



**DRAFT**

**[THE CLARA CARDWELL SCHOOL]  
PS/MS 308**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: (16K308)**

**ADDRESS: 616 QUINCY STREET, BROOKLYN, NEW YORK 11221  
TELEPHONE: (718) 574-2372  
FAX: (718) 453-0663**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 16K308      **SCHOOL NAME:** The Clara Cardwell School

**SCHOOL ADDRESS:** 616 Quincy Street, Brooklyn, New York 11221

**SCHOOL TELEPHONE:** (718) 574-2372      **FAX:** (718) 453-0663

**SCHOOL CONTACT PERSON:** Renata Clement      **EMAIL ADDRESS:** RClemen2@scho  
ols.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Sandra Dudley

**PRINCIPAL:** Renata Clement

**UFT CHAPTER LEADER:** Cornel Garfman

**PARENTS' ASSOCIATION PRESIDENT:** Patricia Etheah

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 16      **CHILDREN FIRST NETWORK (CFN):** 304

**NETWORK LEADER:** Lucile Lewis

**SUPERINTENDENT:** Evelyn Santiago

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Renata Clement	*Principal or Designee	
Cornel Garfman	*UFT Chapter Chairperson or Designee	
Patricia Etheah	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Rebecca Newton	Member/	
Tayesha Cadore	Member/	
Yolan Cadore	Member/	
Patricia McIntosh	Member/	
Diana Riley	Member/	
Sandra Dudley	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **SECTION III: SCHOOL PROFILE**

#### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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P.S. / I.S 308 is located in Bedford Stuyvesant Brooklyn, New York. We have a diverse population of students including Special Education, English Language Learners and General Education. Our school offers differentiated and enriched curriculum centering on designed and relevant themes that incorporate problem solving and logical thinking skills that are related to real life issues. The learning environment fosters independent study, research and inquiry. Project oriented work is reflected in the humanities, mathematics, science and career awareness.

The vision of P.S. / I. S. 308 is for teachers, students and staff to work collaboratively to develop a challenging, social and academic environment. All members of the community will be responsible and active participants in each child's education while meeting the highest standards and the needs of each learner. Our staff is committed to creating a safe environment and nurturing environment and instilling values and respect to each other's culture.

The mission of P.S. / I. S. emerges from acknowledging the five characteristics of effectiveness as defined by Ron Edmonds. These characteristics of visionary leadership, consensus of school purpose, a safe and orderly climate, high expectations, and on-going evaluation are integral elements of the 308 concept. We accept the challenge to move the school from being "just" effective to becoming excellent. Asa Hilliard's concept of excellence is "our current ceiling for where we take children is really where the floor should be, and the vast untapped potential of children is as great as the untapped potential of teachers who serve them." Our mission is to embrace this "will to excellence" as we restructure education to unleash the full potential of every parent, teacher, and learner.

We have 5 CTT classes and 6 Self-contained Special Education classes to provide our Special Education students with instruction in the least restrictive environment. We have a pull-out program for our ESL students in grades K-8. We offer support services to our students as needed through push-in or pull-out programs and also through the work done by our full-time guidance counselors, full time school psychologist, social worker, occupational therapist and physical therapist. Our Attendance, Academic Intervention Services (AIS), Pupil Personnel Team (PPT), School Safety/Crisis team, Grade Level leaders, Curriculum Team, and Data Inquiry Team meet to discuss the academic and emotional needs of all the students in the learning environment. The teachers keep data binders collecting data through formal and informal assessments. The data is utilized to differentiate and to drive instruction based on the strengths and weaknesses of all students.

