessment

		Fall 2008		Spring 2009	
		# of Students	% of Students	# of Students	% of Students
Kindergarten	Level 1	56	81%	10	18%
	Level 2	10	15%	39	60%
	Level 3	3	4%	16	25%
1st Grade	Level 1	43	57%	13	19%
	Level 2	19	25%	22	32%
	Level 3	14	18%	34	49%
2nd Grade	Level 1	24	55%	13	30%
	Level 2	16	36%	15	34%
	Level 3	4	9%	16	36%
3rd Grade	Level 1	16	39%	3	7%
	Level 2	16	39%	22	22%
	Level 3	9	22%	16	39%

- **Reading Assessment / Summary of Data Analysis/Findings**

The Spring 2009 DRA results for Kindergarten demonstrated that 6 % were still at the concepts of print level, 46 % were at the beginning or mid-year level and 48 % were at or above grade level.

The Spring 2009 DRA results for 1st grade demonstrated that 13 % were below grade level, 41 % were at the beginning or mid-year level, and 46 % were at or above grade level.

The Spring 2009 DRA results for 2nd grade demonstrated that 5 % were below grade level, 59 % were at the beginning or mid-year level, and 36 % were at or above grade level.

The Spring 2009 DRA results for the 3rd grade demonstrated that 2 % were below grade level, 56 % were at the beginning or mid-year level, and 42 % were at or above grade level.

The Spring 2009 DRA-2 results for 4th grade demonstrated that 76 % were below grade level and 24 % were at or above grade level.

The Spring 2009 DRA-2 results for 5th grade demonstrated that 47 % were below grade level and 53 % were at or above grade level.

Implications for 2009-2010 Instruction

The DRA-2 assessments indicate that the students continue to struggle with Reading Comprehension. As a school we will continue to develop our work on metacognition. We are in the process of researching alternative reading assessments.

PS 307 will continue our school-wide Read Aloud initiative in order to support students in improving their comprehension. Teachers on each of the grade levels will collaborate to identify grade specific Read-Alouds and the focus will be on employing think aloud prompts to get students to think aloud and use reading strategies that will help improve comprehension.

The school will also be launching a D.E.A.R. Time within the school day to encourage all students to take time to read and appreciate reading good literature.

- **ELA/ Summary of Data Analysis/Findings**

In January 2009, seventy-one 3rd and 4th grade students took the English Language Arts Test.

- Thirty-three 3rd grade students took the test; this number encompasses both general education and special education students. On this test, 2% scored a level 1, 20% scored a level 2, 66 % scored a level 3 and 12 % scored a level 4.
- Thirteen of the thirty-three 3rd grade students were Special Education students. Of these thirteen, 8 % scored level 1, 62 % scored level 2, 31 % scored level 3 and 0 % scored a level 4.
- Thirty-four 5th grade students took the test; this number encompasses both general education and special education students. On this test 3% scored a level 1, 21% scored a level 2, 76% scored a level 3, and 0% scored a level 4.
- Ten of the thirty-four 4th grade students were Special Education students. Of these ten, 10% scored a level 1, 30% scored a level 2, 60% scored a level 3 and 0% scored a level 4.

Implications for 2009-2010 Instruction

Most of our students were considered as proficient according to the English Language Arts New York State and New York City January 2009 test. In order for our students to progress as readers and writers initiatives will be implemented.

Assessments will be used to identify and monitor student progress throughout the year. School developed simulations will be administered and analyzed to identify student needs. Teachers and staff will collaborate to analyze data, formulate groups, identify materials, and establish a pacing calendar for test sophistication during the day, after-school, and/or a Saturday Academy.

SOCIAL STUDIES

Summary of Data Analysis/Findings (5th Grade Social Studies - 2008 to 2009)

Throughout the beginning of the 2008-2009 school year, we used a test preparation pre-test (Blast Off, Test A) and the Grade 5 Elementary Level Social Studies Test from November 2002 and 2006 to evaluate student progress toward meeting the standards for the test.

In September 2008, out of 30 students, 11.4% (4 students) were working at above grade level on the pre-test (November 2002).

In early October 2008, out of 30 students, 20% (6 students) were working at or above grade level on the mid-quarter evaluation (Blast Off, Test A used as a predictor).

In early November 2008, out of 31 students (1 new student), 75% (20 students) were working at or above grade level on a practice test (November 2006).

On the actual November 2008 New York State Elementary Level Social Studies Test, 31 students (99%) met or exceeded grade level standards. Overall, 30% achieved an above grade level score of 4, and 69% achieved a "working at grade level" score of 3.

Our findings suggest that the students starting 5th grade in the 2008-2009 school year had little previous knowledge of basic 5th grade level social studies skills, and gradually made progress toward meeting or exceeding grade level standards from September to mid-November 2008. The results also demonstrated the importance of data-based question essay results on the actual test, and the achievement of higher overall grades.

Implications for the 2009 - 2010 Social Studies Instructional Program

In order to increase the percentage of students demonstrating knowledge of 5th grade social studies curriculum at the start of 5th grade, the curriculum program of 4th grade students will include all subjects included within 5th grade test content. Progress for 4th grade students will be monitored by an analysis of their standard progress on unit goal related tests throughout the year. In addition, 4th grade students will complete an actual practice Grade 5 Elementary Level Social Studies Test in order to develop an action plan to target weakness areas for the students at the start of 5th grade.

SCIENCE

Summary of Data Analysis/Findings (4th Grade Science - 2008 to 2009)

Throughout the 2008-2009 school year, we used Grade 4 Elementary Level Science Tests from previous years, and 4th grade content science review books to monitor the content understanding progress of our 4th grade students.

Specifically, the 2002, 2004 and 2006 Grade 4 Elementary Level Science Tests were used as benchmarks to evaluate student progress toward meeting the standards for the Spring 2009 4th Grade Elementary Level Science Test.

In September 2008, out of 35 students, including 7 special education students, 50% were working at or above grade level on the pre-test (actual 2004 test used as a pre-test).

In February of 2009, out of 33 students, including 8 special education students, 75% were working at or above grade level on the mid-year evaluation (Spring 2006).

In April of 2009, out of 34 students, including 8 special education students, 98% were working at or above grade level on the mid-year evaluation (Spring 2002).

On the actual Grade 4 Elementary Level Science Test in May, out of 34 students, including 8 special education students, 99% met or exceeded grade level standards. Overall, 75% achieved an above grade level score of 4, and 24% achieved a working at grade level score of 3. One special education student received a grade level score of 2.

Our findings suggest that the students starting 4th grade in the 2008-2009 school year had previous knowledge of basic 4th grade level social studies skills, and gradually made progress toward meeting or exceeding grade level standards from September to May 2009. The results also demonstrated the importance of the relationship between performance test section results on the actual test toward the achievement of higher overall grades.

Implications for the 2009 - 2010 Science Instructional Program

In order to increase the percentage of students demonstrating knowledge of 4th grade science curriculum at the start of 4th grade, the curriculum program of 3rd grade students will be modified to include all subjects included within 4th grade test content. Progress for 3rd grade students will be monitored by an analysis of their standard progress on a PS 307-developed 3rd Grade Science Test throughout the year. In addition, 3rd grade students will complete an actual practice Grade 4 Elementary Level Science Test, and a PS 307 created practice performance test in order to develop an action plan to target weakness areas for the students at the start of 4th grade.

In addition to achieving an overall score of 87.5 out of 100 on the 2008-2009 NYC School Progress Report, some of our **greatest accomplishments** over the last couple of years are:

SCIENCE

- PS 307 has three Science Specialty Teachers who teach science to students from Kindergarten to 5th Grade three to four times a week. Thus, we are able to focus, differentiate, and enrich the mandated curriculum further through these three teachers dedicated to the subject. The school-wide science curriculum follows the mandated New York State Science Standards and Scope and Sequence. Each classroom teacher is therefore able to focus their instruction on the other core subjects.
- We piloted a PS 307 Family Science Explorations News Bulletin which is distributed at least two times a year. The News Bulletin engages students and families in important, at-home science activities, which are especially useful to families during school breaks. It includes science websites, museums, and experiments. All information goes hand-in-hand with the mandated, statewide science curriculum.
- We conduct an Annual School-wide Science Fair for grades K through 5th. The projects increase in complexity per grade and allow students to express their creativity through scientific explorations. Each year the students present their projects to both families and

Network personnel. Samples of science projects are on displayed throughout the building to serve as models for future scientific experiments.

ARTS

- PS 307 was awarded the 2008-2009 Parents As Art Partners (PAAP) Grant from The Center of Arts Education. This Saturday Family art grant involved 35 parents and their children, a trip to the Bronx Botanical Gardens, a teaching artist from the Lehman College Art Gallery, and PS 307 staff who created various visual art projects. In addition, we applied for and were awarded the 2009-2010 PAAP Grant.
- PS 307 was awarded the Cultural After School Adventures (CASA) Grant from the NYC Department of Cultural Affairs and the City Council. This funding will be used to support science and social studies recycling visual arts projects and theatre arts in 1st, 2nd, 3rd, 4th and 5th grades.
- PS 307 has a successful three year Visual Arts partnership with the Lehman College Art Gallery. Students have created visual art panels with science/social studies themes that are displayed both inside and outside the school building.
- 4th and 5th students have successfully participated in a two year theatre partnership with the American Globe Theatre. They have studied and performed "A Midsummer Night's Dream" and "Romeo and Juliet." This school year we enhanced the production by incorporating our Theatre Arts and Visual Arts partnerships.
- We piloted two Arts Enrichment After School Clubs that involved students Kindergarten through 5th grade. Visual arts projects with thematic themes have been framed and displayed throughout the building creating mini art galleries.

PHYSICAL EDUCATION

- In 2008-2009, PS 307 began membership in the Alliance for a Healthier Generation which is a partnership of the American Heart Association and the Clinton Foundation. This membership provides professional development, provides resources for teachers and staff to become healthy role models and to help students develop healthier lifestyles, provides coaching to expand the presence of healthy foods and beverages in cafeterias and provides increased opportunities for students to exercise and play. This partnership is continuing for 2009-2010.
- Students in grades 3 - 5 have participated in Annual Sports/Family Night. Sports Night gives the students and their families an opportunity for healthy and fun competitive events. This promotes good sportsmanship and family involvement.
- Upper grade students engage in "Power Walks" to promote a healthier life style.

TECHNOLOGY

- PS 307 received the Resolution A (RESOA) Grant from the City Council. Funding from this grant is allowing us to upgrade all of our classroom computers to brand new computers, upgrade computer furniture and purchase additional interactive white boards so that every class will be equipped with state of the art technology.
- As part of our Reading First Grant, each Kindergarten to 5th grade student received a free Ticket to Read log-in ID for the 2008-2009 school year. Due to the overwhelming participation of our students (we were #8 in the NYC area and #1 in the Bronx in student

usage of this online reading program), we were awarded a site license which enabled every student to once again have free access to this online program.

FAMILY INVOLVEMENT

- PS 307 has a fully functioning and active Parent Teacher Association (PTA). In addition, our engaged School Leadership Team (SLT) has 50% parent representation.
- PS 307 has a cadre of Learning Leaders who participate weekly in the workings of our school.
- We have greater than 50% participation at school events, which include but are not limited to, Grade Level Orientations, Science Family Curriculum Nights, Sports Nights, Parent Teacher Conferences, Performances, etc.
- All Principal to Family Letters and Flyers that are color coded and are sent home written in both English and Spanish.
- Our parents completion of the Learning Environment Survey has increased over the past two years to 93%.

The most **significant aids or barriers to the school's continuous improvement** are:

- **PHYSICAL SPACE**

A barrier that exists in our school is physical space. Our facility was not built as a school, but rather a synagogue. Therefore, necessary space and storage is lacking. The limited space limits the number of classes on a grade, and causes the inability to have a designated Science Lab, Computer Lab or an Art room. In addition, we do not have a school yard or play ground.

- **ENGLISH LANGUAGE LEARNERS**

Since our school is a small facility with limited space available, we currently can only house one monolingual class in 3rd, 4th and 5th grades. The limited space available does not allow for the addition of Transitional Bilingual, Dual Language or Self-Contained English as a Second Language classes to serve recent arrivals with little to no English Proficiency in these grades. While these students do receive their mandated ESL minutes each week from a certified ESL teacher, they receive all of their content area instruction in English. This presents a difficult challenge when these students are expected to take this year the same New York State Mathematics, and other Statewide examinations.

- **COMPLIANCE DOCUMENTS/REPORTS/SURVEYS/PLANS**

The number of reports, surveys, plans and other mandated and/or compliance document is creating a barrier toward running a successful school with improvements. The time commitment required to complete this paperwork coupled with glitches in technology is time consuming and takes away from the instructional focus of a school.

- **BUDGET CUTS**

The budget cuts received at the beginning of the school year with an additional 1% cut this January will begin to erode our implementation of successful program practices. In addition, the pending budget cuts for the 10/11 school year, with the inability to roll over any money to soften the blow, will have catastrophic effects in our journey to school improvement.

AIDS TO SCHOOL IMPROVEMENT - Aids allow a school to improve.

- **TEACHERS/STAFF COMMITMENT TO STUDENT PROGRESS**

A significant aid to the improvement of our school community is our teachers/staff commitment to student progress. This commitment is evident in the expansion of our data inquiry work. The current school year has seen an increase in the participation of teachers in action research. This action research not only allows teachers to analyze their students and their needs but allows for the identification and implementation of best instructional strategies. This work will result in the sharing of best instructional strategies and consistency at which it is implemented.

- **HIGH COMMITMENT TO PROFESSIONAL DEVELOPMENT**

The administration, teachers and staff dedication to high quality professional development (PD) is a definite aid to our school improvement! The professional development extends to classroom teachers, ESL teachers, AIS teachers, F-Status teachers, Educational Assistants and Science Specialty teachers. This evident commitment to PD allows time for sharing best practices and creates a climate of collaboration among all stake holders reinforcing our commitment to meet the needs of our students.

Our school provides flexible scheduling, common preps and planning time (both grade and cross grade) for our teachers. In addition, ongoing demonstration lessons and PD from consultants are provided. There are PD opportunities during the school day, as well as, after school and Saturdays in Literacy/ESL, Math, Science, Social Studies, and Technology. PD is not only provided on site by school personnel, but from College/Universities, Dept. of Ed., Network and outside organizations. There is also a strong budgetary commitment for professional development.

- **LENDING LIBRARY**

Another aid to our school environment this year is our newly developed relationship with "Read This Organization." This organization donated over 2,000 books to our school community. Some books were earmarked for Family/Parent Involvement Workshops, thus assisting our families develop their own home libraries. Other books have enabled us to establish a more extensive lending library in all of our Pre-K to 5th grade classrooms. The lending library gives our students the opportunity to take books home to be able to read independently outside of school. Reading independently at home and school is crucial to the reading progress of our students.

SECTION V: ANNUAL SCHOOL GOALS

Literacy Goals

- Goal 1: To increase student reading achievement as measured by the NYS ELA test in grades 3-5
- Goal 2: Create a school community where students become more goal-oriented and develop the ability to see their writing progress and create further goals.
To create a higher level of self-efficacy.
- Goal 3: To increase student reading achievement in grades K-2 by integrating systematic and explicit instruction in Phonemic Awareness and Phonics.

Math Goals

- Goal 1: Math Unit Goals will be identified for all grade levels Pre-K through grade 5 for each unit of study in alignment with the Everyday Math Program and NYS Standards.
- Goal 2: Develop and Implement a Problem Solving Strategy for grades Pre-K through Grade 2 to support current Problem Solving Initiative in Grades 3-5.
- Goal 3: Support sustainability for 65% of our grade 4 and grade 5 self-contained special needs students reaching grade level standards in mathematics achievement as evidenced by one year's growth on the NYS Math Test.

Science Goals

- Goal 1: To sustain and/or increase overall academic achievement and student understanding of the natural world.
- Goal 2: All PS 307 Science Curriculum Map Overviews (K to 5) will be revisited to ensure compliance with the NYC DOE Science Scope and Sequence. In addition, the Overviews will be enhanced to include goals for every unit of study and content focus, and a unit reinforcing ways for students to "Save the Earth" will be added.

Social Studies Goal

To enhance the implementation of our school wide Social Studies Curriculum (K-5) and overall academic achievement.

Art Goal

To enhance students exposure, appreciation and knowledge in the 4 Art Strands (Dance, Music, Theater and Visual Arts) - Pre-K to 5th Grade

Technology Goals

- Goal 1: To integrate technology into daily classroom instruction.
- Goal 2: To provide all students with access to instructional technology in their classroom.
- Goal 3: To provide training and technical assistance so that teachers and students will become adept in the use of instructional technology and to further the effective use of technology in the classroom.
- Goal 4: To increase academic achievement, including technology literacy of all students

SECTION VI: ACTION PLAN

Goal 1: Math Unit Goals will be identified for all grade levels Pre-K through grade 5 for each unit of study in alignment with the Everyday Math Program and NYS Standards.

MATH

<p>Annual Goal Goals should be <i>SMART</i> – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June 09 - Preliminary Math Unit Goal identification with classroom teachers and AUSSIE Math Consultants during Chancellor's Day Professional Development will begin. Teachers utilized NYS Standards and Data analysis from the Math Predictors (grades 1-5) and the End-of-Year Assessments (Pre-K - Kindergarten). Preliminary Math Unit Goals were drafted on the EDM Curriculum Map Overview. • By Aug 09 - The Preliminary Math Unit Class Goals identified in June 09 will be revisited and refined by the Math Team. • By Sept 09 - Refined Math Unit Goals will be reviewed and approved by the classroom teachers and posted on the revised EDM Curriculum Map Overview 09-10. These Maps will then be distributed to all teachers for implementation and posted on the School-Wide Math Bulletin Board. • By Sept 09 - June 10 - All classroom teachers will identify three Math Unit Goals prior to the commencement of each unit of study. • By Dec 09 - Teachers will revisit selection and implementation of Math Unit Goals to determine impact on classroom instruction. <p>By June 10 - Teachers will review and revamp Math Unit Goals piloted 09-10 during Chancellor's Day Professional Development. Teachers will utilize current Math Unit Goals, NYS Standards and Data analysis from the Math Predictors (grades 1-5) and the EDM End-of-Year Assessments (Pre-K - Kindergarten) to determine revisions for 2010-2011.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Chancellor's PD Day June 09 and June 10 • Aug 09 - Planning with Math Team • Aug 09 - Sept 09 - PD with Pre-K through 5th Grade Classroom Teachers, Administrator and AUSSIE Consultants • Sept 09 - Grade Level PD with AUSSIE Math Consultant when necessary • Sept 09 - One-to-One PD Support for New Teachers with AUSSIE Math Consultant • Monday Extended Day Math Professional Development (one mtg. per month) • Network 10 Math PD Calendar Days (1 per month per grade) • Chancellor's Day (full day professional development - June 10) • Lunch-N-Learns / Lunch-N-Shares • Common Planning (by Grade Level) • Teacher Conferencing with Consultants, EGCR, AIS Math Provider(s) and Administrators
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Staffing: AUSSIE Math Consultants, EGCR Teacher for Mathematics, AIS Math Provider(s), Administration and Classroom Teachers</p> <p>Scheduling: Lunch Shares, Common Preps, Monday Extended Professional Development</p> <p>Funding: Tax Levy / TITLE I SWP / CONTRACT FOR EXCELLENCE / EGCR</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Revised EDM Curriculum Map Overview with Identified Math Unit Goals
- Math Unit Goals posted on pink sentence strips in all classrooms prior to the implementation of the Unit of study.
- Professional Development Agendas and Att. Sheets
- AUSSIE Consultant Logs
- Math Professional Development Binder
- Grade level Planning Team Meetings (Lunch-N-Learns / Lunch-N-Shares or Common Preps)
- Assessments determining students meeting Unit Instructional Goals will include End-of-Unit tests from the EDM program, Kid-Watching & Recognizing Student Achievement, Periodic Assessments (Math Predictors for grades 1-5 and EDM Midyear and End-of-Year Assessments (Pre-K - Kindergarten), Math Acuity Assessments, and Math Simulations

SECTION VI: ACTION PLAN

MATH

Goal 2: Develop and Implement a Problem Solving Strategy for grades Pre-K through Grade 2 to support current Problem Solving Initiative in Grades 3-5.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By Sept 09 - During Extended Day Math Professional Development, teachers from all grades will review the Problem Solving Strategy for grades 3-5. Using this as a model, teachers will work collaboratively to develop a Problem Solving Strategy for Pre K - Grade 2. • By Oct 09 - June 10 - Lower grade classroom teachers will implement this Problem Solving Strategy. • By Oct 09 - June 10 - All teachers in grades Pre-K - Grade 5 will provide students with one period per week as a designated Problem Solving Block Period. • By Dec 09 - Teachers will revisit the structure and implementation of the Problem Solving Strategy (all grades) and make revisions as needed. <p>By June 10 - Teachers will engage in a final review of student work and data analysis to determine effectiveness, make modifications when necessary and expand/refine the Problem Solving Strategy from 09-10.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Sept 09 - Monday Extended Day Math Professional Development (one mtg. per month) • Sept 09 - Grade Level PD with AUSSIE Math Consultant when necessary • Sept 09 - One-to-One PD Support for New Teachers with AUSSIE Math Consultant • Monday Extended Day Math Professional Development (one mtg. per month) • Network 10 Math PD Calendar Days (1 per month per grade) • Lunch-N-Learns / Lunch-N-Shares • Common Planning (by Grade Level) • Classroom visits, demonstration lessons, and Intra-class Visitations during problem Solving Period • Teacher Conferencing, Planning and Debriefing with Consultants, ECGR, AIS Math Provider(s), and Administrators
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Staffing: AUSSIE Math Consultants, EGCR for Mathematics, AIS Math Provider(s), Administration and Classroom Teachers</p> <p>Scheduling: Lunch Shares, Common Preps, Monday Extended Professional Development, Intervisitations</p> <p>Funding: Tax Levy / TITLE I SWP / CONTRACT FOR EXCELLENCE / EGCR</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Problem Solving Strategies Posted in all classrooms • Utilization of Problem Solving Strategy during Problem Solving Period Identified in Flow-of-the-Day • AUSSIE Math Consultant Logs • Student Work will provide evidence of implementation of Problem Solving Strategy through sequencing of strategies used by students, organization and presentation of student work. • Teacher dialogue with students about strategies used during Problem Solving Period. • Teachers engaging in professional dialogue about student work • Assessments determining students engaging in Problem Solving Strategy will include Kid-Watching, Periodic Assessments (Math Predictors for grades 1 & 2 and EDM Midyear and End-of-Year Assessments (Pre-K - Kindergarten).