Our educational program is a child-centered environment. Teachers are encouraged to develop a learning environment that promotes dialogue, critical thinking skills, and inquiry while integrating higher order level thinking skills based on Bloom's Taxonomy. Current strategies for improving instruction and student performance in English Language Arts include the Core Knowledge curriculum and the implementation of the balanced literacy approach for reading which consists of: independent/paired reading, shared reading, guided reading, accountable talk, writers' workshop, interactive read aloud, word study, and teacher/student reading and writing conferences. All grades teach mathematics through the Addison Wesley program incorporating problem solving, the use of manipulative and writing in mathematics. For Science and Social Studies, all grades follow the New York State standards and incorporate experimental, writing and hands-on learning in the classroom. Science and Social Studies are also integrated in literacy. All students receive a rigorous education in all curricula areas.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	The Clara Cardwell School			
<b>District:</b>	16	<b>DBN #:</b>	16K308	<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	11	17	13		91.7	90.8	92.3		
Kindergarten	65	52	34						
Grade 1	95	66	44	<b>Student Stability: % of Enrollment</b>					
Grade 2	78	84	66	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	68	69	74		95.7	97.1	96.3		
Grade 4	68	71	90						
Grade 5	59	57	76	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	90	82	95	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	97	83	88		82	82.7	78.7		
Grade 8	83	92	76						
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					14	5	19		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	821	759	648		***	***	5		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	****	****	****	CTE Program Participants	***	***	***
# in Dual Lang. Programs	****	****	****	Early College HS Participants	***	***	***
# receiving ESL services only	21	28	26	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	1	****	****	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals			
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals			
				18	17	15	
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native	2	1		Percent more than two years teaching in this school			
Black or African American	90	87		Percent more than five years teaching anywhere			
Hispanic or Latino	8	10		Percent Masters Degree or higher			
Asian or Native Hawaiian/Other Pacific Isl.	1	1		Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
White	1	0					
Multi-racial	0	0					
<b>Male</b>							
<b>Female</b>							

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance): Made AYP</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS) ✓			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	✘	ELA:	
	Math:	✘	Math:	
	Science:	✓	Grad. Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	✓	✓	✓				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	✓	✓					
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	✘	✘					
Limited English Proficient							
Economically Disadvantaged	✓	✓					
<b>Student groups making AYP in each subject</b>	✘	✘	✓				

### Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	N/A
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

All of the student in the school will be assessed using the following methods:

- A.** Baseline reading assessments are given to each grade 3 through 8 to determine reading levels. The results of the reading assessment will determine the class groupings, instruction, and projection of performance levels.
- B.** Interim assessments will be given to the students to assist in our analysis of student progress in order to increase performance in English Language Arts, mathematics, and science.
- C.** Portfolios are key components in the assess process. They are analyzed during teacher team meetings, student academic performance review, and for middle school for academic probation.
- D.** Student achievement is determined by progressive involvement in measurable skills indicated in Acuity and ITA periodic assessments.
- E.** A review of the school's report card 2009-2010 indicated that the school met AYP in the areas of English Language Arts, mathematics, and science in all of the sub groups with the exception of students with disabilities.
- F.** The academic intervention services that will be provided for the 2010-2011 school year will target students in levels one and two. These students comprise over 60% of the students tested with the level two students making 50% of the 60%. With the majority of the students scoring level 2, the school will provide 37.5 minutes two days a week, Saturday Academy, one-to-one instruction, small group instruction, and double literacy and math blocks.
- G.** As part of the Children's First Intensive, the teacher teams will allow teacher to analyze student progress. These teams will triangulate data (i.e., attendance, test scores, portfolios, report card grades, conduct, etc.) to determine the cause of their performance which will allow the appropriate intervention services to be provided. The teams will meet once a week to discuss student performance.
- H.** It is important that each class address state standards and the common core standards in the curriculum and in instruction infused with the principles of learning. Concentration on these areas will provide teachers with a better understanding of expectations on student performance and will provide rigor to their instruction. The teachers will be scheduled to attend workshops given by the CN as well as in-house professional development.
- I.** With the push to ensure that students are college ready, the regents exam will be given to grade 8 students in the areas of Integrated Algebra, Living Environment, and Spanish.

Only selected students who have shown proficiency in their subject areas will be allowed to take the exam.

- J.** Academic probation results in failure to pass any subject that a student is scheduled to take during the 2009-2010 school year. A student who receives a grade of 65 or below in any subject will automatically be placed on academic probation. Academic probation occurs every six week. Parent conferences are conducted to ensure that parents have knowledge of his/her child's performance.
- K.** The school's attendance is 90%. The school has begun on outreach program with student incentives, more frequent phone calls to the parent, teacher accountability for reporting absences. This effort will help to improve attendance percentage to 95% and above.
- L.** The 21<sup>st</sup> Century After School program is in its second year at the school. The school continuously recruits middle school students to participate in the program. The school encourages students in level one and level two to participate. The program provides activities extracurricular activities that are geared towards the curriculum while incorporating the arts.
- M.** Parental involvement continues to be a work in progress. Parental involvement for the entire school is lower than 50% and is evident as indicated on the Learning Environment Survey. The school has a new PTA whose goal is "Developing You to Help Your Child." This new initiative will provide parents with workshops in the areas of finance/budgeting, parenting, GED, job assistance (resume writing, interviewing, career fairs). The 2<sup>st</sup> Century grant will also provide parents with workshops. The school is recruiting parents to enroll in the Learning Leaders program.

## **SECTION V: ANNUAL SCHOOL GOALS**

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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### **LITERACY**

**Goal:** The goal of PS/MS 308 is to increase student performance in English Language Arts by 10% in grades 3-8.

#### **Strategic Objective:**

The number of students achieving a standards performance index of three (3) or four (4) on standardized tests will increase by ten (10) percentage points. The 90-minute literacy block incorporates the workshop model to allow students to learn in a whole class and small group settings as well as apply concepts during independent activity. Grades 3 through 5 use the reading program Literacy by Design. Grades 6 through 8 use reading program EMC Paradigm, and Kindergarten through second (2) grade use Core Knowledge. AIS (Academic Intervention Services) will provide students in levels 1 and 2 with reading and writing strategies to support classroom instruction. Saturday Academy will be offered to students in grades 3 through 8 test prep strategies for the state exam. Teachers will identify 2 common core standards that each grade will focus on to ensure that students meet proficiency.

### **MATHEMATICS**

**Goal:** The goal of PS/MS 308 is to increase the number of student moving from level 2 to level 3 and from level 3 to level 4 on standardized exam. Students in grades 3 through 8 will show a 10% increase in math.

#### **Strategic Objective:**

Teachers on all grade levels will utilize mathematics manipulatives to enhance critical thinking and logical reasoning skills in math. Monthly math projects will be assigned for each grade level throughout the school year. Teachers will use technology and writing to develop the projects which will be displayed in corridors and classrooms at the end of each month. Interim assessments will be given to show skill proficiency and performance. AIS will provide students with math strategies to support classroom instruction. Saturday Academy will be offered to students in grade 3 through 8.

### **SCIENCE**

**Goal:** The goal of PS/MS 308 is to increase student performance in Science in grades 4 and 8.

### **Strategic Objective:**

To implement an effective science program that will result in a yearly increase in the percentages of 4<sup>th</sup> and 8<sup>th</sup> grade performance on the state exam, students in Kindergarten through 2 have an additional period of science. Students in grades 3 through 5 also receive additional science instruction. They are required to complete projects based on the unit of study. Students who have been targeted will receive science instruction two days through the 21<sup>st</sup> Century after school grant (Science Institute). Selected grade 8 students will receive additional instruction through 21<sup>st</sup> Century grant to prepare them for the Living Environment regents exam.

### **SOCIAL STUDIES**

**Goal:** The goal of PS/MS 308 is to infuse social studies curriculum into all the content areas.

### **Strategic Objective:**

All students will demonstrate the knowledge and skills necessary for understanding the history of the United States and New York State, the history of the world, economic systems, civics, citizenship, government and geography and research skills. All teachers will design theme-based social studies units for each marking period. Student work will be displayed on bulletin boards and in the classrooms. Grade level assessments will be conducted monthly. Grade 7 social studies focus on global cultural and diversity in helping the students to understand cultures and the similarities and differences that exist in every culture.

### **TECHNOLOGY**

**Goal:** The goal of PS/MS 308 is to integrate the use of technology into all core curriculum subject areas.

### **Strategic Objective:**

All teachers will create multimedia projects which will serve as models for their students. These projects will give student visuals that will promote brainstorming and classroom discussion.