SECTION VI: ACTION PLAN

MATH

Goal 3: Support sustainability for 65% of our grade 4 and grade 5 self-contained special needs students reaching grade level standards in mathematics achievement as evidenced by one year's growth on the NYS Math Test.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By Sept 09 – Math Unit Goals will be identified for each Unit of study in the Everyday Math program. Individual Student Goals for Math will be established using these Math Unit Goals, individual student's IEP's, periodic assessments (Math Predictors), Math Simulations, Math Acuity Assessment and data resulting from the NYS Math test. The Math Unit Goals will guide classroom instruction and the Individual Student Goals will guide differentiated instruction. • By Sept 09 – June 10 – Math Unit Goals will be posted at the commencement of each unit of study. Individual Student Goals for Math will be updated on an individual basis as student's meet identified goals through cycles. • By Sept 09 – June 10 – Partner teachers in grade 4 and grade 5 will plan collaboratively to identify components of instruction identified for differentiated instruction to maintain grade level standards in math. • By Oct 09 – June 10 – A Push-In model utilizing AIS Math Provider(s) will target small group instruction and individual instruction for differentiation and intervention. • By Sept/Oct 09 Math AUSSIE Consultant will meet with Math Team and Classroom Teachers to develop a Preliminary Plan of Action for Identified Students. • By Oct / Nov 09 – Preliminary Plan of Action for Preliminary Plan of Action will be piloted. • By Dec 09 – Preliminary Plan of Action will be assessed and revised if necessary. • By Oct 09 – During Professional Development, teachers will receive additional training via modeling/demonstration on the use of whiteboard technologies / LCD projector, online resources and interactive software. • By Oct 09 – June 10 – Teachers in grades 4 and 5 will be provided with whiteboard technologies including Smart board and LCD projectors, online resources and interactive software to support EDM units of study. • By Oct 09 – June 10 – Teachers will meet collaboratively to review and discuss data and progress pertaining to special needs students.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Monday Extended Day Math Professional Development (one mtg. per month) • Network 10 Math Calendar Days • AUSSIE Math Consultant Logs • Lunch-N-Learns / Lunch-N-Shares • Common Planning (by Grade Level) • Classroom visits, demonstration lessons, and Intra-class Visitations • Teacher Conferencing, Planning and Debriefing with consultants, Partner teachers, AIS Math Provider(s), and Administrators

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staffing: AUSSIE Math Consultants, AIS Math Provider(s), Math Team, Administration and Identified Classroom Teachers</p> <p>Scheduling: Lunch Shares, Common Preps, Monday Extended Professional Development, Intervisitations</p> <p>Funding: Tax Levy / TITLE I SWP / CONTRACT FOR EXCELLENCE</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Instructional Unit Goals posted on sentence strips in grade 4 and grade 5 special needs classrooms and General Education partner teacher classrooms prior to the implementation of each EDM Math Unit of study • Assessments determining students meeting Math Unit Goals will include End-of-Unit tests from the EDM program, Kid-Watching & Recognizing Student Achievement, Math Predictors, Math Acuity Assessments, and Math Simulations. • Individual Student Goals will be monitored using an Individual Student Action Plan which will be maintained in a file folder. This file folder will be accessible to the teacher, the AIS Math Provider(s) and identified students to support monitoring of student achievement. • Data pertaining to special needs students from ARIS, NYS Math Exams, Math Acuity, Math Simulations as well as internal math assessments from 09 and 10 will provide evidence of sustainability representing one years' growth. • Student work samples and reflections will provide evidence of use and implementation of whiteboard technologies, online resources and interactive software.

SECTION VI: ACTION PLAN

Goal 1: To increase student reading achievement as measured by the NYS ELA test in grades 3-5 by teaching Metacognitive strategies for constructing meaning.

LITERACY

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By April 2010, 75% of students in grades 3, 4, and 5 who scored Level 3 and 4 will meet grade level standards on the NYS English Language Arts test. • By April 2010, 30% of the ELL students that scored Level 2 will meet one year's progress based on grade level standards on the NYS English Language Arts test. • By April 2010, 30% of the Special Education self-contained students that scored below level standards in grades 4 and 5 will meet one year's progress based on grade level standards on the NYS English Language Arts test. • By June 2010, the Literacy Task Force in collaboration with teachers will revise to improve the Test Sophistication Unit of Study to gradually weave test taking strategies into all the Curriculum Units of study. • By June 2010, 90 % of all teachers will participate in Professional Development in looking at quantitative data, reviewing of item analysis to inform instructional practices, to form goal specific recommendations, and professional goals.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • To enhance students' understanding of metacognitive strategies used to construct meaning before, during and after reading. • To deepen students language acquisition through speaking and writing for a variety of audiences and purposes in preparation for standardized testing. • To familiarize students with the English Language Arts format, the types of questions, test taking skills and strategies through reading, writing, speaking, listening and the studying of different genres. • To maintain student performance and progress by providing targeted instruction based on the needs identified from the New York State ELA scores. • To increase students application of reading strategies to improve understanding, fluency and comprehension. • To provide teachers with Professional Development that will deepen their understanding of literacy assessments, how to analyze and utilize this information to differentiate instruction and set goals.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> • The Literacy Task Force including AUSSIE Literacy Consultants will facilitate building a strong foundation for reading to learn in all content areas. • AUSSIE Literacy Consultants will provide professional support to teachers and AIS providers in teaching metacognitive strategies. • We will be employing the Reading Workshop model to foster understanding of the structure and intent of written text. This model will provide many classroom opportunities to explore the author's purpose, understand the author's message and for students to write responses that demonstrate their connections to the literature. • The Literacy Task Force, including AUSSIE Literacy consultants, will oversee the maintenance of portfolios throughout the school year. These portfolios will consist of ongoing student work with written teacher feedback, conferring notes and student self evaluations. Portfolio writing pieces will be selected through collaboration of teacher and student.

	<ul style="list-style-type: none"> The Literacy Task Force in collaboration with teachers will look at the breakdown of the item analysis to identify common trends across grades and groupings. <p>Staffing: AUSSIE Literacy Consultants, Early Grade Classroom Reduction (EGCR) for Literacy, Reading First Coach, F-Status staff, Administrators and Teachers.</p> <p>Scheduling:</p> <ul style="list-style-type: none"> Administrators in collaboration with the Literacy Task Force, teachers and Literacy AUSSIE Consultants have identified areas of need for Literacy Professional Development. As a result, the Extended Day Professional Development dates (one meeting a month), scheduled common preps (by grade level) and Lunch-n-Learns that will provide teachers opportunities to look at student data. Administrators in collaboration with the Literacy Task Force, and Literacy AUSSIE Consultants will provide an intensive literacy professional development on Election Day 2009. Teacher will have ongoing articulation at DIT meetings with Literacy AUSSIE Consultants, EGCR, and Administrators to discuss student needs, data, goals, curriculum, teacher needs, etc. <p>Funding:</p> <ul style="list-style-type: none"> Contract for Excellence Title I (SWP), Tax Levy, Title III, EGCR, Reading First
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> Student performance and progress as measured by the NYS ELA tests. Fountas & Pinnell Benchmark Assessments Comprehension and Fluency Rubrics

SECTION VI: ACTION PLAN

LITERACY

Goal 2: Create a school community where students become more goal-oriented and develop the ability to see their writing progress and create further goals. To create a higher level of self-efficacy.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June 2010, 90% of all students will be involved in goal setting and in keeping track of their progress, understanding their writing abilities. • By June 2010, 90% of all teachers will be involved in looking at student work in order to develop short, medium and long term goals for each student and plan targeted instructional lessons to facilitate students' performance towards the achievement of these goals. • By June 2010, the Revised Writing Curriculum Pacing Calendars in grades K- 5 that are aligned with the NYC DOE English Language Arts standards will include goals for the units of study focused on improving teaching, learning and student achievement. • By June 2010, 90 % of all teachers will participate in Professional Development driven by data analysis to inform instructional and professional goals for writing. • By June 2010, classroom teachers will be involved in revisiting, revising fine tuning unit goals, and providing feedback in the Beginning of year, Mid-year and End of Year to continue to improve the process.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Lessons developed to increase students' understanding of writing assessments, how useful they are and how they diagnostically inform and instruct both students and teachers on student progress. • The Literacy Task Force will facilitate the monitoring of writing baselines, interim and final assessments that measure overall student progress towards meeting goals, including benchmark assessments (ECLAS- 2). • The Literacy Task Force will facilitate the monitoring of student portfolios, including evaluating ongoing student work with written teacher feedback, conferring notes and student self evaluations. Writing portfolio entries will be selected through collaboration of teacher and student. • Based on formal and informal observations, teacher feedback, and Learning walks other Professional development opportunities (External) will be afforded to teachers that will inform them further on improving instructional strategies, the developing of units of study, differentiating instruction, etc.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Staffing: AUSSIE Literacy Consultants, Literacy Early Grade Classroom Reduction (EGCR), Reading First Coach, F-Status staff, Administrators, Teachers, and Per Diem Substitutes as needed.</p> <p>Scheduling:</p> <ul style="list-style-type: none"> • Administrators in collaboration with the Literacy Task Force, teachers and Literacy AUSSIE Consultants have identified areas of need for Literacy Professional Development. As a result, Extended Day Professional Development dates will be identified (one meeting a month) based on the needs of teachers and school wide initiatives. There will also be common prep planning sessions scheduled (by grade level) and Lunch-n-Learns to provide additional support, opportunities to provide feedback, provide updates or share what is working or not in the classroom.

	<ul style="list-style-type: none"> • Administrators in collaboration with the Literacy Task Force, and Literacy AUSSIE Consultants will provide intensive literacy professional development on Election Day 2009 in order to achieve the school's writing goals. • Teacher will have ongoing articulation with Literacy AUSSIE Consultants, ECGR, and Administrators to discuss student needs, data, writing goals, curriculum planning, teacher needs, etc. • Based on teacher feedback and needs, The Literacy Task Force will seek additional resources for External Literacy Professional Development opportunities (ELL, Special Ed, Content Area, etc.) • Data Inquiry Team will be involved in ongoing discussions about data, student needs, targeted instruction, progress monitoring, and student goal setting. <p>Funding:</p> <ul style="list-style-type: none"> • Contract for Excellence • Title I (SWP), Tax Levy, Title III, EGCR, Reading First
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Instructional Unit Goals posted on sentence strips in all classrooms prior to the implementation of the Units of study (grades 1-5) and Section (Pre-Kindergarten - Kindergarten) • Posted students goals charts in the classrooms, evident of keeping track of their progress, and understanding of writing abilities. • Professional development, Lunch and learn and Common Prep Planning sessions agendas and sign-ins of teachers collaboratively looking at student work to revisit student goals, revise goals and create new goals but limited to. • Periodic Assessments such as ELA Predictive (Short and Extended responses), Fountas and Pinnell assessments (writing portion) for grades 1-5 and ECLAS-2 Midyear and End-of-Year Assessments (Pre-Kindergarten - Kindergarten) will provide evidence of students meeting Unit Instructional Goals.

SECTION VI: ACTION PLAN

LITERACY

Goal 3: To increase student reading achievement in grades K-2 by integrating systematic and explicit instruction in Phonemic Awareness and Phonics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> The overall percentage of Benchmark students will be increased by 10% from the beginning of the year benchmark assessments to the end of the school year benchmark assessments as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (actual percentages to be determined once BOY assessments are complete).
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> By September, 2009 all PS 307 Reading Curriculum Map overviews in grades K to 2 will be revised to integrate systematic and explicit instruction in Phonemic Awareness and Phonics. By September 2009, an assessment calendar for when all teachers are required to administer benchmark and progress-monitoring (DIBELS) assessments will be provided. By September 2009 all K-2 teachers will have received preliminary PD on Phonemic Awareness & Phonics instruction, assessment, data analysis and differentiated instruction. Beginning-of-year assessments will be complete by October 9 to determine group placement and match with AIS provider. Key staff (e.g., AIS providers, EGCR and ELL teachers) will be included at meetings to examine data and create intervention plans. Class size will be reduced during the Reading Block by utilizing F-status & EGCR teaching staff to provide targeted small-group instruction. Small, flexible groups based on student performance on benchmark and progress-monitoring assessments will be formed in order to provide additional small-group instruction for students who do not master concepts taught during whole-group instruction. A Scientifically based Intervention Program (Fountas & Pinnell and/or Intervention Station) will be used for intensive students. Progress-monitoring assessments will be administered more frequently with strategic and intensive students. Ongoing PD in Phonemic Awareness and Phonics will be provided by the RF Coach throughout the SY 2009-2010. All K-2 teachers will be provided with at least 3 opportunities to observe in exemplary classrooms with time to debrief with coach throughout the school year. By June 2010, all K-2 teachers will have completed the NYS Reading Academy Phonemic Awareness and Phonics modules for PD on Scientifically-Based Reading Research (SBRR) practices.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Staff:</p> <ul style="list-style-type: none"> Reading First (RF) Coach F-Status RF teacher 2x/wk. & F-Status ELA teachers Classroom teachers (K-1-2) Early Grade Classroom Reduction teacher(s) (EGCR) & AIS providers ESL school-wide teacher & F-Status ESL teacher

	<p>Scheduling:</p> <ul style="list-style-type: none"> • Adjust school and/or classroom schedules to support efficient use of available instructional time • After school Program <p>Funding:</p> <ul style="list-style-type: none"> • Reading First funding (50% Coach) • Title 1 SWP funding • Title III LEP Funding • Tax Levy Children First Inquiry funding • Early Grade Class Size Reduction (EGCR) funding • Ensure funding for F-status teachers to support small group instruction. •
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • DIBELS mid-year and end year benchmark. • DIBELS progress monitoring using prescribed schedule (every 2 weeks for intensive students; every 4 weeks for strategic students). • Increased student achievement on DY0 assessments, Fountas & Pinnell Benchmark Assessments and running records. • PS 307 Reading Curriculum Map overviews. • PS 307 assessment calendar. • PD and lunch-time meeting Sign-in sheets. • Student Grouping • Inter-visitation log

SECTION VI: ACTION PLAN

SCIENCE

To enhance the implementation of our school wide Social Studies Curriculum (K-5) and overall academic achievement.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June 2010, all PS 307 Science Curriculum Map Overviews (K to 5) will be revamped and enhanced to include goals for every unit of study and content focus. • Two "Save the Earth" units will be added to each curriculum map overview. All overviews will include a unit on endangered animals by October 2009, and a unit on "Reduce/Recycle/Reuse" waste by March 2010. • By April 2010, 95% of all 5th grade students (general and special education) will complete small group science fair project in preparation for Middle School requirements. • Starting in May 2010, 95% of all 3rd grade students will complete a PS 307 developed Grade 4 Elementary Level Science Performance Practice Test. Results will be analyzed and a preliminary action plan for grade 4 developed. • A minimum of 20% of 3rd grade students will meet or exceed grade level standards for a practice Grade 4 Elementary Level Science Test administered in May 2010. Results will be analyzed and a preliminary action plan for grade 4 developed. • A minimum of 20% of student families will attend the December 2009 Science Family Curriculum Night and the March 2010 school-wide Science Fair/Family Curriculum Night. • A minimum of 70% of 4th grade students will meet or exceed grade level standards for the NYS Grade 4 Elementary Level Science Test.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • To provide students with tasks and project based activities that follow the PS 307 Science Curriculum Map Overviews (K to 5) and the 07-08 version of the NYC Science Scope and Sequence • To provide each classroom in grades K to 5 with both a live animal and a plant for observation and analysis during the school year • To hold an two annual Science Curriculum Family Nights to educate parents/guardians on how they can best help their children meet science curriculum grade level standards • To continue expanding our science audiovisual material collection to further support science instruction in all grades • To develop baseline, interim and final assessments to measure overall student progress towards science learning goals (K to 5) • To modify all baseline, interim and final assessments in grades 2 and 3 to include additional content and actual question format which reflect the content on the NYS Grade 4 Elementary Level Science Test • To conduct weekly hands-on experiments within science lessons to teach and reinforce the scientific method • To incorporate literacy skills, technology use and related art projects into science lessons • To use the scientific method as a guideline when developing whole class and/or small group Science Fair projects • To enrich the science curriculum through means of school trips, such as local museums, the Bronx Zoo, Bronx Botanical Gardens, the NY Aquarium, Green Meadows Farm, and the Hayden Planetarium • To supplement students science experiences with after-school and Saturday Science Academies for students in grades 2 to 5

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.

Staff:

- 3 Science Specialty Teachers
- School-wide Science Committee consisting of 3 teachers and administrators

Scheduling:

- Common Prep Planning
- After-school and Saturday Science Academies
- Annual Science Fair
- Grades K to 2 receive 50 minutes of instruction 3 times per week
- Grades 3 to 5 receive 50 minutes of instruction 4 times per week

Funding:

- Per Diem for Substitutes
- Per session Title 1 SWP
- Tax Levy Funding

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Completed Science Curriculum Map Overviews (K to 5) which include additional "Save the Earth" units and goals for every unit of study and content focus
- Completed Science Fair boards displayed during Science Family Night /Science Fair and throughout the school each April
- Completed Winter, Mid-Winter And Spring Recess Homework packages incorporating science activities for grades K to 5
- Results and analysis of baseline, interim and final assessments (grades K to 5)
- Action plans to increase the overall student performance of current 3rd graders on the Grade 4 Elementary Level Science Test based on completed written and performance practice tests
- Attendance of 20% of all student families at Science Family Nights /Science Fair events (attendance sheets, flyers, agendas)
- Photographs of science-related school events such as Science Curriculum Family Night, Science Fair, and school trips
- Student green work folders which include examples of completed scientific investigations and related ELA worksheets
- Completed Family Science Explorations Bulletin for winter, mid-winter and spring recess in English and Spanish.

SECTION VI: ACTION PLAN

To enhance the implementation of our school wide Social Studies Curriculum (K-5) and overall academic achievement.