### **ARTS**

**Goal:** The goal of PS/MS 308 is to provide an atmosphere for students to actively participate in the creation and performance of music. Provide a foundation that will enable students to respond critically to a variety of music genres. Create a learning environment which promotes cultural awareness and understanding for the diverse cultures that shape our society.

### **Strategic Objective:**

All students in grades 3 through 5 will demonstrate the knowledge and skills necessary for creating, performing, participating in the arts.

### **ENGLISH AS A SECOND LANGUAGE (ESL)**

**Goal:** The goal of PS/MS 308 is to decrease the number of students receiving ELL services.

### **Strategic Objective:**

The ESL department will be restructured to focus more on reading comprehension, writing and alignment to classroom instruction. With this approach, students will improve on the NYSELAT exam. The ESL teacher will work collaboratively with the classroom teachers.

## **PROFESSIONAL DEVELOPMENT**

**Goal:** The goal for the teachers at 308 is to set goals that would address the common core standards as well as addressing the needs of the students.

### **Strategic Objective:**

The measurable target for 308 is estimated that 30% of the teachers will establish goals that will target the needs of those students. Professional development will be conducted in effective and measurable goal setting. Teachers will attend professional development workshops given by the CFN or other professional development institutions.

## **PARENTAL INVOLVEMENT**

**Goal:** The goal for PS/MS 308 is to increase parent involvement throughout the school.

### **Strategic Objective:**

The PTA with the assistance of the parent coordinator will continue to implement workshops geared towards parents' concerns and/or needs. The newly elected PTA has designed a theme "Developing You – Helping You Help Your Child". This is a form of outreach to the parents in hopes that it will increase involvement. Through the 21<sup>st</sup> Century grant, parents will be offered workshops as well. The Parent Coordinator's weekly Wednesday meetings gives insight to the schools programs.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** English Language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 10% increase in English Language Arts achievement of all students as measured by the bi-weekly assessments, predictive and ITA assessments and city and state exams.</p>
<p><b>Action Plan</b> 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"> <li>• Classroom teachers will instruct students daily using all the components of Core Knowledge in grades K through 3 and balanced literacy in grades four through 8.</li> <li>• Classrooms are equipped with classroom libraries consisting of literature based on fiction, poetry, magazines, and non-fiction books that appeal to a variety of different interests.</li> <li>• All grades have a 90-minute literacy block. (Comprehensive literacy period including writing activities)</li> <li>• Academic intervention services is provided to all at-risk students.</li> <li>• Classroom teachers will use data collection drive instruction.</li> <li>• Classroom teachers differentiate instruction to increase student achievement.</li> <li>• Teachers have daily conferences with students in reading and writing to address students' goals and needs.</li> <li>• Students in grades 3 through 8 will take the ELA predictive in November and April.</li> <li>• Teachers will evaluate the results and identify each student's strengths and weaknesses.</li> <li>• Instruction will be aligned to meet each student's needs.</li> <li>• Grade level conferences are used to analyze student work and to improve instruction.</li> <li>• Data inquiry team will target students in grades 3 through 8 to improve reading comprehension and writing.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Schedule Data Inquiry Team meetings</li> <li>• Academic Intervention Services</li> <li>• Resource Room teacher</li> <li>• Classroom teachers</li> <li>• Lead Teachers</li> <li>• Assistant Principal</li> <li>• Principal</li> </ul> <p>Tax Levy, Title 1, NYSTL, ARRA</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"><li>• Reading levels are reviewed monthly</li><li>• Projected gain is by June 2011 to increase the level 3's by 3%.</li><li>• ELA state assessments May 2011. Projected gain is to decrease the number of students on level 2 by 2%</li><li>• ELA predictive in November and April</li><li>• Woodcock Johnson and Dibels assessment in October and May for grades K through 2</li></ul>
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**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 10% increase in Mathematics achievement of all students as measured by the bi-weekly assessments, predictive and ITA assessments and city and state exams.</p>
<p><b>Action Plan</b> 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"> <li>• Classroom teachers will identify the level of students based on the Predictive assessment</li> <li>• Academic Intervention services is provided to all at-risk students</li> <li>• Classroom teachers differentiate instruction to increase student achievement</li> <li>• Students in grades 3 through 8 will take math predictive in November and April.</li> <li>• Teachers will evaluate the results and identify each student’s strengths and weaknesses.</li> <li>• Classroom teachers will use data collection to drive instruction.</li> <li>• Grade level conferences are used to analyze student work and to improve instruction.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Schedule Data Inquiry Team meetings                      Tax Levy, Title 1, NYSTL, ARRA</li> <li>• Academic Intervention Services</li> <li>• Classroom teachers</li> <li>• Lead Teachers</li> <li>• Assistant Principal</li> <li>• Principal</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Math levels are reviewed monthly</li> <li>• Projected gain is by June 2011 to increase the level 3’s by 5%.</li> <li>• Math state assessments May 2011. Projected gain is to decrease the number of students on level 2 by 5%</li> <li>• Math predictive in November and April (targeted population grades 3 through 5)</li> </ul>

## SECTION VI: ACTION PLAN

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**Subject/Area (where relevant):** Science

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, there will be a 5% increase in students scoring levels 3 and 4 on the NYS science exam in grades 4 and 8.</p>
<p><b>Action Plan</b> 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"> <li>• Science is taught on every grade level</li> <li>• Two periods per week in Kindergarten through grade 2 and four periods per week in grades 3 through 5</li> <li>• Teachers in grades 3 through 5 will follow the city core curriculum using FOSS and Harcourt.</li> <li>• Science is integrated into literacy and math.</li> <li>• Materials purchased to support science units in reading</li> <li>• Teachers will follow the state standards in science.</li> <li>• Teachers will incorporate hands-on learning and experiments into the science units of study.</li> <li>• Emphasis is also being placed on science vocabulary and reading in the content area.</li> <li>• Teachers use</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Schedule Data Inquiry Team meetings      Tax Levy, Title 1, NYSTL, ARRA</li> <li>• Academic Intervention Services</li> <li>• Resource Room teacher</li> <li>• Classroom teachers</li> <li>• Lead Teachers</li> <li>• Assistant Principal</li> <li>• Principal</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Reading levels are reviewed monthly</li> <li>• Projected gain is by June 2011 to increase the level 3's by 3%.</li> <li>• ELA state assessments May 2011. Projected gain is to decrease the number of students on level 2 by 2%</li> <li>• ELA predictive in November and April</li> <li>• Woodcock Johnson and Dibels assessment in October and May for grades K through 2</li> </ul>

**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):** Social Studies

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To infuse the social studies curriculum into all content areas during the overall instructional program.</p>
<p><b>Action Plan</b> 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"> <li>• Teachers will engage students in answering and analyzing document-based questions.</li> <li>• Utilize computers/internet to assist students in research and writing nonfiction essays.</li> <li>• Teachers will teach study skills such as cause/effect relationships, main idea and supporting details.</li> <li>• Teachers will reinforce social studies skills and concepts during the balanced literacy block period.</li> <li>• Classrooms are equipped with classroom libraries consisting of historical fiction and nonfiction materials.</li> <li>• Classroom teachers will differentiate instruction to increase student achievement.</li> <li>• Teachers will integrate social studies with reading, writing, and math.</li> <li>• To increase students' writing and reading comprehension skills, learning to interpret data and charts, and to interpret primary documents.</li> <li>• Targeted population: Kindergarten through 5</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Schedule Data Inquiry Team meetings</li> <li>• Academic Intervention Services</li> <li>• Resource Room teacher</li> <li>• Library Teacher</li> <li>• Technology Teacher</li> <li>• Classroom teachers</li> <li>• Lead Teachers</li> <li>• Assistant Principal</li> <li>• Principal</li> </ul> <p style="text-align: right;">Tax Levy, Title 1, NYSTL, ARRA</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"><li>• Teacher's observations and conferences</li><li>• Students' work is evaluated using a rubric</li><li>• Teachers will monitor students' ability to analyze and explain primary source documents and secondary sources</li><li>• Teachers' bi-weekly assessments</li><li>• Students' portfolios</li></ul>
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**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):** ARTS (Music)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The goal of 308 is to expose students to different genres of music and to integrate music into the content areas in grades 3 through 5.</p>
<p><b>Action Plan</b> 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"> <li>• Students will study the different genres of music and the origins of music</li> <li>• Teacher will integrate music in the subject areas (with a concentration on math)</li> <li>• Students will use various vocabulary words to create songs</li> <li>• Students will learn musical rhythms</li> <li>• Teacher will enhance student learning by teaching the cultural impact of music.</li> <li>• Teacher will collaborate with classroom teachers to combine music with units of study.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Classroom teachers Tax Levy, Title 1, NYSTL, ARRA</li> <li>• Music Teacher</li> <li>• Assistant Principal</li> <li>• Principal</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Individual student conferences</li> <li>• Criterion referenced teacher generated assessments</li> <li>• Student work (portfolios)</li> </ul>