SOCIAL STUDIES

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June 2010 all PS 307 Social Studies Curriculum Map Overviews (developed internally) in grades K to 5 will be revamped and enhanced to include goals for every unit of study and content focus. • A minimum of 70 % of 5th grade students will meet or exceed grade level standards in the 5th grade NYS Social Studies test (November 2009). • By June '10, a minimum of 25 % of 4th grade students will be able to score at least a level 2 (approaching grade level standards) on a practice NYS Grade 5 Elementary Level Social Studies Test. Results will be analyzed and a preliminary action plan for grade 5 developed. • By June '10, Pre-K to 5th grade students will increase their recognition and awareness of NYC Landmarks by viewing pictures and reading information about them throughout the school.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • To provide students with tasks and project based activities that follow the PS 307 Social Studies Curriculum Map Overviews (K to 5) and the DOE NYC Social Studies Scope and Sequence • To conduct, at least quarterly, Social Studies Committee meetings that will assist in developing and meeting our goals and objectives • To review existing Social Studies material resources and make recommendations for new organization by Unit and/or Content Focus & categorize them • To incorporate literacy skills, technology use and related art projects into social studies lessons • By June 2010, Social Studies Committee will review and make recommendations for revisions to the current Social Studies Curriculum Map Overview. • To develop baseline, interim and final assessments that measure overall student progress towards meeting Social Studies learning goals for the 4th and 5th grade. • To arrange instructional school trip sites that will support the Social Studies Curriculum to such places as the Museum of Natural History, Circle Line boat tour, and a walking tour of sites from the NYC/New Amsterdam period. • To develop and organize our Social Studies Audiovisual Library in order to enhance visual imagery of American History and support further the needs of our ELL students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Staffing:</p> <ul style="list-style-type: none"> • Classroom teachers at each grade level • School-wide Social Studies Committee consisting of teachers and administration <p>Scheduling:</p> <ul style="list-style-type: none"> • Common Prep Planning • After-School and/or Saturday Social Studies Academies (depending on funding) • Schoolwide Social Studies committee meetings

	<p>Funding:</p> <ul style="list-style-type: none"> • Title 1 SWP • Contract for Excellence • Tax Levy
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student folders and/or notebooks, containing evidence of project based tasks and activities (K-5) • Social Studies classroom bulletin board displaying student work • Revised PS 307 Social Studies Curriculum Map Overviews (K to 5) which include goals for every unit of study and content focus • The 5th grade database baseline, interim and final Social Studies assessments and the action plans to indicate the learning goals • Action plans to increase the overall student performance of current 4th graders on the Grade 5 Elementary Level Social Studies Test based on completed written and DBQ practice tests • Flyers, Principal to Family letters, and SLT agendas that inform the school community about guest speakers and school wide initiatives • Social Studies classroom bulletin board displaying student work • NYC Landmark Guide developed by the Social Studies Committee & distributed to staff to facilitate the teaching of the history and significance of each Landmark • Visual representations of NYC Landmarks strategically placed, and easily visible throughout the school building • Social Studies Committee meetings

SECTION VI: ACTION PLAN

ARTS

To enhance students exposure, appreciation and knowledge in the 4 Art Strands (Dance, Music, Theater and Visual Arts) - Pre-K to 5th Grade

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>We will continue to expand the Arts instruction and integrating with all content area and elaborating the Music, Visual, Dance and Theatre Art Programs by June 2010.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>To identify and purchase books and audiovisuals in the 4 Art Strands (dance, music, theatre and visual arts) To create a centralized Arts Lending Library</p> <p>DANCE STRAND</p> <ul style="list-style-type: none"> - To reach out to community resources, depending on funding, so as to provide students with opportunities to learn diverse styles of dance <p>MUSIC STRAND</p> <ul style="list-style-type: none"> - To schedule cultural trips utilizing NYC's cultural resources <p>THEATER STRAND</p> <ul style="list-style-type: none"> - To provide students in grades 4 & 5 with instruction in Theatre to increase/improve fluency, intonation and build confidence in performance through instruction with a teaching artist from The American Globe Theatre <p>VISUAL STRAND</p> <ul style="list-style-type: none"> - To identify students that have "creative, artistic potential" to participate in the Arts Enrichment Academy - To continue and expand (depending on funding) the Arts After-school Enrichment Academy to provide students with additional opportunities to pursue their visual artistic talents through projects using different art mediums
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<ul style="list-style-type: none"> - To pursue outside funding to support the development of the Arts for students and families (the PAAP Grant will be applied for again, CASA funding from Council Member Maria Baez was granted) <p>Staffing</p> <ul style="list-style-type: none"> - School-wide Arts Liaison - Classroom teachers/Paraprofessionals - Substitute teachers - Music/Dance Specialty F-Status teacher - Principal/Assistant Principal <p>Scheduling</p> <ul style="list-style-type: none"> - Schedule a school wide prep schedule to provide at least 1 or 2 music prep periods per week for K-1-2-3-4-5 - Schedule school wide musical and dance assemblies - Rearrange prep schedules to accommodate Art Partnership visits - Schedule after-school Arts Enrichment Academy

	<p>Funding</p> <ul style="list-style-type: none"> - Project Arts - TL Fair Student Funding - Tax Levy - Title 1 SWP <ul style="list-style-type: none"> - Per session for teachers coordinating the Arts Club - Purchase musical instruments, audiovisual materials, books, art supplies - Purchase art supplies (paper & different art mediums) for Art Club projects & classroom projects - Purchase frames to display visual art projects in the Art Gallery Buses for trips/Admission fees - Art Partnership fees
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> - Framed student artwork in PS 307's Art Gallery &/or in the hallways - Increased student visual artwork displayed on bulletin boards both in & outside classrooms - Displays of famous artworks in classrooms and/or alongside student artwork - Increased student recognition of famous visual works of art - Increased use of different art mediums/forms to accompany published writing pieces - Increased improvement in reading intonation & fluency as a result of Readers Theater - Increased student ability & confidence in public speaking

SECTION VI: ACTION PLAN

To enhance the integration of technology in grades Pre-K- 5

TECHNOLOGY

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June 2010, 8 Classrooms will be equipped with Eno boards • By June 2010, all teachers will have access to Elmo, projectors, printers and computers at all times • By September 2009, all classrooms will have at least two computers that are equipped with Internet access, word processing, research software, and specialty software. • By September 2009, all classrooms will have a working printer installed • By June 2010, technology will be used for enrichment, remediation and assessment of literacy, math, science and social studies curriculum
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Purchase additional instructional software • Purchase 8 Eno boards as a pilot • Seek additional funding, i.e. a technology grant, donors choose, etc.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Staffing</p> <ul style="list-style-type: none"> - School-wide Technology Coordinator - Classroom teachers/Paraprofessionals - Substitute teachers - Principal/Assistant Principal <p>Scheduling</p> <ul style="list-style-type: none"> - Schedule use of laptop carts, Elmo, LCD projectors, etc. - Rearrange prep schedules to accommodate Technology support periods - Schedule technology PD during lunchtime meetings and afterschool PD <p>Funding</p> <ul style="list-style-type: none"> - TL Fair Student Funding - Tax Levy - Title 1 SWP <ul style="list-style-type: none"> - Purchase technology equipment (Eno Boards, projectors, installations, etc.)
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> • Budget to ensure the purchase of needed technology • Records of staff member participation in technology training. • Integration of technology into the classroom measured by observation. • Teacher planning to reflect technology integration • Yearly inventory of hardware and software • Support and maintenance of technology as documented by technical support records

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

Part A.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	32	16	N/A	N/A	0	0	0	0
1	36	18	N/A	N/A	8	0	0	0
2	22	14	N/A	N/A	0	0	0	0
3	15	15	N/A	N/A	14	0	0	0
4	19	19	12	15	0	0	0	0
5	21	21	0	13	8	0	0	0

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	We use the following programs/strategies for ELA Academic Intervention Services: Fountas & Pinnell Intervention Kit (Gr. K -3) Additional Support Activities Harcourt Brace(Gr. 4- 5) Buckle Down (Gr. 3 -5) and Read, Write and Listen. 3-5). The Academic Intervention Services are provided to our students in a variety of methods - via small group during the school day using the Comprehension Strategies Kit (Grades 3-5) , the after school program and Saturday Academies. We have Classroom Teachers, Cluster Teachers, EGCR Teachers & F-Status teachers providing these services for students. We also use Reading First resources.
Mathematics:	We use the following programs/strategies for Mathematics Academic Intervention Services: Buckle Down (Gr. 3 -5) and Math Comprehensive Assessment. (Gr. 3- 5). The Academic Intervention Services are provided to our students in a variety of methods - via small group, during the school day, in the after school program and Saturday Academies. We have Classroom Teachers, Cluster Teachers, EGCR Teachers & F-Status teachers providing these services for our students
Science:	We use the following programs/strategies for Science Academic Intervention Services: Buckle Down Science (Gr. 4), Measuring Up Science (Gr. 4) and our own self-developed Science Performance Test (Gr. 4). The Academic Intervention Services are provided to our students in a variety of methods - via small group, during the school day, in our after school program and during Saturday Academies. We have Classroom Teachers & Cluster Teachers providing these services for our students. We also provided an after-school Science Academy for 5 th grade students to enhance their experiences and knowledge of scientific method. Experiments were selected from various middle school level resources. Science cluster teachers provided these services for our 5 th grade students.
Social Studies:-	For both the 5 th grade AIS students at the beginning of the school year to prepare for the November S.S. test, and for the 4 th grade AIS students toward the end of the school year to prepare them for 5 th grade, we use the following programs/strategies for Social Studies Academic Intervention Services related to the 5 th grade NYS Social Studies Test; such Social Studies Test Simulations using previous years' tests, creating hands-on models, plays, related test preparation Social Studies materials and DBQ related preparation materials. The Academic Intervention Services are provided to our students in a variety of methods - via small group, during the school day, in our after school program and during Saturday Academies. We have Classroom Teachers & Cluster Teachers providing these services for our students.
At-risk Services Provided by the Guidance Counselor:	NA
At-risk Services Provided by the School Psychologist:	NA
At-risk Services Provided by the Social Worker:	NA
At-risk Health-related Services:	NA

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

Part A: Language Allocation Policy (LAP)

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

The Language Allocation Policy Team at P.S. 307 is composed of many different members of the school community. The Principal, the Assistant Principal and the Reading First Coach are all a part of the LAP Team. The teachers who are involved in the LAP team include: the school-wide ESL teacher, our special education services teacher and our self-contained Kindergarten ESL teacher. In addition to the above referenced individuals our related service provider, as well as our Parent Coordinator and a parent of students currently enrolled in the school participate on our LAP Team. Our SAF is Shehnaz Hashim and our Children's First Network 10 leader is Maria Quail.

B. Teacher Qualifications

P.S. 307 currently has four ESL certified teachers on staff. Two of the certified teachers are full time teachers; one teaches a self-contained kindergarten ESL class while the second provides push-in/pull out ESL services to the remainder of the ESL students in the school. The remaining two ESL certified teachers are F-status teachers who currently come to P.S. 307 two days a week to work with ESL students in all grades. The school does not currently have any certified bilingual teachers, certified NLA/FL teachers or content area teachers with bilingual extensions on staff. We do not have any special education teachers with bilingual extensions. We currently have one teacher who services some of our ELL's who is in the process of obtaining her ESL license but has not completed the requirements as of yet.

C. School Demographics

P.S. 307 has 324 students in our school, 88 of these students are ELL's. English Language Learners compose 24.16% of our student population.

Part II: ELL Identification Process

(1) In compliance with State and Federal requirements, P.S. 307's bilingual school secretary, four of five bilingual school aides, and our bilingual parent coordinator (experienced in assisting with the Home Language Questionnaire) help parents/families to complete the Home Language Questionnaire (HLQ) when they are registering a student who is new to the NYC public school system. In addition, an oral interview is conducted in English as well as Spanish by an administrator or teacher to determine home language and ESL entitlement. If the survey and interview reveal that the student is required to be LAB-R tested, a certified ESL teacher (who is trained in administering the LAB-R) administers the test to determine if the student is eligible for ESL services. The initial screening, administration of the HLIS and the administration of the LAB-R are conducted by an ESL certified teacher. Currently, P.S. 307 has one full-time certified ESL teacher and two part time, F-Status ESL certified teachers who work together on these tasks. In addition, a staff of bilingual administrators, a parent coordinator and school aides assist the teachers in ensuring the process runs smoothly.

Throughout each school year, there is ongoing and consistent communication between the ESL and main office staff to maintain an updated list of ELL students within the school. This communication and coordination is extremely important in order to ensure that all new admits are reviewed and, when necessary discharged, so that a list of students with mandated ESL services is kept current at all times. This collaboration becomes increasingly important and necessary right before the NYSESLAT. A team works together to ensure that all required students are identified and tested with the NYSESLAT. In accordance with city and state regulations, all required steps are followed to ensure the security and timely return of NYSESLAT testing materials.

When P.S. 307 receives the NYSESLAT scores in the fall, the data is used to identify which students are still eligible for ESL services and to place them with ESL certified self-contained or pull-out/push-in teachers. Professional development will continue to be offered to instructional staff to explain the LAB-R and NYSESLAT tests and scores to expand teachers' knowledge about ELL assessments. A segment on ESL strategies essential for ELL students gives staff members the ability to embed various ESL strategies into their planning so that teaching and learning can be most effective. P.S. 307 seeks to provide professional development on proven ESL strategies and techniques such as the use of music, pictorial representations, activating prior knowledge, building background, kinesthetic activities, and body language in order to help students succeed academically. Professional development will also focus on the use of critical thinking skills and vocabulary development.

This entire process is overseen by our Assistant Principal, who has bilingual certification and educational training, and is our school's test coordinator.

Administering the NYSESLAT

The school takes many steps to prepare and administer the NYSESLAT examination. Well in advance of the testing windows, we will want to run a school-wide test history report to make sure we have accurately identified all eligible ELL students in the school. We will compare this report against our existing list to make sure all entitled/eligible ELL students will be tested. In addition, we will also keep close watch on all admitted and discharged students around the time of the test so that we can ensure our list is as accurate as possible. We will also check IEPs for the ELL students who need testing accommodations. The same will apply for any general education ESL student who may need any additional testing accommodations not already provided to ELL's.

Also before the test, we will visit the City's testing calendar site for the exact assessment dates, as well as the State's NYSESLAT homepage to check for the School Administrator's Manual and other testing information. We will also constantly check the City's testing memo site for other important memos that will provide city-specific administration directions and guidelines.

Once we know the specific test dates of the tests we will begin to make test schedules. The ESL teachers typically make one over-all schedule that shows on which dates the different parts of the tests will be given first. An example of a Sample NYSESLAT Overview Schedule is below:

Monday	Tuesday	Wednesday	Thursday	Friday
4/6 NYSESLAT Speaking window opens.	4/7	4/8	4/9 SPRING BREAK	4/10 SPRING BREAK
4/13 SPRING BREAK	4/14 SPRING BREAK	4/15 SPRING BREAK	4/16 SPRING BREAK	4/17 SPRING BREAK
4/20	4/21	4/22	4/23	4/24 Paperwork and Preparation
4/27 K <i>Speaking</i>	4/28 1 st <i>Speaking</i>	4/29 2 nd to 5 th <i>Speaking</i>	4/30 2 nd to 5 th <i>Speaking</i>	5/1 All Grades <i>Speaking</i> Make-Ups
5/4 NYSESLAT Listening, Reading & Writing Window Opens.	5/5 K to 5 <i>Listening</i>	5/6 All Grades <i>Listening</i> Make-Ups	5/7 K to 5 <i>Reading</i>	5/8 All Grades <i>Reading</i> Make-Ups
5/11 All Grades <i>Listening & Reading</i> Make-Ups	5/12 K to 5 <i>Writing</i>	5/13 All Grades Make-Ups and Packing	5/14 All Grades Make-Ups and Packing	5/15 NYSESLAT testing Window Closes. Grids DUE BY NOON.

Once the school's test coordinator and administration have approved the overview schedule the ESL teachers make more specific schedules to show at which times on each day you will administer the different test sections. Some things that are considered while making these schedules include:

- How many students need to be tested in each grade, and in each class?
- Are there enough students who need to be tested that you can go into one class and administer the test in their regular classroom?
- Does it make more sense to pull the students who need to be tested to a different location?
- What other locations and personnel are available to help you with administering the test?
- If you are going into one class to administer the test to a large group of students, are there any non-ELL's in the class? If so, where will they go during the testing?

For the speaking test, the list of NYSESLAT eligible ELL student will be used to schedule specific testing times for each student to ensure that each student gets tested. Examples of the speaking, reading, writing and listening schedules can be found below:

Sample NYSESLAT Speaking Test Schedule

This schedule is set up so that two students would be tested every fifteen minutes (by two proctors).

NYSESLAT 2009 Testing Schedule Speaking					
DATE:					
TIME	STUDENT	LEVEL	TEACHER	ADMINISTRATOR	TESTED
9:00					
9:15					
9:30					
9:45					
10:00					

Sample NYSESLAT Listening, Reading, and Writing Schedules

New York State English as a Second Language Achievement Test (NYSESLAT)
DETAILED TESTING SCHEDULE

* TUESDAY MAY 5, 2009 *

PERIOD	Time	Grade	TEST Section
2	9:25-10:20	K	<i>Listening</i>
3	10:20-11:15	1 st	<i>Listening</i>
4	11:15-12:10	2 nd	<i>Listening</i>
		3 rd	<i>Listening</i>
		4 th	<i>Listening</i>
6	1:10-2:05	5 th	<i>Listening</i>

* THURSDAY MAY 7, 2009 *

PERIOD	Time	Grade	TEST Section
2	9:25-10:20	1 st	<i>Reading</i>
3	10:20-11:15	K	<i>Reading</i>
4	11:15-12:10	2 nd	<i>Reading</i>
		3 rd	<i>Reading</i>
		4 th	<i>Reading</i>
6	1:10-2:05	5 th	<i>Reading</i>

*** TUESDAY MAY 12, 2009 ***

PERIOD	Time	Grade	TEST Section
2	9:25-10:20	K	<i>Writing</i>
3	10:20-11:15	1 st	<i>Writing</i>
4	11:15-12:10	2 nd	<i>Writing</i>
		3 rd	<i>Writing</i>
		4 th	<i>Writing</i>
6	1:10-2:05	5 th	<i>Writing</i>

Communicating With Families about the NYSESLAT

Communicating NYSESLAT testing dates with families is essential. The school sends out a letter to families informing them of which dates the different parts of the test will be given. We feel it is important for families to know when the different parts of the test will be given so that they can help students get a good night sleep the night before, and eat a good breakfast that morning. We also use the letters to remind families at what time they can bring students to school for school-provided breakfasts. An example of one of these Family Letters is below:

Sample NYSESLAT Family Letter:

Principal to Family Letter # 78

Re: New York State English as a Second Language Achievement Test (NYSESLAT)

Dear Parent/Guardian:

During the months of April and May, 2009 we will be administering the NYSESLAT examination to all of our English Language Learner (ELL) students in grades K through 5th. The NYSESLAT assesses progress in English acquisition in four language areas (*Speaking, Listening, Reading and Writing*). The data received from the NYSESLAT allows us to determine which instructional standards must be reinforced in order to ensure that ELL students become fully proficient in English.

The *Speaking* section of the NYSESLAT will be administered to your child individually by one of our ESL teachers. The three other sections of the NYSESLAT (*Reading, Writing and Listening*) will be administered by our ESL teachers on three separate specific days (please see chart below).

The NYSESLAT exam is an important assessment tool used to determine your child's proficiency level in English. We ask your support by **making sure that your child is well rested, has a good night sleep and eats breakfast in the morning.** You may send your child to school at 7:50 a.m. if you wish for him or her to eat breakfast at the school.

Please feel free to contact us if you should have any questions. We have also attached a Parent Information Brochure which provides more information regarding the NYSESLAT assessment.

Dates of Tests	Section of NYSESLAT
April 27-30, 2009	Speaking
Tuesday, May 5, 2009	Listening
Thursday, May 7, 2009	Reading
Tuesday, May 12, 2009	Writing

Sincerely,

Approved: _____

L.P. Fuentes, *Principal*

Yolanda Valez, Assistant Principal

Kate Lenzser, ESL Coordinator

This letter is distributed in both English and Spanish.

The State also provides Parent Brochures that help explain the NYSESLAT, its purpose, and its components to families. The school will typically send this brochure to families with our test schedule letter. The Parent Brochure also includes a link to a website with sample NYSESLAT tests, so that families can see what the test looks like, and even practice at home with their student(s).

Communicating With Classroom Teachers about the NYSESLAT

At the beginning of the NYSESLAT preparation process, a letter is distributed to classroom teachers explaining the importance of the test, what help the ESL teachers will need from them to administer the test, and how the test administration will work. A copy of the testing schedule is also attached so that teachers can know which days their instruction will be affected so that they can plan accordingly. Typically students are pulled individually or in small groups to complete the different portions of the examination. This information, including the names of the children affected is also shared with the classroom teacher.

Administering the Test

When the testing materials are received the School Administrator's Manual is opened in order for the testing coordinator to become familiar with information about administering the test, important testing dates and timelines, and when the test needs to be packed up and returned to the publishing company. The test is administered as described above and through following the instructions in the School Administrator's Manual. The students who are required to take the test are pulled either individually or in small groups by grade level and taken to a secure testing location to be given the test by an ESL teacher.

(2) At the beginning of the year ELL Parent Orientation meeting, The New York City Department of Education Orientation Video for Parents of English Language Learners informing them of the three options in programming is shown to all parents in attendance. ELL Family Orientation Meetings are held to inform parents/families of the various program choices they have, the program that P.S. 307 offers, and information on the curriculum. All workshops are conducted in English and Spanish via the Parent Coordinator, and or other members of the staff, parent volunteers and PTA Executive Board members. The school ESL coordinator follows up with parents via telephone, written notices and in person meetings, who did not attend the orientation to ensure that all parents have been informed of their options. Home outreach and communication with families whose home language is not English is facilitated by our Principal, Assistant Principal, Parent Coordinator, and four of five of our School Aides who are all bilingual in English and Spanish. These human resources assist us in maintaining open lines of communication between school and home.

(3) At the beginning of the year ELL Parent Orientation meeting, The New York City Department of Education Orientation Video for Parents of English Language Learners informing them of the three options in programming is shown to all parents in attendance. Once the video has been viewed the Entitlement Letters, Parent Survey and Program Selection are distributed to the parents in both English and Spanish and are completed by the parent before leaving the orientation. For those parents who are not in attendance at the orientation, the ESL Coordinator consistently follows up with them in order to ensure that those parents come into the school to view the video, be informed of their options and to complete the forms. As new students are

admitted, the parents are asked to bring their child to school themselves on the first day so that the parent may learn about the three options, view the video and complete the forms.

Home outreach and communication with families whose home language is not English is facilitated by our Principal, Assistant Principal, Parent Coordinator, and four of five of our School Aides who are all bilingual in English and Spanish. These human resources assist us in maintaining open lines of communication between school and home. Should a parent speak a language other than those spoken by the staff at the school, the school will contact the translation office to arrange for a translator to accommodate the parent's needs.

(4) When P.S. 307 receives the NYSESLAT scores, as well as the LAB-R scores in the fall, the data is used to identify which students are eligible for ESL services and to place them with ESL certified self-contained or pull-out/push-in teachers. In the fall of each year, after certified ESL teachers have finished identifying and testing required students to determine ESL service eligibility, parents whose students are newly identified as ELLs are invited to our ELL Parent Orientation. At the ELL Parent Orientation, families are shown the Chancellor's video that explains the different program options for ELLs, the ESL staff and bilingual Parent Coordinator explain the program and curriculum at our school, and families fill out and submit their Program Selection Forms.

Based on families' Program Selection Forms, we incorporate students whose families selected Freestanding ESL into our program. While we have yet to encounter a family requesting an alternative program option, should we encounter a family who selects Bilingual or Transitional Bilingual we would help them find schools that can accommodate their preference. In kindergarten, ELL students are placed in one or two of the three kindergarten classrooms. Students are placed either with a self-contained ESL certified classroom teacher, or with a Common Branch certified teacher. The ELL students who were not serviced by their ESL certified classroom teachers, are grouped together by English proficiency level (from LAB-R and NYSESLAT results) and receive the mandated ESL services through a push-in/pull-out program by a certified ESL teacher and a certified ESL F-Status teacher. ELL students in grades 1-5 are grouped together based on English proficiency level and placed into classrooms with Common Branch certified teachers (for example, students at the beginning and intermediate levels of English proficiency are placed with one teacher, the advanced level students with another) and receive the mandated ESL services through a push-in/pull-out program by a certified ESL teacher and a certified ESL F-Status teacher. Students are grouped together by English proficiency level to increase the efficiency of the push-in/pull-out program and maximize the effectiveness of in-house and AUSSIE coaches.

(5) Since the opening of P.S. 307 in 2003, 100% of the parents of ELL's who have completed the Parent Survey at P.S. 307, have chosen to enroll their students in our ESL Push-In/Pull-Out program. While we do not currently have bilingual or dual education programs at P.S. 307, our staff does convey to parents that these programs are available at other schools in the area and that we will assist them in finding a school that can provide their child(ren) with the opportunity to participate in a bilingual or dual language setting.

(6) We have reviewed our Parent Surveys and Program Selection forms for the past several years and they have revealed that 100% of the parents (who completed the parent survey forms at P.S. 307) have opted to have their children participate in a free-standing ESL program. Based on the 100% request rate for a free-standing ESL program we can say that the model of ESL instruction that we currently offer does align with parent requests.

Should we ever encounter a situation in which a parent requests bilingual education and/or dual language education for their child, our staff does convey to parents that these programs are available at other schools in the area and that we will assist them in finding a school that can provide their child(ren) with the opportunity to participate in a bilingual or dual language setting.

Part III: ELL Demographics

Programming and Scheduling Information

A. ELL Programs

P.S. 307 currently has a Free Standing ESL Program in place with one self-contained Kindergarten class. We do not have a Transitional Bilingual Education program or a Dual Language program at this time. In our Freestanding ESL program, we have one Self-Contained Kindergarten class and two Kindergarten classes with ELL's who receive push-in/ pull out services. In first grade we have three classes with ELL's who receive push-in/pull out services. In each second grade, fourth grade and fifth grade we have two classes that receive push-in/pull out services. Finally, in third grade we have one class with ELL's who receive push-in/pull out ESL services. We have a total of 13 classes in our school.

B. ELL Years of Service and Programs

Of the 88 ELL's at P.S. 307, seventy-two of them are Newcomers, receiving 0-3 years of service, while 7 of them are in Special Education, 13 are ELL's receiving service 4-6 years and 3 of them are Long-Term ELL's who have completed 6 years of services. P.S. 307 does not have any SIFE students enrolled.

Of our 72 ELL's who are Newcomers, all 72 of them participate in an ESL program and none of them are SIFE and none of them are currently enrolled in a Special Education program. Of the 13 ELL's receiving services for 4-6 years, all 13 of them are in an ESL program, none of them are in SIFE and 4 of them are in Special Education. Of our Long-Term ELL's, all three of them are in an ESL program and all three of them are in a Special Education setting.

C. Home Language Breakdown and ELL Programs

The sections titled "Transitional Bilingual Education," and "Dual Language (ELLs/EPs)" do not apply to P.S. 307 as we do not have these programs at our school.

Within our Freestanding English as a Second Language program all 15 of our Kindergarten ELL's speak Spanish as their home language. In first grade, 31 of the 33 ELL's speak Spanish at home, with 1 speaks Arabic and one speaks Twi (other) at home. In second grade, all 15 of our ELL's speak Spanish at home. In third grade, all three of the ELL's speak Spanish at home. In fourth grade, 9 of our 10 ELL's speak Spanish at home while 1 speaks French. Finally, in fifth grade, 11 of the 12 ELL's speak Spanish at home, while 1 speaks an "other" language, not listed on the chart.

D. Programming and Scheduling Information

(1) The ELL program at P.S. 307 is a push-in/pull-out model. For students classified as Beginners or Intermediates as per the LAB-R and NYSESLAT, our school complies with CR-PART 154 and provides these students with two units of ESL instruction or 360 minutes of ESL instruction under the guidance of a certified ESL teacher per week. Those students who have been identified as Advanced level or former ELL's receive one unit, or 180 minutes of ESL instruction with a certified ESL teacher per week. Each of the identified groups completes these minutes each week through 55 minute long periods, both out of the classroom as well as in the classroom. When pulled out of the classroom, group sizes average five to six students per group. Using both push-in and pull-out models simultaneously allows for the gradual transition to total push-in instruction for these ELL students.

The push-in/pull-out model used at P.S. 307 places students into both homogeneous groups as well as heterogeneous groups. This model allows students to work in whole class settings as well as small group settings. Depending on the number of ELL students in each grade and each class in each proficiency level, as well as the needs of each student, some groups are homogenous in grade level, while some are heterogeneous in grade level. In addition, depending on the number of students in each grade and class in each proficiency level, as well as the needs of each student, some groups are homogeneous in proficiency level, while some are homogeneous in proficiency level. For example, a general education fourth grade ELL beginner will have small group instruction with a certified ESL teacher and four other beginner students. He will also receive ESL instruction within a whole class setting when a certified ESL teacher pushes in to the general education fourth grade classroom.

(2) P.S. 307 has retained two certified ESL teachers and two F-Status certified ESL teachers. In Kindergarten, ELL students are placed in two of the three classrooms. Students are placed either with a self-contained ESL certified classroom teacher, or with a Common Branch certified teacher. The ELL students who are not serviced by their ESL certified classroom teachers, are grouped together by English proficiency level (from LAB-R and NYSESLAT results) and grade and receive the mandated ESL services through a push-in/pull-out program by a certified ESL teacher and a certified ESL F-Status teacher. ELL students in grades 2-5 are placed into classrooms with Common Branch certified teachers and are grouped together based on English proficiency level and grade to receive the mandated ESL services through a push-in/pull-out program by a certified ESL teacher and a certified ESL F-Status teacher. Students are recent arrivals may be grouped together in heterogeneous grade groupings in order to receive intensive ESL instruction in a pull-out, small group setting. Students who fall in the beginning and intermediate levels of language proficiency receive two units of ESL instruction for a total of 360 minutes weekly. Students who fall in the advanced level of language proficiency receive one unit of ESL instruction for a total of 180 minutes.

When an ESL teacher pushes into a classroom, she will co-teach with the classroom teacher and provide additional supports in the lesson to support the ELL's in the class. If the students are working on independent or group work the ESL teacher will pull the ESL students aside into a small group within the classroom setting to work on the material with the small group. The teacher will use ESL strategies as well as scaffolding and differentiation to ensure the ELL's master the material at hand. In this model the ESL teacher and the classroom teacher will look at the lesson together before it is taught to discuss how to deliver the material to reach all learners. The ESL teacher will work to incorporate methods to ensure the instruction is reaching the ELL's in the classroom.

In our self-contained Kindergarten classroom, the classroom teacher is certified in ESL and is responsible for delivering the mandated minutes to the ELL's in the classroom. In addition to all day instruction with an ESL certified teacher as the classroom teacher, the beginner and intermediate students in the classroom receive additional minutes, beyond their mandated minutes in a small group setting from an F-status ESL certified teacher.

When students are pulled out for ESL instruction they are typically pulled out by English proficiency level and grade. Our Special Education ELL's are served based on their level and grade as well, however they are pulled out during a different time period than their general education peers.

P.S. 307 ensures that all ELL students receive their mandated minutes by constantly evaluating the schedule of all ESL teachers to ensure they are reaching all of the ELL's they are to service. If a teacher feels she is unable to meet with all of the ELL's she is responsible for servicing the schedules

are re-evaluated to ensure all students are receiving their mandated minutes. When scheduling conflicts arise (assemblies, field trips, etc.) the ESL teachers work with the administration as well as the classroom teacher to rearrange schedules for the day to ensure that the ELL students receive as many of their mandated minutes as possible that day.

(3) In order to meet high academic standards, ELL students benefit from the same curriculum as their English proficient counter-parts. Across the grades in writing, this is implemented through the system-wide Comprehensive Instructional Approach in Literacy, which is part of the NYC Department of Education's Initiative. All grades utilized the writing workshop model in order to meet NYC standards. In grades four and five, delivery of the Comprehensive Instructional Approach is executed via a workshop model of teaching that includes daily read-alouds, shared reading, guided reading, independent reading, and word study. In grades K- 3, all students receive instruction based on the Reading First Program. This certified No Child Left Behind (NCLB) program provides phonemic awareness skill building, whole class reading, independent reading, and small group guided reading, and components that scaffold in specific strategies to assist ELL students. Instruction is aligned with the New York State and New York City Core Curriculum Standards in order to assist students in meeting grade level benchmarks.

During the instructional day, the pull-out/push-in program uses the Reading First ELL Intervention Kit to provide the required services to the ELL students in grades K-3. The ELL Intervention Kit provides opportunities for the students to practice the literacy skills introduced in their classrooms during Reading First periods, while developing and strengthening their reading, writing, listening and speaking skills. For grades 4-5, the pull-out/push-in program infuses ESL teaching strategies into the school's reading and writing curriculum maps, so that students receive the extra scaffolding they need, while still learning the same skills and information as their monolingual classmates.

In addition to receiving the same Mathematics, Science and Social Studies instruction as their proficient counterparts as per city and state mandates, ELLs at P.S. 307 also benefit from numerous other interventions in these areas. P.S. 307 provides Academic Intervention Services (AIS) during the academic day, during ELL After School Institutes, as well as during ELA, Math, Science, and Social Studies Academies that are held after school and on Saturdays. A variety of instructional materials (such as Reading First's Moving into English, and Avenues, Everyday Math, computer software, hands-on models, plays, historical documents, etc.) and test sophistication materials (such as Buckle Down, Kaplan Test Taking Skills, Blast Off, etc.) are utilized to provide additional support. AIS is provided to our students in a variety of methods - via small groups, interactive experiments, and whole-class activities. All students, including ELLs, are involved in, or invited to the programs and services offered to their grades. Groups are determined based on data analysis (i.e. ITA's, NYSESLAT and LAB-R scores, ECLAS-2 assessments, DRA and DRA-2 assessments, and ELA Simulations). We have Classroom Teachers, Specialty Teachers, EGCR Teachers & F-Status teachers providing these much needed services for students.

Sample schedules for ELL students in a self-contained ESL certified classroom teacher can be seen below:

**Beginner ELL In Self-Contained Classroom
Sample Schedule**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:15 - 8:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
2	8:30 - 9:25	Reading First 1	Everyday Math	Reading First 1	Reading First 1	Writing
3	9:25 - 10:20	Reading First 2	Math Centers	Reading First 2	Everyday Math	Reading First 1
4	10:20 - 11:15	Science	Reading First 1	PE and Music	Reading First 2	Everyday Math
5	11:15 - 12:10	Lunch	Lunch	Lunch	Lunch	Lunch
6	12:15 - 1:10	Everyday Math	Reading First 2	Writing	Math Centers	PE and Music
7	1:10 - 2:05	Writing	Science	Math Centers	Writing and Social Studies	Math Centers
8	2:05 - 3:00	Math Centers	Writing and Social Studies	Everyday Math	Science	Reading First 2
9	3:00 - 3:13	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom

**Intermediate ELL In Self-Contained Classroom
Sample Schedule**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:15 - 8:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
2	8:30 - 9:25	Reading First 1	Everyday Math	Reading First 1	Reading First 1	Writing
3	9:25 - 10:20	Reading First 2	Math Centers	Reading First 2	Everyday Math	Reading First 1
4	10:20 - 11:15	Science	Reading First 1	PE and Music	Reading First 2	Everyday Math
5	11:15 - 12:10	Lunch	Lunch	Lunch	Lunch	Lunch
6	12:15 - 1:10	Everyday Math	Reading First 2	Writing	Math Centers	PE and Music
7	1:10 - 2:05	Writing	Science	Math Centers	Writing and Social Studies	Math Centers
8	2:05 - 3:00	Math Centers	Writing and Social Studies	Everyday Math	Science	Reading First 2
9	3:00 - 3:13	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom

**Advanced ELL In Self-Contained Classroom
Sample Schedule**

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:15 - 8:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
2	8:30 - 9:25	Reading First 1	Everyday Math	Reading First 1	Reading First 1	Writing
3	9:25 - 10:20	Reading First 2	Math Centers	Reading First 2	Everyday Math	Reading First 1
4	10:20 - 11:15	Science	Reading First 1	PE and Music	Reading First 2	Everyday Math
5	11:15 - 12:10	Lunch	Lunch	Lunch	Lunch	Lunch
6	12:15 - 1:10	Everyday Math	Reading First 2	Writing	Math Centers	PE and Music
7	1:10 - 2:05	Writing	Science	Math Centers	Writing and Social Studies	Math Centers
8	2:05 - 3:00	Math Centers	Writing and Social Studies	Everyday Math	Science	Reading First 2
9	3:00 - 3:13	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom

Since P.S. 307 only has a Free Standing ESL program, all instruction is delivered in English. Content is made comprehensible to ELL's using many different approaches. Grade-level content is delivered in whole class, small group and one-on-one groupings. Classroom teachers have received professional development on ESL instructional strategies to incorporate into their instruction. In addition, the ESL teachers and classroom teachers are in constant communication about the needs and progress of the ELL's in order to ensure each student is receiving the interventions necessary to be successful academically. Explicit vocabulary instruction is delivered to the ELL's during push-in and pull out instruction in order to ensure they have the vocabulary necessary to access the grade level materials they are presented with in the classroom. In addition, since the classroom and ESL teachers are in constant

communication with each other, if there is a particular area in which an ELL is struggling in the general education classroom, the ESL teacher will work to incorporate that material into the ESL lessons to ensure the student has multiple opportunities and modalities to access the material.

(4) We currently do not have any SIFE students at P.S. 307, however if a SIFE student should be admitted to the school, we will perform the following steps: assess to identify areas of strength and need, place the student based on those strengths and weaknesses, employ additional intervention services which include, but not be limited to, ongoing assessment to monitor progress. Instruction will be differentiated, ESL strategies will be employed if the student has been identified as an ELL as per the LAB-R.

Newcomers at P.S. 307 received the mandated number of minutes as per their proficiency level. In addition, these students receive a large portion of their mandated ESL minutes in a small group setting using ESL specific strategies, rather than whole group instruction. These ELL's are closely monitored by their classroom and ESL teachers to ensure they are progressing academically. Both the classroom teacher and the ESL teacher examine the students' data, make observations of the students and conference with the students to assess their needs. Once the students' needs are identified, the ESL teacher works with the classroom teacher to formulate an intervention plan. Progress is constantly monitored and if the intervention does not seem to be working, the teachers will meet to reassess the instructional plan.

Depending on their proficiency level, and their individual needs, ELLs receiving services four to six years will have their data reviewed and analyzed by an in-house committee. Within the mandated amount of minutes for the student's proficiency level, ESL strategies and alternative academic interventions will be applied. Progress is constantly monitored and if the intervention does not seem to be working, the teachers will meet to reassess the instructional plan.

Since P.S. 307 is a K-5 school, any long term ELL student would have been a hold over at some point during their academic careers. The school places great emphasis on providing rigorous academic intervention services to students who have been held over. Depending on their proficiency level, and their individual needs, long term ELLs will have their data reviewed and analyzed by an in-house committee. Within the mandated amount of minutes for the student's proficiency level, ESL strategies and alternative academic interventions will be applied. Progress is constantly monitored and if the intervention does not seem to be working, the teachers will meet to reassess the instructional plan.

For ELL students identified as having special needs, the current IEP is reviewed to ensure that those mandates stated in the IEP are adhered to during ESL instruction. Depending on their proficiency level, and their individual needs, ELLs identified as having special needs will have their data reviewed and analyzed by an in-house committee. Within the mandated amount of minutes for the student's proficiency level, ESL strategies and alternative academic interventions will be applied.

Programming and Scheduling Information -- Continued

(5) Since our current program is a free-standing ESL program, all content area material is delivered in English. Below is a table describing the targeted intervention programs used for ELL's in ELA, math, Science and Social Studies. Through ESL Professional Development programs, all of our staff have learned to implement proven ESL strategies and techniques such as the use of music, pictorial representations, activating prior knowledge, building background, kinesthetic activities, and body language in order to help students succeed academically.

Name of Academic Intervention Services (AIS)	
ELA:	<p>We use the following programs/strategies for ELA Academic Intervention Services: Harcourt Intervention (Gr. K - 3), Harcourt ELL Intervention (Gr. K-3), Fountas & Pinnell (Gr. K-5), Additional Support Activities Harcourt Brace(Gr. 4- 5), Buckle Down (Gr. 3 -5) and Test Sophistication (Gr. 3&4). The Academic Intervention Services are provided to our students in a variety of methods - via small group during the school day, the after school program and Saturday Academies. We have Classroom Teachers, Content Specialty Teachers, Reading First Coach, ESL Certified Teachers, EGCR Teachers & F-Status teachers providing these services for students. We also use Reading First resources.</p>
Mathematics:	<p>We use the following programs/strategies for Mathematics Academic Intervention Services: Buckle Down (Gr. 3 -5) and Math Comprehensive Assessment. (Gr. 3- 5). The Academic Intervention Services are provided to our students in a variety of methods - via small group, during the school day, in the after school program and Saturday Academies. We have Classroom Teachers, Content Specialty Teachers, EGCR Teachers & F-Status teachers providing these services for our students</p>
Science:	<p>We use the following programs/strategies for Science Academic Intervention Services: Buckle Down Science (Gr. 4), Measuring Up Science (Gr. 4) and our own self-designed Science Performance Test (Gr. 4). The Academic Intervention Services are provided to our students in a variety of methods - via small group, during the school day, in our after school program and during Saturday Academies. We have Classroom Teachers & Content Specialty Teachers providing these services for our students.</p> <p>We also provide an after-school Science Academy for 5th grade students to enhance their experiences and knowledge of the scientific method. Experiments were selected from various middle school level resources. Science specialty teachers provided these services for our 5th grade students.</p>
Social Studies:	<p>For both 5th grade, at the beginning of the school year in preparation for the November S.S. test, and for the 4th grade toward the end of the school year to prepare them for 5th grade, we use the following programs/strategies for Social Studies Academic Intervention Services related to the 5th grade NYS Social Studies Test; such Social Studies Test Simulations using previous years' tests, creating hands-on models, role plays, related test preparation Social Studies materials and DBQ related preparation materials.</p> <p>The Academic Intervention Services are provided to our students in a variety of methods - via small group, during the school day, in our after school program and during Saturday Academies. We have Classroom Teachers & Cluster Teachers providing these services for our students.</p>

(6) Our plan for continuing transitional support for ELL's reaching proficiency on the NYSESLAT is to continue to provide them with ESL services at an advanced proficiency level. In addition to continued service, the ESL teachers will conference with classroom teachers to identify student needs to be addressed during ESL instruction.