## SECTION VI: ACTION PLAN

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):**

English Language Arts (MS)

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 10% of students in grades 6 through 8 will move from 2 to level 3 and 15% of level students will move to level 4. All students in level 1 will move to level 2.</p>
<p><b>Action Plan</b> 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"> <li>• One hundred minute literacy block (Balanced Literacy/Workshop Model) including daily writing and independent reading.</li> <li>• After school and Saturday classes for students grouped according to identified needs. After school and Saturday classes begin six weeks prior to the exam and end immediately thereafter.</li> <li>• Intensive professional development in best practices, differentiated instruction, balanced literacy, and effective implementation of the workshop model.</li> <li>• Daily 100 minute literacy blocks are permanent components of the school wide program and continue through the year.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Schedule Data Inquiry Team meetings      Tax Levy, Title 1, NYSTL, ARRA</li> <li>• Academic Intervention Services</li> <li>• Resource Room teacher</li> <li>• Classroom teachers</li> <li>• Lead Teachers</li> <li>• Assistant Principal</li> <li>• Principal</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Monthly departmental ELA assessments</li> <li>• NYC Interim Assessments</li> <li>• Individual student conferences</li> <li>• Criterion referenced teacher generated assessments</li> </ul>

**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):**

**MATHEMATICS (MS)**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 20% of grade 6 through 7 students taking the New York State math exam will move from level 2 to level and 20% of level 3 students will to level 4. By June 2011 40% of grade 8 students will take the Integrated Algebra Regents exam.</p>
<p><b>Action Plan</b> 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"> <li>• One hundred minute math block (Workshop model) including daily journal writing and rotational problem solving exercises</li> <li>• After school and Saturday classes for students grouped according to identified needs</li> <li>• Intensive professional development in best practices, differentiated instruction, and effective implementation of the workshop model</li> <li>• Math blocks are permanent components of the school wide program and continue through the year</li> <li>• After school and Saturday classes begin six weeks prior to the exam and end immediately thereafter</li> <li>• Regents test prep will be implemented throughout the school year.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Schedule Data Inquiry Team meetings</li> <li>• Academic Intervention Services</li> <li>• Resource Room teacher</li> <li>• Classroom teachers</li> <li>• Lead Teachers</li> <li>• Assistant Principal</li> <li>• Principal</li> </ul> <p align="right">Tax Levy, Title 1, NYSTL, ARRA</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Monthly departmental math assessments</li> <li>• NYC Interim Assessments</li> <li>• Individual student conferences</li> <li>• Criterion referenced teacher generated assessments</li> </ul>

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**Subject/Area (where relevant):**