(7) This year P.S. 307 will implement the Fountas and Pinnell literacy program as well as RTI and SETS. In order to respond to the decrease in the number of classroom ESL certified teachers, the school also has employed an additional F-Status ESL certified teacher to ensure all ELL students are receiving the amount minutes mandated.

(8) At this time, none of the programs implemented last year are being discontinued. All of the programs in place for ELL's have been reviewed and the LAP team has not chosen to discontinue any of the programs at this time.

(9) In order to meet high academic standards, ELL students benefit from the same curriculum as their English proficient counter-parts. Across the grades in writing, this is implemented through the system-wide Comprehensive Instructional Approach in Literacy, which is part of the NYC Department of Education's Initiative. All grades utilized the writing workshop model in order to meet NYC standards. In grades four and five, delivery of the Comprehensive Instructional Approach is executed via a workshop model of teaching that includes daily read-alouds, shared reading, guided reading, independent reading, and word study. In grades K- 3, all students receive instruction based on the Reading First (RF) program. This certified No Child Left Behind (NCLB) program provides phonemic awareness skill building, whole class reading, independent reading, and small group guided reading, and components that scaffold in specific strategies to assist ELL students. Instruction is aligned with the New York State and New York City Core Curriculum Standards in order to assist students in meeting grade level benchmarks.

An After School ELL Institute funded by Title III was piloted during the 2006-2007 school year, and has been expanded into the 07-08, 08-09 and 09-10 school years. Moving Into English (part of the Reading First program for ELLs), Reading First's Voyager program, NYSESLAT test sophistication materials, Avenues, and other programs and materials are utilized to provide additional reinforcement for ESL and literacy instruction. Students meet by grade, two to three times a week for an hour to an hour and fifteen minutes, for this extra ESL and literacy instructional time. The focus of the after school programs vary by group and grade: grade-level and ESL teachers collaboratively analyze student data (i.e. LAB-R and NYSESLAT scores, ECLAS, DIBLES, and DRA) to group students and identify an after school focus based on students' needs. Some examples of after school groups' focuses include, but are not limited to: decoding and phonics, guided reading, comprehension, word-attack skills, and vocabulary. We offered this after-school institute to all students eligible as per LAB-R and NYSESLAT test results.

ELL students are provided with Music/Dance weekly in addition to what they receive in their classrooms. Through these activities students learn multicultural songs, holiday songs, songs that promote community, togetherness and school pride, and songs that allow for Total Physical Response (TPR), an interactive strategy.

(10) Students develop their reading, writing, listening, and speaking skills in English through a variety of ESL methodologies to optimize students' understanding of newly introduced concepts, such as: Total Physical Response (TPR), chanting, rhyming, building background, activating prior knowledge, using graphic organizers, using metacognition, and pictorial representations. Teachers have also differentiated instruction by grouping, as per LAB-R and Spring 2008 NYSESLAT results. (Please refer to the chart at the end of this report which shows the trend of our NYSESLAT scores for the past several years.) They also use informal assessments, conferencing and teacher observations in other subject areas, such as math and science, to

differentiate instruction. The school is on its third year of the Reading First grant and the ESL teachers continue to use Moving Into English and the ELL Intervention Kit, components of the Harcourt series. This research-based program is used during the school day and during the extended day after school program. For the upper grades, classroom and ESL teachers collaborate and/or co-teach to ensure that ESL strategies are incorporated into all subject areas to meet the needs of individual ELL students. The intervention kits, along with our literacy curriculums, help meet the needs of our students in making progress with their English proficiency and grade-level standards. This progress is monitored using both formal and informal assessments, such as ECLAS-2, DRA, DRA-2, DIBLES, Tera Nova, portfolios, conferencing, the NYSESLAT, etc.

ELL students are provided with Music/Dance weekly in addition to what they receive in their classrooms. Through these activities students learn multicultural songs, holiday songs, songs that promote community, togetherness and school pride, and songs that allow for Total Physical Response (TPR), an interactive strategy.

P.S. 307 provides Academic Intervention Services (AIS) during the academic day, during ELL After School Institutes, as well as during ELA, Math, Science, and Social Studies Academies that are held after school and on Saturdays. A variety of instructional materials (such as Reading First's Moving into English, and Avenues, Everyday Math, computer software, hands-on models, plays, historical documents, etc.) and test sophistication materials (such as Buckle Down, Kaplan Test Taking Skills, Blast Off, etc.) are utilized to provide additional support. AIS is provided to our students in a variety of methods - via small groups, interactive experiments, and whole-class activities. All students, including ELLs, are involved in, or invited to the programs and services offered to their grades. Groups are determined based on data analysis (i.e. ITA's, NYSESLAT and LAB-R scores, ECLAS-2 assessments, DRA and DRA-2 assessments, and ELA Simulations). We have Classroom Teachers, Specialty Teachers, EGCR Teachers & F-Status teachers providing these much needed services for students.

In addition, P.S. 307 has worked intensely to build a Video/DVD library for Social Studies and Science in order to build background experiences and visual imagery for our students on critical curriculum components. These resources have proved particularly successful for our students who are newly arrived from other countries.

(11) P.S. 307 has a Push-In/Pull Out ESL program and does not deliver any instruction in Native Languages, therefore question 11 does not apply to our school.

(12) Since all of our AIS providers and ESL teachers review the student data, they are aware of students' levels and academic performance. These individuals use age and level appropriate ESL strategies in their instruction.

(13) P.S. 307 has an initiative that brings in students and families over the summer who are identified by the HLQ as being eligible for LAB-R testing. One of the purposes of the initiative was to test students with the LAB-R for early identification and appropriate classroom instructional placement.

E. Schools With Dual Language Programs

P.S. 307 does not have Dual Language program, therefore the section titled "Schools with Dual Language Programs" does not apply to our school.

F. Professional Development and Support for School Staff:

(1) Instructional personnel who service ELL students, including common branch teachers, subject area teachers, paraprofessionals and special education teachers will be provided with professional development early in the school year on issues that pertain to the ELL population. Professional development will occur during classroom teacher's common prep periods, pre and post conferences with administration, during lunch shares and after school.

Professional development for instructional personnel who service ELL students is completed in many ways including, but not limited to, in-house by employees of the school, in-house by outside professionals and outside of the school. The Assistant Principal and Parent Coordinator also attend these professional development sessions.

Professional development is offered in-house to explain the LAB-R and NYSESLAT tests and scores will help further expand teachers' understandings about the tests their students are required to take and how to use the ESL data to drive instruction. A segment on ESL strategies essential for ELL students will give staff members the ability to embed various ESL strategies into their planning so that teaching and learning can be most effective. Under the umbrella of Reading First, the Reading First coach will provide all teachers with professional development on ESL strategies and ESL components of the Reading First program.

P.S. 307 seeks to provide professional development on proven ESL strategies and techniques (such as the use of music, pictorial representations, use of multimedia, activating prior knowledge, building background, kinesthetic activities, and body language) in order to help students succeed academically. In addition, the Pre-Kindergarten teacher is included in the ESL professional development in order to assist with early intervention for potential English language learners. P.S. 307 teachers will also attend the BETAC training at Fordham University to strengthen their ESL instruction.

The ultimate goal of our professional development is to equip ELL students with the skills necessary to meet English proficiency on the NYSESLAT examination and current promotional grade criteria. This will afford them opportunities to be high academic achievers as they progress in their school career.

(2) To respond to the needs of our ELL students transitioning to middle school, P.S. 307 hired an F-Status ESL certified teacher who was a middle school ESL teacher for many years. This F-Status teacher works with our upper grade ELL students to help to prepare them for the changes they will encounter when transitioning to middle school. P.S. 307 is an elementary school that does not have any students transitioning to high school.

(3) Professional development is offered to explain the LAB-R and NYSESLAT tests and scores. This professional development has helped to further expand teachers' understandings about the tests their students are required to take and how to use the ESL data to drive instruction. A segment on ESL strategies essential for ELL students has given staff members the ability to embed various ESL strategies into their planning so that teaching and learning can be most effective. Under the umbrella of Reading First, the Reading First coach provides all teachers with professional development on ESL strategies and ESL components of the Reading First program. In addition, classroom teachers who are not certified ESL teachers attend outside ESL training when it is available to them. Finally, any ESL training that our certified ESL teachers attend that is relevant to teaching ELLs in the classroom is turn keyed to the classroom teachers during lunch and learns, prep periods and/or after school professional development.

G. Parental Involvement

(1) Families are involved through a variety of venues. Initially, ELL Family Orientation Meetings will be held, to inform parents/families of the various program choices they have, the program that P.S. 307 offers, and information on the curriculum. Throughout the year, during the school day and after school, Family Institutes will be held in order to maximize family participation. These institutes will afford families opportunities to learn about the

Literacy, Mathematics and Science units and how to support their children at home. There will also be workshops to inform them on New York State standards in Reading, Writing, Mathematics, and Science so that parents become familiar with the measures utilized to determine student progress and promotion. Family orientations/workshops devote segments to possible modifications and/or enhancements required for ELL students. Presentations and handouts are provided in both English and Spanish to assist families in accessing workshop content.

All workshops will be conducted in English and Spanish via the Parent Coordinator, and or other members of the staff, parent volunteers and PTA Executive Board members. Families receive resource materials, manipulatives that were used during the workshop to use and reinforce concepts with their children at home. The workshops are provided for families on every grade level. The success of these workshops is measured by the families' enthusiasm, positive feedback and desire for additional workshops on similar topics.

Last year we piloted Science Curriculum Nights where parents participated in science experiments similar to those the students experienced during the school year. Experiments were provided at every grade level. The parents received detailed information on the expectations of the New York State Science Test and the importance of exposing students to all the areas of Science. As with other family workshops, Science Curriculum Night presentations and handouts were provided in both English and Spanish to assist parents in accessing the workshop content. Science Curriculum Nights will again be provided during the 2008-2009 school year.

P.S. 307 has an initiative that brings in students and families over the summer who are identified by the HLQ as being eligible for LAB-R testing. One of the purposes of the initiative was to test students with the LAB-R for early identification and appropriate classroom instructional placement. ELL Family Orientation Workshops are held in the fall and are offered on a variety of days and times (mornings, afternoons, Saturdays, etc.) in order to facilitate and maximize participation of all eligible parents. ELL Family Orientation Workshops are conducted to inform parents and families of the various programs for ELL students, explain our school's program offerings, share the curriculum, and answer questions that parents may have.

Parents are involved through a variety of other venues. Family workshops will continue to be held throughout the year to address such issues as: asthma, hygiene, healthy eating, safety, and the state math and ELA tests. As in past years, families of ELL students will be invited to attend, and translators and bilingual materials will be provided. Throughout the year, during the school day and on Saturdays, Family Institutes/Workshops will also be held in order to maximize parent and family participation. These institutes afford parents opportunities to learn a variety of literacy and mathematics skills and strategies, on how to support their children at home. Also, a workshop on standards in Reading, Writing, Mathematics, and Science will be conducted so that parents can become familiar with the measures utilized to determine student progress. Through the skills of our bilingual Parent Coordinator, parent volunteers, and our PTA executive board, presentations and materials are provided in both English and Spanish to assist parents and families in accessing workshop content.

Parent and family participation is further encouraged by providing participants with gift bags of instructional materials, resources (such as tape records and books-on-tape), and manipulatives that will assist them in reinforcing concepts with children at home. The success of these workshops is measured by the parents' enthusiasm, positive comments and desire for additional workshops.

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institutes afford parents opportunities to learn a variety of literacy and mathematics skills and strategies, on how to support their children at home. Also, a workshop on standards in Reading, Writing, Mathematics, and Science will be conducted so that parents can become familiar with the measures utilized to determine student progress. Through the skills of our bilingual Parent Coordinator, parent volunteers, and our PTA executive board, presentations and materials are provided in both English and Spanish to assist parents and families in accessing workshop content.

Parent and family participation is further encouraged by providing participants with gift bags of instructional materials, resources (such as tape records and books-on-tape), and manipulatives that will assist them in reinforcing concepts with children at home. The success of these workshops is measured by the parents' enthusiasm, positive comments and desire for additional workshops.

The school has worked in conjunction with many agencies to bring workshops and experiences to the parents in our school community. We will continue to work with these agencies to ensure the parents of our students are receiving the information they need. The school has worked with agencies such as: CAPPS to present a child abuse workshop, the NYPD to learn about cyber safety, NYC Learning Leaders to inform parents of the school and involve them in the school community, the Bronx Health Link to present information on asthma, and the Administration of Child Services to present information on abuse and neglect. The school as also worked with Dial-a-Teacher to inform parents of resources available to them for homework assistance and Parents as Art Partners grant to involve parents in their students' art education. Through this grant, the school partnered with Lehman College and allowed parents and children to do art together on Saturdays. Parents and children visited the art gallery at Lehman College to experience art first hand together. In addition, the art was tied in with the Science curriculum at the school and the parents and children visited the Botanical Gardens to observe plants to integrate into their art.

(3) The staff at P.S. 307 is very involved in speaking with the parents frequently as well as listening to what the parents are asking for. Our bilingual parent coordinator speaks with parents to assess what they need support with and works diligently to meet the needs of our parents. In addition, should any issues arise in the school that need to be addressed with parents, the school staff works to find resources and materials to present to the parents through workshops. For example, when cyber safety became an issue in the school, the staff at P.S. 307 worked in conjunction with the NYPD to put together workshops on cyber safety for parents and students to attend.

(4) Since the staff of P.S. 307 is constantly listening to the parents of our students and having conversations with them about what they need and want we are meeting the needs of our parents through the numerous workshops, orientations and activities carried out in our school as well as outside of the school. If a parent has a need that we do not have the resources to meet, the staff at P.S. 307 works diligently to locate the information and to assist the parent in meeting their need.

Part IV: Assessment Analysis:

A. Assessment Analysis

Overall NYSESLAT Proficiency Results (*LAB-R for New Admits)*

P.S. 307 has examined our NYSESLAT and LAB-R results by grade. In Kindergarten, 10 of the 13 ELL's are performing on a Beginner proficiency level while 1 is Intermediate, and 2 are Advanced. In first grade, 18 of the 33 students are performing at a Beginning level while 13 are Intermediate and 2 are Advanced. In second grade, 4 of the 15 students are performing at a Beginning level, while 1 is performing at an Intermediate level and 2 are

Advanced in their English proficiency. In fourth grade, 2 of the 10 ELL's are Beginners, while 4 are Intermediate and 4 are Advanced. Finally, in fifth grade 3 of the 12 ELL's are Beginners, 2 are Intermediate and 7 are Advanced.

NYSESLAT Modality Analysis

When examining the data on the NYSESLAT modalities by grade, it can be seen that the majority of our students perform at a higher level on the Listening and Speaking portions of the NYSESLAT than on the Reading and Writing portions. This data is consistent across the grades. In Kindergarten, 12 students were proficient on the Listening/Speaking portion of the NYSESLAT, 11 were advanced and 0 were beginning. In Reading/Writing however, 0 Kindergarteners were proficient, 2 were advanced and 14 were beginners. The same holds true in first grade where 8 students were proficient in Listening/Speaking, 3 were advanced, 1 was intermediate and 2 were beginners. When looking at the Reading/Writing data for first grade, we see that 0 students were proficient, 5 were advanced, 6 were intermediate and 3 were beginners. In second grade, 6 students were proficient in Listening/Speaking. In Reading/Writing in second grade, 0 students were proficient, 4 were advanced and 2 were intermediate. In third grade, 6 students were proficient in Listening/Speaking. In Reading/Writing in third grade, 0 students were proficient, 4 were advanced and 2 were intermediate. In fourth grade, 6 students were proficient in Listening/Speaking. In Reading/Writing in fourth grade, those 6 students were advanced in Reading/Writing on the NYSESLAT. Finally, in fifth grade, 5 students were proficient on the Listening/Speaking portions of the exam, while 3 were also proficient on the Reading/Writing. One student was advanced in Reading/Writing in fifth grade and one student was beginning in Reading/Writing. P.S. 307 will examine the Reading/Writing portions of the NYSESLAT at each level to assess what areas of these two modalities are causing problems for our students. We will use this information to inform our literacy instruction with these students.

NYS ELA

Currently, P.S. 307 has grades 3, 4, and 5 that take the NYS ELA exam. The results for the ELL's taking the exam in the 2008-2009 school year are as follows. In third grade, 1 student scored a level 2, 6 students scored a level 3 and 1 student scored a level 4. In fourth grade, 4 students scored a level 2, 1 student scored a level 3 and 0 students scored a level 4. In fifth grade, 3 students scored level 2 and 0 students scored a level 3 or 4.

NYS Math

Currently, P.S. 307 has grades 3, 4, and 5 that take the NYS Math exam; all students take the exam in English. In third grade, 4 students scored a level 3 and 4 scored a level 4. In fourth grade, all 6 students scored a level 3. In fifth grade, 4 students scored a level 3 and 1 student scored a level 4. After examining the ELA and math data it can be seen that our ESL students typically perform at a higher level on the NYS Math exam. The ESL, classroom and AIS teachers are working together to ensure that all ELL students are receiving the necessary instruction to perform at a satisfactory level on the ELA exam.

NYS Science

P.S. 307 currently has three Science specialty teachers who push-in to the general education classrooms to teach Science. The ELL's in the classroom are a part of this instruction. P.S. 307 only has one grade that takes the NYS Science exam, fourth grade. The test is taken in English by all fourth grade students, including the ELL's. On the NYS Science exam in the 2008-2009 school year, in fourth grade, 4 ELL's performed on a level 3 while 2 scored on a level 4.

NYS Social Studies

P.S. 307 currently has one grade that takes the NYS Social Studies exam, fifth grade. All fifth grade students, including the ELL's, take this exam in English. During the 2008-2009 school year, 4 ELL students in fifth grade took and performed on a level 3 on the NYS Social Studies exam.

Native Language Tests

P.S. 307 does not participate in these exams.

B. After reviewing and analyzing the assessment data

(1) P.S. 307 employs ECLAS-2, Fountas and Pinnell as well as DIBELS to assess the early literacy skills of our ELLs. The data from these assessments shows us that our ELLs typically perform lower than their proficient classmates when early literacy skills are assessed. In addition, we have found that in early literacy assessments there is a high occurrence of visuals to assess the students, however, many of our ELL's are not familiar with the vocabulary for the visual, causing them to struggle to answer the question. For example, a student is shown a picture of a ball and asked to say what sound the word starts with. If the student does not know the vocabulary word "ball" he will struggle to produce the first sound of the word. We have also noticed that many of our ELL's in the early grades struggle to master the concept of letter/sound relationships. To combat these areas of weakness, ESL instruction will be tailored to include intensive instruction in these areas. The daily routines of ESL instruction will include practice with the areas of weakness identified in the early literacy skills assessments. For example, in order to address weaknesses in sound/letter relationships, each time the group meets, the ESL teacher will review the sounds the students struggled with on the assessment through pictures, words and literature.

(2) The NYSESLAT data is providing us with an opportunity to recognize patterns across proficiency levels and grades. Most of our kindergarten and first grade students score at the beginning level of the NYSESLAT. They progress, in some cases, one or two levels per year. We have also noticed that some of our students achieved an advanced level score in the first grade, only to fall back to an intermediate level in the second grade. To reverse this trend, our certified ESL teachers are diligently working with both classroom teachers and with students not making progress in using the re-teaching materials from Moving Into English and the ELL Intervention Kit. In addition, these students are receiving other AIS services and interventions by experienced F-Status teachers, as well as participating in the Reading First Program.

We also notice that across the grades, our ELL students perform higher on the Listening/Speaking section of the exam than on the Reading/Writing section. Our certified ESL teachers are working along with the administration and the classroom teachers as well as our literacy coach to identify and address the areas of weakness in each modality in order to provide more support in these areas. Since the weakness in Reading/Writing is across the grades, the intervention to address these weaknesses will be across the ESL program.

(3) When examining the NYSESLAT data in terms of the separate modalities, it can be seen that across the grades, our ELL students are scoring on higher levels in the listening and speaking portions of the assessment than they are in the reading and writing portions of the assessment. With this knowledge P.S. 307 will adapt our instruction to include more reading and writing activities into daily instruction. This additional reading and writing instruction will allow ELL students to strengthen the skills necessary to perform more effectively in the reading and writing portion of the assessment. Since the weakness in Reading/Writing is across the grades, the intervention to address these weaknesses will be across the ESL program.

(4) P.S. 307 has opted out of the Periodic Assessments for ELL students. As such, question 4 does not apply to our school.

(5) P.S. 307 does not have a dual language program; therefore question five does not apply to our school. Our students do not take exams in their Native Language and therefore no comparison can be drawn between English exams and Native Language exams. We do not use the Periodic Assessments and therefore no report can be given on how teachers are using the results nor can we report on what the school is learning from Periodic Assessments.

(6) The school assesses the success of our programs for ELL's through many different modalities. First, the school staff examines assessment data to assess student achievement at benchmark periods in the year. The data collected at the beginning of each year is compared to the data collected at the middle and the end of the year to measure ELL students' overall academic movement throughout the year. If the ELL's have not made progress on the middle of the year assessments, the ESL teachers work with the administration and the classroom teacher to discuss the effectiveness of the current ESL program to make any changes necessary for the ELL students.

Next, ongoing and constant assessment is also performed throughout the year to ensure that students are receiving appropriate instruction to assist them in achieving academic progress. Again, if the data shows that the ELL's are not making sufficient progress, current instructional methods are evaluated and reconsidered. For example, if an Advanced level ELL student is not showing sufficient progress in an all push-in program, the team may decide that the student would benefit from being pulled out with the Intermediate ELL students two times a week for small group instruction. This new setting would be evaluated for its effectiveness in assisting the student in making academic progress.

Finally, the NYSESLAT is used to measure the success of our programs for ELLs. When NYSESLAT scores are received the Data Inquiry Team at P.S. 307 examines the data to ensure our programs are meeting the needs of our ELL students. If the programs are not meeting the students' needs, areas of need are identified and addressed.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s)	<u>K-5</u>	Number of Students to be Served:	LEP <u>95 as of 10/31/08</u>	Non-LEP
			<u>88 as of 6/09</u>	
Number of Teachers	<u>2</u>	Other Staff (Specify)	<u>2 F-Status ESL Certified Teachers</u>	

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program

P.S. 307 currently has two Title III programs in progress to serve the ELLs in our school and is planning an ESL component to add to an additional program already in place.

First, the school holds a Before School ELL Breakfast Institute for a group of ten English Language Learners (ELLs). This program was created to provide additional support for the newcomer and most at risk ELLs in grades 1, 2, 4 and 5. Students were identified as recent arrivals through parent interviews with our Principal, Assistant Principal and Parent Coordinator. Students were identified as most at risk through NYSESLAT and LAB-R data as well as teacher observations. In this program there are three fifth graders and three fourth graders, all of whom are recent arrivals who speak little to no English. In addition, there are three second graders who have been identified at most at risk in their grade by the NYSESLAT and LAB-R data in addition to teacher observations. Finally, the program incorporates one first grader who was held over as this student has been identified as most at risk using the strategies listed above.

The Before School ELL Breakfast Institute has many goals. First, the Before School ELL Breakfast Institute provides a small group setting in which the most at risk students can practice basic reading, writing, listening and speaking in English. In addition, these students are receiving intense vocabulary instruction that they may not receive in their grade level classrooms. Next, through the Before School ELL Breakfast Institute the students are becoming familiar and comfortable with two additional teachers in the school. The students become comfortable using English with these additional teachers and do not fear making mistakes when using English in this group setting. Another purpose for this group is data driven. The school's data shows that in reading, writing and math these students are performing well below grade level. This program was created to assist these students in acquiring the basic building blocks of the English language in order to help them in achieving academic progress in their grade level classrooms.

During the Before School ELL Breakfast Institute, all instruction is delivered in English by an ESL certified teacher. A second instructor, who is working toward ESL certification also works with the students, but payment for her time is not funded through Title III. The group meets twice a week for forty minutes for a six week cycle. Once the six week cycle is complete the program will be evaluated with the purpose of measuring the effectiveness as well as assessing the need for a second cycle of six weeks.

During the forty minutes of instruction the teachers work with the students in small groups each containing four to six children. The groups are typically grouped by grade level, however they are flexible and can be grouped based on need depending on the material being taught. Before School ELL Breakfast Institute teachers also use a co-teaching model to present material when the whole group is in need of the knowledge. For example, each morning the Before School ELL Breakfast Institute begins with a "Morning Message" during which oral language, fluency and vocabulary are addressed. During this message the whole group is engaged in completing and reading the "Morning Message" while the teachers are co-teaching the language and encouraging

the students to read the message. In addition to small group and co-teaching settings, at times, students are working independently on a task while the teachers are conferencing with individual students to ensure they are progressing with the material being taught.

The lessons taught in the Before School ELL Breakfast Institute are delivered interactively with the students, through the arts such as music, dance and movement and via the workshop model. Hampton Brown's Avenues curriculum is also used to present the material in a matter appropriate for the ELLs in the Before School ELL Breakfast Institute. The material being presented is based on student need as identified by NYSESLAT, LAB-R, E-CLAS-2, Fountas & Pinnell, math and observational data. All instruction is delivered in English by an ESL certified teacher. A second instructor, who is working toward ESL certification also works with the students, but payment for her time is not funded through Title III.

Many of the materials used in the Before School ELL Breakfast Institute come from Hampton Brown's Avenues Program which the school currently has. We are looking to expand the materials to include more picture cards to incorporate into the curriculum. Additional materials are teacher generated based on individual student needs.

The second program aimed at helping ELLs to be successful in school that is also a Title III program is the ELL After School Institute. This After School Institute, targeting all English Language Learners in grades K, 1, and 2, will begin in January and all of the ELL students currently enrolled at P.S. 307 in grades K, 1 and 2 will be eligible to be served in this program. There are currently sixty-five ELLs total among these three grades. Through the ELL After School Institute eighteen kindergarteners, thirty-four first graders, and thirteen second graders will be served. English Language Learners of all levels and years of service in these grades will be served. The program will run two days a week for approximately one hour and ten minutes each day. The program will have two cycles, each cycle having six weeks of instruction.

During the ELL After School Institute two certified, full time ESL teachers, one part time F-Status teachers and one bilingual/ESL certified substitute teacher will instruct the students totally in English. The teachers will be using the Reading First components, Moving Into English and Voyager. In addition, components of Hampton Brown's Avenues program may be included to supplement when needed. The school currently has the materials for Moving Into English, Voyager and Avenues, however we are constantly looking for and researching additional materials to supplement these programs based on what our students need. These programs were selected because they are research based and proven to help improve students' English acquisition. The programs were also chosen for their integration of numerous ESL strategies including but not limited to: pictorial representations, kinesthetic activities, use of songs and poems, use of graphic organizers and activation of background knowledge.

There are many purposes of the ELL After School Institute. First, this institute allows for small group instruction for the ELLs. Teachers use this time to target the specific needs of the students in their group. Second, this institute focuses intensely on ESL instruction that is not always addressed in the general education classroom. In addition, the ELL After School Institute provides the ELLs with an additional teacher in the school to connect and feel comfortable with.

One of the non-Title III programs that we are looking to supplement with ELL support at P.S. 307 is the Saturday Academy series. This series provides the third, fourth and fifth graders in the school with additional instruction areas addressed on state exams. Throughout the year, P.S. 307 will hold Saturday Academy one Saturday a month alternating between English Language Arts and Mathematics. Later in the year, the Saturday institutes may

increase to two Saturdays a month. The Saturday Academies begin in September and run through May. All Saturday academies are held from 9:00am until 12:30pm.

Depending on the availability of personnel, an ESL licensed teacher may be included in the Saturday Academy to support the ELLs during the academy. The students that will be targeted during these Saturday academies by the ESL certified teacher are the ELLs in grades three, four and five. Among these three grades there are twenty-two ELLs that will benefit from the additional ELL support. Instruction during these Saturday academies is based upon grade level content and will be delivered in English. The purpose of the ESL certified teacher is to support the ELLs in their mastery of the grade level content. The ESL teacher will provide scaffolding and differentiation based on the content goals for the academy. In addition the ESL teacher will use proven ESL strategies such as pictorial representations, kinesthetic activities, graphic organizers, background knowledge, songs, dances and visual arts to teach the content area material. Only the ESL certified teacher's salary will be funded through Title III finds for the Saturday instruction.

Our school is working toward adding this ELL component to the Saturday Academy Series because our literacy and mathematics data has shown us that our ELL students are among the lowest performing students in these content areas. Additional ELL specific support will assist our students in making progress along with their native English speaking peers in these areas.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Instructional personnel who service ELL students will be provided with professional development early in the school year on issues that pertain to the ELL population. This professional development will be provided in the school during the scheduled Monday afternoon Professional Development time and will target an audience of classroom teachers, coaches and out of classroom support teachers as well as paraprofessionals. Our Pre-Kindergarten teacher is included in the ESL professional development in order to assist with early intervention for potential ELLs. The professional development will be provided by ESL certified teachers, our bilingual certified Assistant Principal and/or by AUSSIE consultants. In addition, teachers will be sent out of the school to participate in external professional development opportunities offered by the NYCDOE and organizations such as BETAC.

The in-school professional development at the beginning of the year may include a segment on ESL strategies essential for ELL students. This segment will give staff members the ability to embed various ESL strategies into their planning and instruction. This inclusion of ESL strategies will allow for effective teaching and learning for both the teachers and the ELL students. In addition, P.S. 307 seeks to provide professional development on proven ESL strategies and techniques such as the use of music, pictorial representations, use of multimedia tools, activating prior knowledge, building background, kinesthetic activities, and body language.

Later in the school year, ESL professional development will be offered to explain the LAB-R and NYSESLAT tests and scores to classroom teachers, coaches, and/or out of classroom support teachers as well as paraprofessionals. This professional development will help further expand teachers' understanding about the tests their ELL students are required to take and how to use the data to inform instruction.

The ultimate goal of our professional development is to equip ELL students with the skills necessary to achieve English proficiency on the NYSESLAT examination and current promotional grade criteria. This will afford them with opportunities to be high academic achievers as they progress in their school career.

Form TIII – A (1)(b)

School: **P.S. 307**

BEDS Code: **321000010307**

**Title III LEP Program
School Building Budget Summary**

The proposed Title III School Building Budget Summary for P.S. 307 can be found below. The narrative explaining each line of the Proposed Title III School Building Budget Summary can be found below Form TIII - A (1)(b).

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$9,000.00	- Before School ELL Breakfast Institute, salary for one ESL Certified teacher for two 40-minute sessions per week for six weeks at a per session rate of \$42.98/hour. Total cost for one six-week cycle: \$343.84 - After School ELL Institute , salary for 4 certified ESL teachers for two 70-minute sessions per week for six weeks at a per session rate of \$42.98/hour. Total cost per teacher, per six week cycle = \$601.72. For four teachers for each six week cycle = \$2,406.88. For four teachers for two six week cycles = \$4,813.76 - Saturday Academy , salary for one ESL certified teacher for one 210 minute session each month beginning in December and ending in April at a per session rate of \$42.98 per hour. Total cost for one ESL certified teacher for 5 sessions (December through April) is: \$150.32 (one session) x 5 sessions = \$751.60 - Professional Development will be given to teachers as stated in narrative; money is allocated for ESL certified teacher salaries to give professional development as well as for materials for the professional development sessions. Amount allocated: \$2,250.00 Total amount allocated: \$8,159.20 plus fringe, total amount = \$9,000.00

Purchased services - High quality staff and curriculum development contracts.	n/a	
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$3,550.00	Materials to support ELL academic achievement such as leveled books, NYSESLAT test sophistication materials, cassette recorders, blank tapes, headphones, felt boards, puppets, books on tape, realistic food and utensils for supplemental vocabulary instruction, supplemental picture cards, additional consumable materials to replenish current supplemental ELL curriculum.
Parent and Community Involvement	\$1,570.00	Monies allocated for parent and community involvement compose ten percent of the Title III funds. These funds will be used to purchase refreshments for Parent Workshops described in narrative, test orientation materials and booklets (Test Success for Your Child) for parental information purposes, picture dictionaries and thesauruses for home use, ESL appropriate books and educational activities for parent raffles at the workshops.
Educational Software	\$1,580.00	Rosetta Stone Software, English Version Levels 1, 2 & 3 with five licenses
Travel	n/a	
Other	n/a	
TOTAL	\$15,700.00	

Additional Budget Narrative:

Professional Salaries:

This number was calculated based on the current teacher per session rate and the amount of hours proposed for the three ELL Title III programs described in the **Language Instruction Program** description above. In addition, pay for certified ESL teachers to conduct Professional Development is included as well as fringe.

Supplies and Materials:

P.S. 307 plans to allocate a portion of its Title III funds to purchase supplies and materials to support ELL academic achievement. Examples of these materials include but are not limited to: leveled books, NYSESLAT test sophistication materials, cassette recorders, blank tapes, headphones, felt boards, puppets, books on tape, realistic food and utensils for supplemental vocabulary instruction, supplemental picture cards, additional consumable

materials to replenish current supplemental ELL curriculum. In addition, we plan to use a portion of these funds to purchase materials from Hooked on English titled "Aprende a hablar ingles," this kit includes listening, speaking, reading and writing activities as well as a musical component. This kit is designed to teach non-English-speaking students common vocabulary, expressions and phrases. These kits will be used as supplemental listening, speaking, reading and writing tools during ESL instruction as well as during the ELL After School Institute. In addition, one or two of these kits will be set aside as an intervention tool for any older newcomers who may come to P.S. 307 with little or no English proficiency.

Parent and Community Involvement:

P.S. 307 plans to use 10% of the Title III funds towards parent and community activities. We will use ten percent of the Title III funds for materials and resources for the parents of our ELLs. First, we will purchase "Test Success for Your Child" booklets published by Options Publishing Company for the parents of our ELLs in testing grades. These booklets will inform the parents of what is expected of their students on the state examinations in addition to sample questions and suggestions for working with their children at home. These booklets will be purchased in both English and Spanish. Also, a workshop will be held for parents of ELLs in these testing grades to inform the parents of the schedule of exams, the content of the exams and strategies for assisting their students in being successful on the exams. The purpose of this workshop as well as the Test Success booklets is to inform parents of the tests as well as to answer any questions the parents may have in regards to the tests.

Additional materials needed for the workshop outside of the Test Success booklets include refreshments and ESL appropriate books. During the workshop a raffle will take place and some parents in attendance will win a basket of books that will support their children in their acquisition of the English language. The workshop will be run by our parent coordinator, an ESL certified teacher as well as a content area teacher and either the assistant principal or the principal. The workshop will be presented in both English and Spanish for approximately three hours.

Next, P.S. 307 will use part of the Title III funds designated for parent and community involvement toward purchasing picture dictionaries. These picture dictionaries will be both English only as well and bilingual English-Spanish. The purpose of purchasing these picture dictionaries is to provide parents with an English resource at home. Having this resource at home will allow parents to better assist their children in completing their academic assignments as well as to assist their children in their English language development. These dictionaries will be a part of the raffles that take place at the ELL parent workshop. When parents attend the workshop they will be entered into the raffle to win and take home a basket of books that will include the picture dictionaries.

In addition to the Test Success booklets and workshop, the school will purchase two sets of the Rosetta Stone English program. This program assists non-English speaking individuals in learning English through computer software. The Rosetta Stone approach uses images, text and sound to teach vocabulary terms and grammatical functions. P.S. 307 will purchase this software with the purpose of assisting our ELL parents in learning the English language allowing them to more effectively communicate with their children's teachers as well as to help support their child's English Language development.

Educational Software:

A portion of our Title III funds will go toward purchasing five licenses for the English version of the Rosetta Stone software. The school plans to install this software on five computers in the school for use by newcomers in the fourth and fifth grades. The school is planning to purchase this software because the software uses images, text and sounds to teach the user vocabulary and grammar rules. The students participating in this instruction will advance through increasingly difficult levels as they navigate the program. The school plans to use this program to support our newcomers in their journey to becoming proficient in the English Language. The software will be used by the students during centers in the general education classroom or as supplemental instruction to the grade level material being presented by the general education teacher.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

Part A: Needs Assessment Findings

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

Data is acquired through Home Language Surveys and initial registration interviews. We use these surveys to assess our school's written translation and oral interpretation needs. Our Parent Coordinator reaches out to families to further assess written translation and oral interpretation needs. We conduct orientations for English Language Learning families in the beginning of the school year to extend our assistance to them. Staff and parent volunteers often serve as translators for both parent meetings and written communications that are sent home.

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

Within the school community the majority of our ELL parents speak Spanish at home. The families who speak Spanish as a home language receive all letters and fliers from the school in Spanish. In addition, the school has five school aides who are bilingual as are the Principal, the Assistant Principal and the Parent Coordinator. These bilingual individuals provide translation services including, but not limited to, translation of materials sent home, translation of parent-teacher conferences, translation of teacher phone calls home and translation of workshop presentations.

P.S. 307 also has one family that speaks Amharic (a.k.a. Ethiopian), one family that speaks Arabic, one family that speaks Philipino (a.k.a Tagalog), one family that speaks Twi and two families that speak Vietnamese as the home language. The parents in the family that speaks Amharic (a.k.a Ehtiopian) requires oral and written translations, however a member of the family speaks English and attends all meetings and conferences with the parent to translate, the individual also provides translation of all of the written materials sent home with the students. The families that speak Arabic, Philipino (a.k.a Tagalog), Twi and Vietnamese do not require written or oral translation of information from the school. The one exception we have come across with the family who speaks Twi was during a social history evaluation, a translator was requested to ensure complete understanding of the language being used during the session. One of our families was incorrectly identified as speaking Slavic at home, however the home language is actually Spanish. This error has since been corrected and the home language has been adjusted to Spanish.

24% of our student population is English Language Learners as evidenced by the LAB and NYSESLAT test results. This percentage, compiled with the results from our Home Language Survey, provide us with the information needed to identify what the needs of our

families are in terms of language translation and interpretation. These findings are reported to the school community at orientations, family workshops/trainings, and Parent Teacher Conferences.

Part B: Strategies and Activities

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

Our findings indicate that the majority of our families are predominately Spanish speaking. Therefore, our Principal to Family letters (and other school-to-home communications) is available in both Spanish and English. The writing, translation, and interpretation of these letters are facilitated by both school staff and parent volunteers. The procedures that we have in place to ensure the timely provision of translated documents are as follows:

- All communications between school and home are written in both Spanish and English simultaneously. Translation is written by bilingual school aides and parent volunteers.
- Procedures are in place for the review and revision of these communications in both languages by the principal prior to distribution
- We schedule for bilingual staff or other bilingual parent representatives to be available to translate for all Parent workshops.

While we do not typically need translation services for languages other than Spanish, should a parent request a translation of a document in a language other than English or Spanish, the school will contact the Office of Translation Services to have the documents translated.

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

Oral interpretation services are also provided by school staff and parent volunteers. Such services include translating during Parent Teacher Conferences, IEP Meetings, Parent Orientations/Workshops, etc. While we do not typically need translation services for languages other than Spanish, should a parent request an oral translator in a language other than English or Spanish, the school will contact the Office of Translation Services to request a translator for the event.

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

As a school, we will continue to fulfill Section VII of Chancellor's Regulations A-663 (Translations) by providing timely translation and distribution of critical communications, informing parents as to how to obtain a translation or interpretation if it is not readily available, providing interpretation services during school hours to those parents whose primary language is one which our staff and/or parent volunteers can speak, providing parents whose primary language is a covered language and who require language assistance services

with written notification of their rights regarding translation and interpretation services, and by posting a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained.