**Science (MS)**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 20% of the eighth grade students taking the New York State Science exam will pass the test with levels 3 and 4 and 40% will take the Science Regents in Living Environment. Grades 6 and 7: An environment will be created that allows students to achieve master of scientific concepts through science investigations and inquiry based workshop model.</p>
<p><b>Action Plan</b> 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"> <li>• One hundred minute science blocks (workshop model) including daily journal writing and weekly lab activities</li> <li>• Intensive professional development in best practices, differentiated instruction and effective implementation of the workshop model.</li> <li>• Further alignment of city and state standards through curriculum development.</li> <li>• Inquiry based workshop model for master of scientific concepts through personal reflection and investigation.</li> <li>• Awareness of science in real life through analysis of newspaper, magazine, and journal articles.</li> <li>• Provide academic intervention to struggling students.</li> <li>• Science blocks will become permanent component of the school wide program and continue through the year.</li> <li>• The school will work collaboratively with the CFN (Children’s First Network) across the grade levels to develop a rigorous curriculum that meets NYS standards and maximized student engagement.</li> <li>• Offer targeted after school classes through the 21<sup>st</sup> Century Grant academic segment.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Schedule Data Inquiry Team meetings</li> <li>• Academic Intervention Services</li> <li>• Resource Room teacher</li> <li>• Classroom teachers</li> <li>• Lead Teachers</li> <li>• Assistant Principal</li> <li>• Principal</li> </ul> <p align="right">Tax Levy, Title 1, NYSTL, ARRA</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"><li>• Monthly departmental scientific laboratory tools and techniques</li><li>• NYC Interim Assessments</li><li>• Individual student conferences</li><li>• Evidence of growth in abilities as measured by quizzes, tests, lab practicum, participation, and assessments.</li><li>• Student participation in science fair projects</li><li>• Ongoing teacher-made assessments</li></ul>
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**SECTION VI: ACTION PLAN**

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**Subject/Area (where relevant):**

**Social Studies (MS)**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, all students in grades 6 through 8 will show knowledge of social studies concepts on a local, regional and global level.</p>
<p><b>Action Plan</b> 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"> <li>• Fifty-minute social studies block (workshop model) including daily journal writing and immersion in local, regional, and global current events.</li> <li>• Intensive professional development in best practices, differentiated instruction, and effective implementation of the workshop model.</li> <li>• Social Studies blocks will become a permanent component of the school wide program and continue through the year.</li> <li>• The Social Studies department will work collaboratively across grade levels to develop a rigorous three-year curriculum that meets NYS standards and maximizes student engagement.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Schedule Data Inquiry Team meetings</li> <li>• Academic Intervention Services</li> <li>• Resource Room teacher</li> <li>• Classroom teachers</li> <li>• Lead Teachers</li> <li>• Assistant Principal</li> <li>• Principal</li> </ul> <p align="right">Tax Levy, Title 1, NYSTL, ARRA</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Monthly departmental social studies assessments</li> <li>• Individual student conferences</li> <li>• Criterion referenced teacher generated assessments</li> <li>• Performance reviews using oral presentations and demonstrations</li> </ul>

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**Subject/Area (where relevant):**

**English as a Second Language**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The goal of PS/MS 308 is to raise the proficiency level in reading by 5% as measured by the NYSELAT.</p>
<p><b>Action Plan</b> 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"> <li>• Data is collected through reading and writing conferences.</li> <li>• Teachers identify students’ strengths and weaknesses.</li> <li>• Teachers will identify and address the needs of our ESL population through differentiated instruction and small group instruction.</li> <li>• Teachers will provide ESL students with additional instruction within the class as well as through ‘pull-out’ programs.</li> <li>• ESL students are included in after school programs, ELA and math test prep session.</li> <li>• Students engage in speaking, listening, reading and writing daily to improve their English skills.</li> <li>• Translators are available for the parents to communicate effectively with the teachers.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Schedule Data Inquiry Team meetings      Tax Levy, Title 1, NYSTL, ARRA</li> <li>• Academic Intervention Services</li> <li>• ESL teacher</li> <li>• AIS provider</li> <li>• Resource Teacher</li> <li>• Classroom teachers</li> <li>• Lead Teachers</li> <li>• Assistant Principal</li> <li>• Principal</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**  
*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

- Teacher's observations and conferences
- Students' progress is tracked monthly at grade and inquiry team meetings
- Results of the NYSELAT (projected that 20% of ESL students will move up a level on the overall results of the NYSELAT.)