In addition, for both Parent Teacher conferences, we utilize all staff, school aides, Psychologists and Social workers, etc to translate for all parents that require translation.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$275,498	\$84,886	\$360,384
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,755		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$849	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$13,775		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$4,244	
6. Enter the anticipated 10% set-aside for Professional Development:	\$27,550		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$8,486	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: 70%
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The school's hiring committee reviewed candidates on the Open Market to ensure that any newly hired candidates interviewed were certified and had experience to fulfill the opened positions in our school.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Revised October 2009

1. P. S. 307 will take the following actions to involve parents/families in the joint development of its school parental involvement plan under section 1112 of the ESEA: Through monthly School Leadership Team (SLT) Meetings where we have the required 50% parent representation
 - Through feedback at PTA monthly meetings, Family Involvement Workshops, Family Curriculum Nights, Schoolwide Celebrations, etc
 - The PTA Executive Board members will be in communication with ISC personnel, Office for Family Engagement & Advocacy; CSD 10 for technical support
2. P. S. 307 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - During School Leadership Team (SLT) meetings, Family Involvement Educational Workshops, ongoing Parent Conferences, Parent Teacher Conferences, Promotion in Doubt Parent/Instructional Staff Meetings, etc. Parents have the opportunity to see, review and inquire about the rationale of assessments, develop an understanding of the data and learn about its implications.
 - School holds Family Involvement Workshops to orient parents/families on testing procedures, performance standards, and strategies to support their children at home.
 - Through 1-to-1 meetings with parents/families, Parent Coordinator, Instructional Staff and Administration
 - Selected grades send educational assessment updates to encourage greater family instructional support
3. P. S. 307 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental/family involvement activities to improve student academic achievement and school performance:
 - Literacy, Math and Science Family Involvement Workshops
 - Family Grade Level Orientation Meetings
 - Grade level Mid-winter, Winter, and Spring Homework and Test Review Packets (where applicable)
 - Schoolwide Celebrations (Writing Portfolios, Poetry and Meet the Author, Math Bees, Attendance Recognition & 25 Book Initiative ...etc.)
4. P. S. 307 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:
 - Pre-Kindergarten & Kindergarten Parent/Family Orientation Workshops
 - Reading First Curriculum Workshops

5. P. S. 307 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - The NYC Parent Learning Environment Survey was sent home with students in grades 2- 5 and for Kindergarten and 1st grade the Home Outreach personnel contacted parents to come in and fill them out. They were also involved in reaching out to parents during Parent Teacher conferences.
 - Better than 90% response rate to the NYC Parent Learning Environment Survey (citywide average is 45%)
 - 98% attendance at Parent Teacher Conference Night and/or PTC follow-up conferences
 - 100% attendance at mandated ELL Parent/Family Orientation/Selection Meetings

6. P. S. 307 will build the schools' and parent's capacity for strong parental/family involvement, in order to ensure effective involvement of parents and to support a partnership with the parents and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to families of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's Academic Content Standards
 - ii. the State's student Academic Achievement Standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - Family Literacy, Math and Science Workshops to explain the instructional expectations, city and state standards, grade level benchmarks, and strategies to support their children at home and school
 - To insure success and increase family attendance, we provide refreshments, instructional prizes and materials
 - Centralized bulletin boards for Literacy, Math, Science and Social Studies to publicly share curriculum pacing calendars and units of study by grade level including information on assessment and rubrics
 - b. The school will provide training and materials to help parents/families work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Family Literacy, Math and Science Workshops to explain the instructional expectations, city and state standards, grade level benchmarks, and strategies to support their children at home and school.
 - We conduct Family Involvement Workshops for parents in grades 3, 4 and 5 to orient them on the NYS and NYC tests and provide them with tips and strategies to enable them to help their students at home in preparation for the tests.
 - Science Hot Spots brochure providing instructional connections such as websites, educational TV programs and museum sites to support academic achievement.
 - Science Specialty teachers will develop and conduct Science Family Curriculum Nights

- Access to Family Involvement Technology Work Stations with flat screen monitors, printers, internet connection, translation and ESL software and Microsoft Office etc.
 - Recruit and conduct annual Learning Leaders Training Institutes on site in order to facilitate family participation and student academic achievement
 - Active participation of PTA Executive Board Members and parent volunteers in executing Schoolwide Celebrations such as 100th Day Celebration, Poetry Celebration, Publishing Celebrations, Portfolio Celebration, Family Sports Night, “Think Green” Earth Day Celebration, Book Fairs, holiday and cultural celebrations all designed to build and nurture school spirit, loyalty and relationships
- c. P. S. 307 will, with the assistance of its parents/families, educate its teachers, pupil services personnel, principal and other staff, on how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and on how to implement and coordinate parent programs and build ties between parents/families and schools, by:
- School Parent Compact
 - School Leadership Team (SLT) Meetings
 - Staff development designed to enhance communication between parent/families and instructional staff at Parent Teacher Conferences including effective report card comments
 - Full integration of outreach staff into all school activities
 - Informal and formal meetings with main office staff (Home Outreach Personnel, Secretary and Parent Coordinator)
 - Welcome to our school protocols (Safety officer, Parent Coordinator, main office staff, related service providers and SBST, nurse, custodial staff, Learning Leaders, effective modeling by administration and support staff for new teachers and “Can We Talk” forms)
 - Faculty PD Conferences and meetings
 - Involving all staff including instructional staff in a wide range of school based Family/Parent Involvement activities
- d. P. S. 307 will, to the extent feasible and appropriate, coordinate and integrate parental/family involvement programs and activities with Reading First (RF), Pre-K Programs, Learning Leaders Inc.
- Grade level Family Involvement Workshops provided during the school year by staff
 - Reading First will provide workshops/resources for K-3 parents/families on habits and practices they can employ at home to help their children develop good reading skills and habits
 - Reading First will provide information to parents/families about interpreting assessment results
 - Learning Leader volunteers assigned to designated classrooms and/or School wide Celebrations
- e. P. S. 307 will take the following actions to ensure that information related to the school and parent/families programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Color coded Principal to Family Letters and event flyers (in both English and Spanish) with follow-up telephone calls
- One-to-one parent conferences (by providing translators on every floor when necessary)
- Monthly PTA meetings (in both English and Spanish)
- Family Involvement Workshops and Curriculum Nights
- School Leadership Team (SLT) meetings and centralized informational bulletin board
- Strategically located Family Involvement Informational Bulletin Board
- Regular telephone home outreach by designated Home Outreach Personnel
- Strategic display of color coded flyers and announcements throughout our school facility

2. **School-Parent Compact** – Reviewed October 2009, Distributed November 2009

“CHILDREN FIRST” – NETWORK 10

SCHOOL: P.S. 307
Empowerment School

SCH YR: 2009-2010

SCHOOL-PARENT COMPACT

The school and parents/families working cooperatively to provide for the successful education of the children agree:

The School Agrees	The Parent/Guardian Agrees
<p>To inform parents/families of Title 1 and Title III program guidelines and their right to be involved.</p> <p>To offer a flexible number of meetings at various times, and <u>if</u> funds are available, to provide childcare for parents/guardians who attend school meetings and/or workshops (e.g. School Leadership Team meetings, Science Family Curriculum Nights, etc.)</p> <p>To provide parents/guardians with timely information about school programs, policies and the school report card.</p> <p>To encourage and actively involve parents/guardians in planning, reviewing and improving:</p> <ul style="list-style-type: none"> • School-Parent Compact • School Comprehensive Educational Plan • School Educational Programs and School wide Celebrations • School wide Family Involvement Plan • Learning Leaders Programs and recruitment <p>To recruit, support and involve parents/guardians in school wide planning and decision making processes (e.g. School Leadership Team).</p> <p>To provide a nurturing environment and promote high quality curriculum and instruction with an emphasis on professional development.</p> <p>To create a school climate in which families and staff can communicate easily</p> <ul style="list-style-type: none"> • via our School Parent Coordinator • through Parent-Teacher Conferences, Breakfast Orientations and School/Family Curriculum Meetings • via communications/meetings with parents on their children’s progress • via the “Can We Talk” form in the Main Office (parent request form to meet with a teacher) • via varied opportunities to participate and volunteer in school programs (e.g. School 	<p>To become involved in developing, implementing, evaluating and revising the School-Parent Involvement Compact.</p> <p>To share the responsibility for his/her child’s improved academic performance.</p> <p>To maintain accurate and updated emergency contact information.</p> <p>To make literacy development a family focus:</p> <ul style="list-style-type: none"> • encourage his/her child to write at home for real purposes (e.g. letters to relatives, shopping lists, thank you notes, diaries, special occasion invitations) • read at home with each child as part of the daily routine • encourage and supervise his/her child’s reading of at least twenty five books each year • utilize local public libraries to expand and enhance his/her child’s literacy experiences (e.g. library card, storytelling). <p>To make math development a family focus:</p> <ul style="list-style-type: none"> • increase family awareness of the school’s mathematic instructional program (e.g. participation in Family Math workshops, review math homework) • encourage his/her child to use math at home and in daily living to create real math experiences (e.g. playing math games, creating household and shopping budgets, comparative shopping as a math experience, participating in measurement while cooking). <p>To review daily his/her child’s schoolwork at home (e.g. review notebooks, homework and special projects) and ensure that on a daily basis his/her child is prepared with all required school supplies.</p> <p>To utilize the NYC’s Dial a Teacher (212-777-3380) and/or Homework Help website (dial-a-teacher.com).</p>

The School Agrees	The Parent/Guardian Agrees
<p>Leadership Team Meetings, Instructional Trips and various School Initiatives)</p> <ul style="list-style-type: none"> • through scheduled observations of classroom activities • via one to one and small group meetings with parents/guardians <p>To ask parents/guardians and/or staff volunteers to act as translators during school parent meetings</p> <p>To provide ongoing communication with families that encourages and supports parent/guardian participation on issues related to their child's education (e.g. Principal to Family Letters (printed on yellow paper), Workshop and/or Institute Flyers, Curriculum Meetings, Centralized Family Involvement Bulletin Board and School Leadership Team Bulletin Board.)</p> <p>To provide ongoing learning opportunities for parents and families (e.g. Parent Curriculum Meetings, Family Literacy and/or Math Institute, participation in Instructional Trips, Breakfast Orientations, Health and Other Related Workshops that may include but are not limited to asthma, breast cancer, obesity, juvenile diabetes, Attention Deficient Disorder, dental, lead poisoning, hygiene and Internet safety).</p> <p>To discuss with parents/guardians performance profiles, individual student assessment results, as well as citywide assessments (ECLAS-2, Fountas & Pinnell, NYSESLAT, ELA, Math, Social Studies and Science Citywide Tests).</p> <p>To share with parents/guardians pertinent information from the Department of Education.</p>	<p>To be aware of and monitor his/her child's daily school attendance and punctuality and provide the school with written notifications of absences and medical documentation as needed.</p> <p>To supervise and monitor his/her child's:</p> <ul style="list-style-type: none"> • sleep time • hygiene • wearing of eye glasses (when needed) • nutritious lunch snacks • television watching • video game playing • Internet use • telephone conversations <p>To actively participate in curriculum, informational parent/family meetings, school-wide celebrations, as well as Parent/Teacher conferences at the school.</p> <p>To become familiar with school, Region, city-wide and State assessments (e.g. Fountas & Pinnell, ECLAS-2, ELA, Everyday Math, Science, NYSESLAT, Social Studies) and plan to prepare his/her child for test experiences.</p> <p>To complete surveys and provide feedback so that Title 1 Parent Involvement activities meet the needs, concerns and interests of parents/guardians.</p> <p>To become familiar with and support the school's dress code, disciplinary code, attendance and punctuality plan and safety plan procedures.</p> <p>To communicate with his/her teacher and other school personnel pertinent information about the child's educational needs (e.g. related services and Individual Educational Plan) and health conditions such as asthma, allergies, etc.</p> <p>To communicate the type of assistance and workshops needed and desired by the parent community to assist them in supporting his/her child's educational progress.</p> <p>To participate, when possible, on advisory or decision making committees within the school (e.g. School Leadership Team, Parent Teacher Association meetings and subcommittees).</p>

ACUERDO ENTRE LA ESCUELA Y LOS PADRES

La escuela y los padres trabajaran cooperativamente para obtener el éxito académico de los niños y por eso acuerdan:

La Escuela Acuerda	Padre/ Tutor Legal Acuerda
<p>Informar a los padres/familias de los programas Titulo I y Titulo III indicaciones y sus derechos de estar involucrados.</p> <p>Ofrecer un número flexible de reuniones, y si hay fondos disponibles, proveer cuidado de niños para padres/ tutores legales quienes participen en las reuniones y/o talleres (eje. reuniones del Equipo de Liderazgo de la Escuela, Noches Familiar de Currículo de Ciencias, etc.).</p> <p>Proveer a los padres/tutores legales con información oportuna acerca de los programas de la escuela, políticas y reporte de tarjeta de la escuela.</p> <p>Promover e involucrar activamente a los padres/tutores legales en la planificación, revisión y mejorar:</p> <ul style="list-style-type: none"> • Compacto de Padres y la Escuela • Plan Educacional Exhaustivo de la Escuela • Programas Educativos y Celebraciones de la Escuela • Plan de Participación Familiar de la Escuela • Programa de Reclutamiento de Formación de Líderes <p>Reclutar, apoyar e involucrar a padres/tutores legales en los procesos de planeamiento y toma de decisiones de toda la escuela (eje. Equipo de Líderes de la Escuela).</p> <p>Proveer un ambiente acogedor y promover un currículo e instrucción de alta calidad con un énfasis en el desarrollo profesional.</p> <p>Crear un clima escolar en el cual las familias y el personal de la escuela puedan comunicarse fácilmente.</p> <ul style="list-style-type: none"> • vía nuestro Coordinador de Padres de la Escuela • a través de la Conferencia de Padres y Maestros, Desayuno de Orientaciones, y Reuniones Familiares de Currículo de la Escuela • vía reuniones/ de comunicación con padres acerca del progreso de sus hijos/as • vía la “Can We Talk” (Podemos hablar) forma en la Oficina Principal (Oficina Principal) (forma de solicitud para padres reunirse con un maestro/a) • vía varias oportunidades para participar y ayudar • en programas escolares (eje. Reuniones del Equipo de Liderazgo, Viajes Instructivos y varias Iniciativas de la Escuelas) 	<p>Involucrarse en el desarrollo, implementación, evaluación y revisión del Compacto de Participación de Padres y la Escuela.</p> <p>Compartir la responsabilidad del mejoramiento de desempeño académico de sus hijos/as.</p> <p>Mantener correcta y actualizada la información de contacto de emergencia.</p> <p>Hacer el desarrollo de alfabetización un enfoque familiar:</p> <ul style="list-style-type: none"> • estimular a su hijo/a a escribir en el hogar para propósitos reales (eje. cartas a familiares, lista de compras, notas dando gracias, diarios, invitaciones de ocasiones especiales) • leer en el hogar con tu hijo/a como parte una rutina diaria • estimular y supervisar la lectura de su hijo/a de por lo menos veinticinco libros cada año • utilice la biblioteca pública local para expandir y aumentar las experiencias de alfabetización de su hijo/a (eje. tarjeta de la biblioteca, contra historias). <p>Hacer el desarrollo de matemáticas un enfoque familiar:</p> <ul style="list-style-type: none"> • aumentar el conocimiento de la familia del programa instructivo de la escuela (eje. participación en Talleres de Matemáticas Familiar, revise la tarea de matemáticas) • estimular a su hijo/a a usar las matemáticas en el hogar y en del diario vivir para crear experiencias reales de matemáticas (eje. jugando juegos de matemáticas, creando presupuesto del hogar y de compras, compra comparativa como experiencia de matemáticas, participando en medidas mientras cocinan). <p>Revisar diariamente el trabajo escolar de su hijo/a en el hogar (eje. revisar los cuadernos, tareas y proyectos especiales) y asegure que diariamente su hijo/a está preparado con todos los materiales escolares.</p> <p>Utilizar el “NYC Dial” a Teacher (212-777-3380) y/o Homework Help website (dial-a-teacher.com).</p>

La Escuela Acuerda	Padre/Tutor Legal Acuerda
<ul style="list-style-type: none"> • a través de observaciones de actividades del salón de clase • vía uno a uno y reuniones de grupos pequeños con padres/tutores legales <p>Pedir a los padres/guardianes legales y/o personal voluntario de servir como traductores durante las reuniones de padre de la escuela.</p> <p>Proveer comunicación en curso con las familias que estimulen y apoyen la participación de padre/tutor legal en temas relacionados con la educación de su hijo/a (eje: Cartas de la Principal a las Familias (impresa en papel amarillo), Taller y/o Folletos, Reuniones de Currículo, Tablón de Anuncios de Participación Familiar Centralizada y Tablón de Anuncios del Equipo de Liderazgo Escolar.)</p> <p>Proveer oportunidades actuales para padres y familias (eje. Orientación de Currículo para Padres, Alfabetización de Familia y/o Institutos de Matemáticas, participación en Paseos Instructivos, Desayunos de Orientaciones, Salud y Otros Talleres Relacionados que incluyan, pero no están limitados a asma, cáncer de mama, obesidad, diabetes juvenil, Desorden de Atención Deficiente, dental, envenenamiento con plomo, higiene y seguridad en el Internet).</p> <p>Discutir con padres/guardianes legales la interpretación de los perfiles de desempeño, resultados de evaluaciones individuales de los estudiantes, aparte de las evaluaciones en toda la ciudad (ECLAS-2, Fountas & Pinnell, EPAL, NYSESLAT, ELA, Exámenes de Matemáticas, Estudios Sociales y Ciencias en toda la ciudad).</p> <p>Compartir con padres/tutores legales información pertinente del Departamento de Educación.</p>	<p>Estar al tanto y monitorear la asistencia y puntualidad de su hijo/a a la escuela y proveer con notificación escritas y documentación medica las ausencias tanto como sea necesario.</p> <p>Supervisar y monitorear su hijo/a:</p> <ul style="list-style-type: none"> * tiempo de dormir * higiene * usar los anteojos (cuando necesite) * merienda nutritiva de almuerzo * conversaciones telefónicas * salud física (eje. Chequeos médicos y dentales anuales) <ul style="list-style-type: none"> * televisión * juegos de video * uso apropiado del Internet <p>Participar activamente en el currículo de las reuniones informativas de padres/familias, celebraciones de toda la escuela y talleres educativos del DOE para padres, así como también conferencias de Padres/Maestros en la escuela.</p> <p>Familiarizarse con la escuela, evaluaciones en la Región, toda la ciudad y el estado (eje: Fountas & Pinnell, ECLAS-2, ELA, NYS Matemáticas, (<i>Everyday Math</i>), Estudios Sociales, Ciencias, etc.), y planear preparar su hijo/a para las experiencias de exámenes.</p> <p>Completar encuestas y proveer observaciones para que las actividades de (<i>Title I Parent Involvement</i>) satisfagan las necesidades, preocupaciones e intereses de padres/tutores legales.</p> <p>Familiarizarse con y apoyar el código del uniforme escolar, código disciplinario, plan de asistencia y puntualidad y plan de procedimientos de seguridad.</p> <p>Comunicar al maestro/a de su hijo/a y otro personal de la escuela información pertinente acerca de las necesidades educativas su hijo/a (eje: relacionadas a servicios y el Plan Educativo Individual) y condiciones de salud, tales como asma, alergias, etc.</p> <p>Comunicar el tipo de asistencia y talleres necesitados y deseados por la comunidad de padres para ayudar y apoyar a su hijo/a en el progreso educativo.</p> <p>Participar, cuando sea posible, en comités de asesoramiento o de toma de decisiones dentro de la escuela (eje. Equipo de Liderazgo Escolar, Asociación de Padres y Maestros reuniones y subcomités).</p>

CHILDREN FIRST – NETWORK 10

As required under NCLB, PS 307 will implement the following components of a Schoolwide Program:

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

SEE NEEDS ASSESSMENT SECTION (page 9)

2. Schoolwide reform strategies that:
 - a) P.S. 307 will provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - a. Students will be grouped based on data in order to meet instructional needs
 - b. Materials will be purchased for instructional intervention and enrichment based on students' needs
 - c. Friday and/or Saturday ELA, Math, Social Studies and Science Academies will provide additional targeted instruction to meet students' needs
 - d. Action plans will developed to provide targeted instruction for at risk students
 - e. Expand the Inquiry Team work to include Pilot Satellite Data Inquiry Teams
 - f. Improve Instruction by providing In-house Professional development for all teachers on Reading and Math strategies, conferring, rubrics, standards, differentiated instruction, portfolio, data driven instruction, looking at student work, performance indicators, etc.
 - g. Provide teacher with additional opportunities for Professional Development from external agencies, etc
 - h. Provide teachers with additional professional support via mentors, Literacy and Math AUSSIE consultants, Network liaisons, etc.
 - b) P.S. 307 will use effective methods and instructional strategies that are grounded in scientifically-based research that:
 - Meet the educational needs of our student population through flexible grouping, differentiated instruction and tiering
 - Improve reading comprehension through the use of meta cognitive strategies and early reading strategies
 - Improve teachers' professional craft through professional development, common preps, common planning and study groups
 - Improve the quality of Academic instruction through professional development and resources
 - Improved quality of learning time, such as after-school programs and Friday &/or Saturday Academies where students are grouped across grade classes according to data and needs
 - Help provide an enriched and accelerated curriculum with materials & resources such as but not limited to, "Making Meaning" (for meta cognition & comprehension), "Reading Strategies" (for early reading strategies), "Teaching the Qualities of Writing", and professional resources such as but not limited to, Stephanie Harvey's "Strategies that Work" and Debbie Miller's "Reading with Meaning".

- Help provide an enriched and accelerated curriculum with materials & resources for all content areas, such as but not limited to increasing the social studies literature to cover the content in the new social studies curriculum standards, new science testing materials and a revised science curriculum pacing calendar, math problem solving throughout the grades.
- Will foster the Arts in our students through the piloting of 2 After School Visual Art Clubs, establishing 4 Art Teaching Residencies with the American Globe Theatre, the Bronx Dance Arts, the Afro Brazil Arts and the Lehman College Art Gallery, and beginning to establish Arts literature.

Instruction by highly qualified staff.

The school will invests in 2 self-contained ESL certified classroom teachers, a school wide ESL certified teacher, and an F-Status ESL certified teacher for two-three days a week.

3. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

The school will fund two monthly Monday Professional development sessions (1 Literacy/1 Math) after school, Reading First PD Academy, and other PD provided by external organizations. These PD opportunities will help improve teachers' craft and their level of expertise and as a result will influence the quality of teaching.

4. Strategies to attract high-quality highly qualified teachers to high-need schools.

The school will seek outreach organizations such as Teach For America and Teaching Fellows, attend City-wide or District hiring fairs, search the Open Market pool for potential candidates and establish Network partnerships.

5. Strategies to increase parental involvement through means such as family literacy services.

The school will schedule Family Involvement grade curriculum nights, during the day and after school workshops that will have carefully selected instructional activities based on student data. These workshops will also include differentiated activities modeled for families to enable them and motivate them to practice at home with their children with materials provided for them as attendance incentives.

6. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

P.S. 307 will continue to have a instructionally rigorous 2 half-day Pre-K Program sessions with a maximum of 18 students in each. The school will have an ESL certified teacher and a highly qualified Reading First coach that will provide on-site support to the teacher.

7. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

P.S. 307 will continue to maintain certain ritual practices that entice teachers to collectively make decisions about materials and resources used for after-school programs and small group targeted populations. The teacher will also have opportunities to review a wide realm of resources and assessment materials that would be suitable for the instruction of their students. The school will pilot satellite data inquiry work in grades K - 3 in order to build capacity, improve academic performance and collaborate on the betterment of the school's culture about literacy instruction. The teachers will also partake in school wide retreats to set academic goals to collectively weave the fabric that will ensure student progress and performance.

8. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

P.S. 307 will continue to utilize the assessments used to progress monitor the students such as DRA, DRA-2, NYSESLAT, ECLAS, etc and inform us about the needs. The school will also invest on hiring highly qualified and or content specialty teachers to provide Academic Intervention Service (AIS) to assist students set academic goals to ensure progress. The school will continue to seek and maintain a cadre of experienced F-Status teachers to create a balance of instructional expertise in the school due to the constant turnover of new teachers.

9. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

P.S. 307 will continue to reach out to Community based organizations and DOE facilitators for grants and services that will enable us to provide violence prevention workshops, physical fitness and health awareness programs, parent learning leader trainings, etc.

Aside from Reading First as described above, PS 307 attempts to utilize existing services and programs in a number of areas. In visual arts, we have a long-term relationship with Lehman College to support visual arts learning, which will include the design, creation of installation of visual arts components at our school this year. In the area of performing arts, we continue to schedule interactive and participatory performances by the NYC Police Department's Steel and Jazz Band.

In the area of safety, we will conduct 3 cooperative programs for students. NYPD conducted workshops for students on Internet Safety. New York Safe Kids Coalition will provide training for students in pedestrian vehicular safety. The Child Abuse Prevention will be providing Professional Training as well as assembly presentations for students. Students received training in fire safety from The Firehouse Circus.

PS 307 attempts to utilize all available resources to provide workshops for families, and as we continue to assess and refine our program we continue to seek new and more effective partners for our efforts. In school year 2007-2008, this included:

- The New York Academy of Medicine - Healthy Eating Workshops (3 sessions)
- Bronx Health Link Inc. - Asthma, Child Development, Nutrition and Obesity
- NYPD Community Affairs & Youth Services - Internet Safety
- Museum of Natural History - Moveable Museum
- NYCDOE - PTA Election Process
- NYCDOE - Making a Difference: Leadership/Volunteers (3 sessions)
- Learning Leaders - 3 sessions

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Not Applicable

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

Not Applicable

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE)

Not Applicable

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the

literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

For the past three years, PS 307 has participated in the Reading First initiative. Reading First is a major federal initiative that builds on years of scientific research in reading to ensure that all children can read at or above grade level by the end of third grade. The program is grant funded and the goal is to improve the quality of reading instruction and thereby improve the reading skills and achievement of children in the primary grades. Reading First programs and the professional development provided to school staff must use reading instructional methods and materials that incorporate the five essential elements of effective primary-grade reading instruction (phonemic awareness, phonics, fluency, vocabulary development and comprehension). The National Reading Panel also revealed that the most reliably effective approach of these essential elements is called "systematic and explicit" instruction. Systematic means that important skills and strategies are taught in a planned, logically progressive sequence. Explicit instruction means the teacher states clearly what is being taught and models effectively how it is used by a skilled reader. Standards and accountability are the foundation of the Reading First classroom. Expectations are clear, as are strategies for monitoring progress toward meeting them. A comprehensive reading program provides the basis for instruction and connects meaningfully to supplemental materials. All schools in the NYC Reading First initiative use an Anthology Collection developed by the Harcourt School Publishers. These materials offer explicit, systematic instruction in the essential elements of reading. Students actively engage in a variety of reading-based activities, which connect to the five essential components of reading, as well as clearly articulated academic goals.

The Reading First grant will expire at the end of the 2009-2010 school year. In anticipation of this and based on our findings that the Harcourt materials had gaps in the area of comprehension, we have revised our curriculum maps and pacing calendars to further align with NYS Standards. Our curriculum maps include expected student outcomes and a timeframe for covering the material. Additionally, we provide teachers with a variety of instructional resources to support teaching the content outlined in the curriculum maps. In addition to the Harcourt materials, we have added materials (*Making Meaning*, *Comprehension Toolkit* and *Comprehension Strategies*) to support the area of metacognition (thinking about how we think about text).

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to

teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)¹ data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students’ background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.
- **English Language Learners**
Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

¹ To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers’ self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

During the 2006-2007 school year, a full-time ESL teacher and program coordinator was hired to help facilitate the continued incorporation of ESL strategies and materials into the classrooms, and continue to provide mandated services to ELL students. Since 2006, the ESL coordinator has held meetings throughout each year with individual teachers, to assist with the incorporation of ESL strategies, standards, and materials in the classrooms, and their use in lesson planning and execution. Meetings also address the components of the ELL assessments (i.e. the LAB-R and NYSESLAT), as well as the analysis and use of the assessment data to plan differentiated instruction based on ELL students' needs.

At PS 307, the ESL coordinator has also been trained in various literacy assessments (such as the Fountas & Pinnell Benchmark Assessment System, DIBELS, and ELA tests), and assists with the administration and analysis of such assessments.

Based on our current planning protocol, the findings discovered by the NYCDOE and NYSED do not apply to our school.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Not Applicable

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised **MAY 2009**

by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

P.S. 307 via the use of our Math AUSSIE consultants in collaboration with our teachers conducted an analysis of the program and found that EDM did not sufficiently address our school needs in the areas:

- Measurement (Time and coins)
- Problem Solving
- Representing mathematical ideas using concrete & pictorial representations in the upper grade levels

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Data from the following sources:

- NYS Mathematics Exams (2008) Item Analysis on Extended Response Section
- Baseline/End-of-Year Exams
- Analysis of Student Work

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

- Instituting a Problem Solving Initiative, which calls for at least 10% of the instructional week to focus on problem solving, building problem solving skills and the incorporation of strategies.
- Measurement Initiative where the school purchased and supplied teachers with additional resource materials
- Differentiated Instruction utilizing small-group instruction

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

In order to assess whether these findings are relevant to our school's educational program we will conduct monthly learning walks and informal classroom visits. These learning walks and visits will allow us to monitor the issues above (differentiation, direct instruction, student engagement, research based practices, and best practices). We will seek support from our network, specifically our network's inquiry process to assess these areas.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

In conducting literacy assessments, such as ECLAS-2, Fountas & Pinnell Benchmark Assessment System we have noticed that comprehension is an area of need within our school. In our upper grades it seems that students are not engaged in reading during independent reading time.

While conducting learning walks and informal classroom visits we have noticed that our teachers need further support with differentiating instruction. The identification of student strengths and weaknesses can be used to differentiate instruction for a particular child.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

In order to address these issues our school is continuing our Primary Data Inquiry Team work; as well as piloting satellite teams on each grade level. These teams will give teachers an opportunity to reflect on their teaching practices. This reflection will foster discussions around best practices and research based practices. The Data Inquiry Team will be a forum to share successful practices school-wide.

Professional development provided by the network, outside organizations, and consultants will be used to address the areas of need.

Staff will have the opportunity to be exposed to researched based practices to help meet the needs of their students. These practices will then be implemented in classrooms which will increase student outcomes.

In Writing, this year our focus was on aligning our curriculum maps and units of study with the State Standards. We did this in four ways:

Curriculum Maps

At the end of the 2008-09 academic year the curriculum maps were revised and the links to the State Standards made explicit. The identified learning outcomes for each unit are directly linked to the Standards with the relevant resources identified. Because many of the teachers were beginning teachers these links are clearly spelt out in the curriculum maps and the overview of the writing genres. Care was taken to ensure that there is consistency across each grade level as well as vertical alignment. The maps were rolled out at the beginning of the year and the focus of the professional development was the alignment between the schools curriculum maps and the State Standards.

Units of study

Each unit of study is being revised before implementation. The units of study are driven by the State Standards while also taking into account the ongoing monitoring of the students' development. Resources have been identified to support each unit and these are stored in the professional development room and are available for teachers. Exemplars have been included in each unit to help teachers understand what writing that meets the State Standards looks like at each grade level.

Assessment

A great deal of effort has been put into ensuring that assessment of students' writing is directly linked to the State Standards. Rubrics have been developed for each grade level that reflects the State Standards. These have been developed to be used in an ongoing way so each student's development across the year can be tracked. The rubrics are generic in that include the processes rather than being genre specific. This was to allow the rubrics to be used in all units of study. It is from these rubrics that students' individual goals are set.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM²)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

P.S. 307, via the use of our Math AUSSIE consultants in collaboration with our administrative team, conducted Learning Walks, informal observations and formal observations of Classroom Instruction.

Assessment of our school practices indicated the following findings as relevant:

- Direct instruction in K-8 mathematics classes were frequently or extensively seen in 50 percent of our classrooms.
- Student activities other than independent seatwork and hands-on learning were seen in 43 percent of our classrooms.
- Technology use in mathematics classes was evident in 36 percent of our classrooms during math stations.

Assessment of our school practices indicated the following findings as not relevant:

- High academically focused class time was found in 100 percent of our classes
- High level of student engagement was found in 100 percent of our classes

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Our school, via the use of our Math AUSSIE consultants in collaboration with our administrative team, conducted Learning Walks, informal observations and formal observations of Classroom Instruction.

Assessment of our school practices indicated the following findings as relevant:

² To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

- Direct instruction in K-8 mathematics classes was frequently or extensively seen in 50 percent of our classrooms.
- Student activities other than independent seatwork and hands-on learning were seen in 43 percent of our classrooms.
- Technology use in mathematics classes was evident in 36 percent of our classrooms during math stations.

Assessment of our school practices indicated the following findings as not relevant:

- High academically focused class time was found in 100 percent of our classes
- High level of student engagement was found in 100 percent of our classes

X Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Applicable / Relevant findings:

- Direct instruction in K-8 mathematics classes was evidenced during informal and formal observations. It was observed that implementation of extended mini lessons during the Workshop Model of Instruction in these classes resulted in direct teacher instruction and lack of student modeling.
- Students in 43 percent of our classes were observed to be engaged in well developed Math Stations during Learning Walks and during informal and formal observations. It is noted that due to physical constraints within classroom size in our building, Math Stations are established along the perimeter of the room and students bring activities, game and manipulatives to their tables. This practice does not diminish the effectiveness of students' engagement in Math Stations.
- During Math Stations technology was included 36 percent of our classrooms. This was observed during Learning Walks and during informal and formal observations. The technology utilized was the Everyday Math Games program.

Not Applicable / Not Relevant findings:

- During Learning Walks, informal observations and formal observations of Classroom Instruction a high level of academically focused class time was apparent within all classrooms. This was evidenced through the unilateral use of the Workshop Model of Instruction and lesson planning.
- During Learning Walks, informal observations and formal observations of Classroom Instruction a high level of student engagement was apparent in all classrooms. This was evidenced through the use of student models during the share component of the Workshop Model and through informal dialogue with students during Learning Walks.

2B4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support form central to address this issue.

The following steps will be taken to address the relevant findings:

Direct instruction in K-8 mathematics classes-

- Teachers will receive professional development to support lesson planning using the Workshop Model of instruction with a focus on the Mini Lesson through grade meeting and Lunch 'N Learns.
- Teachers will receive demonstration lessons to support implementation of the Workshop Model with a focus on utilizing student models during the Mini Lesson.
- Learning Walks, informal observations and formal observations will be used to assess our progress.
- Teachers will engage in Monthly Extended Day Professional Development for Math for planning strategies.

Student engagement in activities other than independent seatwork and hands-on learning-

- Teachers from each grade level (kindergarten - Grade 5) will attend monthly Calendar Day Workshops presented through the Network in collaboration with AUSSIE that focus on extended activities for student engagement.
- Selected teachers will turn-key activities presented in Calendar Day Workshops for implementation during Math Stations. These activities are designed to provide students with additional activities through games, supplemental hand-on instructional components and portfolio tasks.
- Learning Walks, informal observations and formal observations will be used to assess our progress.
- Teachers will engage in monthly Extended Day Professional Development for math to review student work as evidence of student engagement.

Technology use in mathematics classes-

- Learning Walks, informal observations and formal observations will be used to assess our progress.

We are not requesting additional support from central to address this issue.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

P.S. 307 was created in 2003 and did not reach its present (full) size until the 2007-2008 school year, we have many young teachers. Despite that, we continue to maintain a teacher retention rate in excess of 85%.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program? Not Applicable

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Not Applicable

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

This finding does not apply to PS 307. PS 307's administration routinely asks teachers for their input on professional development topics. In addition, the ESL coordinator, AUSSIE literacy coaches, and in-house literacy coaches work with teachers to identify and plan meetings for areas of professional development need (which include ESL instructional strategies). PS 307 also actively seeks out, and sends teachers to, ESL professional development opportunities offered by outside organizations (such as Network 15, Fordham University, QTEL, and BETAC). Because of these processes already in place at PS 307 our teachers, coaches, and coordinators work together to identify, create, and host ESL professional development opportunities for the teachers at our school.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Instructional personnel who service ELL students are provided with professional development early in the school year on issues that pertain to the ELL population. Professional development occurs during teacher's common prep periods, pre and post conferences with administration, during lunch shares and after school.

Professional development offered to explain the LAB-R and NYSESLAT tests and scores helps further expand teachers' understandings about the tests their students are required to take and how to use the ESL data to drive instruction. A segment on ESL strategies essential for ELL students gives staff members the ability to embed various ESL strategies into their planning so that teaching and learning can be most effective. Under the umbrella of Reading First, the Reading First coach provides all teachers with professional development on ESL strategies and ESL components of the Reading First program.

P.S. 307 seeks to provide professional development on proven ESL strategies and techniques (such as the use of music, pictorial representations, use of multimedia, activating prior knowledge, building background, kinesthetic activities, and body language) in order to help students succeed academically. In addition, the Pre-Kindergarten teacher is included in the ESL professional development in order to assist with early intervention for potential English language learners.

The ultimate goal of our professional development is to equip ELL students with the skills necessary to meet English proficiency on the NYSESLAT examination and current promotional grade criteria. This will afford them opportunities to be high academic achievers as they progress in their school career.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

This finding is not applicable.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

Once the NYSESLAT and LAB-R data are available for the students at PS 307, the ESL coordinator works to create graphs and tables that: show the students' overall NYSESLAT decision (i.e. beginner, intermediate, advanced, or proficient) for all years that data is available; as well as to show students' scores and levels for the reading/writing and listening/speaking sub-scores for all years that data is available. This data is used to track ELL data trends over the years by class and grade, as well as to monitor the progress of individual ELL students. All teachers who have ELLs in their classrooms are provided with a table of this information for all of the ELL student in their class.

In addition, a professional development session is held by the ESL coordinator at the beginning of the year for teachers of ELL students. The professional development session is used to disseminate the NYSESLAT and LAB-R data, explain the LAB-R and NYSESLAT tests components and scores, and explain to teachers how to read the data to inform the their instruction of the ELL students in their class.

As the year progresses, other assessments (such as Fountas & Pinnell Benchmark Assessment System, ECLAS- 2, and DIBELS) are used to monitor the progress of our ELL students. The ESL coordinator has been trained on how to administer these assessments, and is involved with their administration and data analysis. The ESL coordinator and literacy coaches continue to work with classroom teachers throughout the year to make read and use their data to monitor the growth of and to drive the instruction of ELL students.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The ESL coordinator is in constant communication with the main office staff to maintain a current record of all ELL students within the school. When new ELL students are admitted, the main office staff works with the ESL coordinator to obtain the students' test history. The ESL coordinator then updates the schools' NYSESLAT and LAB-R data, and provides updated information to the classroom teachers about the new ELLs in their classes. In addition, the ESL coordinator and literacy coaches continue to work with classroom teachers throughout the year to make read and use their data to monitor the growth of and to drive the instruction of ELL students. The ESL coordinator also works with other data specialists in the school when other assessment data (such as literacy and math) need to be disaggregated for the ELL population.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

This finding is not applicable.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

We are going to conduct a needs assessment survey to evaluate whether or not all teachers are familiar with instructional approaches that will help improve the academic performance of students with IEPs. We will also assess if teachers are familiar with the content of the IEPs, accommodations, modifications and behavioral support for students with IEPs.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The outcome of the needs assessment survey will determine if this finding is relevant.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

We have added a Special Education Liaison who is the point person for any Special Education concerns or questions teachers may have regarding students with IEPs.

We will continue to reach out to our Network Administrator of Special Education on a regular basis for support in the areas of IEP development, SMART goal setting and support services for Special Education students.

We will ensure that we send representatives from our staff attend Special Education meetings provided by our Network and the ISC and that those representatives turnkey pertinent information to appropriate staff.

Teachers will attend Professional Development by Network, ISC and SBST when available.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

We will continue to seek out technical support from ISC as we have to rectify the disparity of the IEPs to clean up and ensure the IEP are up to par and aligned with CAP and SEC. We will continue to do this until we have met with all compliance issues.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

We will continue to examine existing IEPs with support from our Network Administrator(s) and our SBST to determine the necessary accommodations and provide support for teachers as they implement modifications to instruction and classroom environment.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

In order to insure alignment with the goals, objectives and promotional criteria, IEPs will be reviewed regularly and we will reach out to appropriate personnel (ISC, Network and SBST) to provide necessary support to implement accommodations and/or modifications.

We will work with classroom teachers and related service personnel (i.e. speech, counseling) to ensure that behavioral plans are created for students in need of such plans.

We have worked with the Special Education Supervisor at the ISC for the last two years to facilitate the alignment between IEP recommendations and implementation of mandates.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

Part A: FOR TITLE I SCHOOLS

1. PS 307 currently has 2 students who are attending our school and who are in Temporary Housing.

2. PS 307 does the following to support the STH population:
We develop a cadre of advocates for those students. These advocates will be valiant to monitor for behavioral, social and/or academic progress and changes. They will ensure that the students have appropriate clothing and if are in need obtain "silent" donors to assist. The school will provide school supplies when and if necessary and will ensure that those students have "Loose Change" so as to be included in our school's "One for Books" Community Service Initiative. We will identify the shelter(s) and attempt a link with the shelter(s). The Parent Coordinator will have continuous outreach with the family. We will ensure that the student (s) receive academic support through DIT, AIS and be offered After-school AIS.

Part B: FOR NON-TITLE I SCHOOLS

DOES NOT APPLY TO PS 307