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**Subject/Area (where relevant):**

**Special Education**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 10% of students in grades 4 through 8 will move from 2 to level 3. 5% of students in level 1 will move to level 2.</p>
<p><b>Action Plan</b> 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"> <li>• One hundred minute literacy block (Balanced Literacy/Workshop Model) including daily writing and independent reading.</li> <li>• After school and Saturday classes for students grouped according to identified needs. After school and Saturday classes begin six weeks prior to the exam and end immediately thereafter.</li> <li>• Intensive professional development in best practices, differentiated instruction, balanced literacy, and effective implementation of the workshop model.</li> <li>• Daily 100 minute literacy blocks are permanent components of the school wide program and continue through the year.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• Schedule Data Inquiry Team meetings</li> <li>• Academic Intervention Services</li> <li>• Resource Room teacher</li> <li>• Classroom teachers</li> <li>• Lead Teachers</li> <li>• Assistant Principal</li> <li>• Principal</li> </ul> <p align="right">Tax Levy, Title 1, NYSTL, ARRA</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Monthly departmental ELA assessments</li> <li>• NYC Interim Assessments</li> <li>• Individual student conferences</li> <li>• Criterion referenced teacher generated assessments</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** \_\_\_\_\_ **Parental Involvement**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The goal for PS/MS 308 is to increase parent involvement throughout the school.</p>
<p><b>Action Plan</b> 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"> <li>• The PTA with the assistance of the parent coordinator will continue to implement workshops geared towards parents’ concerns and/or needs.</li> <li>• The newly elected PTA has designed a theme “Developing You – Helping You Help Your Child”. This is a form of outreach to the parents in hopes that it will increase involvement.</li> <li>• Through the 21<sup>st</sup> Century grant, parents will be offered workshops as well.</li> <li>• The Parent Coordinator’s weekly Wednesday meetings will give insight to the schools programs.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• PTA Executive Board</li> <li>• Parents</li> <li>• Parent Coordinator</li> <li>• Classroom teachers</li> <li>• Assistant Principal</li> <li>• Principal</li> </ul> <p align="right">Title 1 Funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Increase in attendance at the monthly PTA meetings.</li> <li>• Increase parental volunteer</li> <li>• Increase in the number of parents registering with Learning Leaders</li> </ul>

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):**

**Professional Development**

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The goal for the teachers at 308 is to set goals that would address the common core standards as well as addressing the needs of the students.</p>
<p><b>Action Plan</b> 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"> <li>• Professional development in effective and measurable goal setting</li> <li>• Grade level planning meetings (September &amp; October) timeline</li> <li>• Teacher review conference will confer with administrators</li> <li>•</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> <li>• PTA Executive Board</li> <li>• Parents</li> <li>• Parent Coordinator</li> <li>• Classroom teachers</li> <li>• Assistant Principal</li> <li>• Principal</li> </ul> <p style="text-align: right;">Title 1 ARRA SWP Funding</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ul style="list-style-type: none"> <li>• Evidence of differentiation</li> <li>• Student knowledge of their goals</li> <li>• Progress reports that will show the status of meeting their goals</li> <li>• Assessments (both student and teacher)</li> <li>• Informal and formal observations</li> <li>• AIS</li> </ul>

## **APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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 (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

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	***	***	N/A	N/A	***	***	***	***
1	***	***	N/A	N/A	***	***	***	***
2	***	***	N/A	N/A	***	***	***	***
3	60	60	N/A	N/A	15	5	***	7
4	63	63	***	***	20	1	***	13
5	44	44	***	***	10	1	***	8
6	51	51	***	***	6	1	***	11
7	54	54	***	***	6	1	***	16
8	49	49	***	***	6	***	***	7
9								
10								
11								
12								

**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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	The Voyager reading program is used in AIS. Voyager reading program provides a comprehensive reading program that addresses reading comprehension strategies. The AIS groups are comprised of 5 to 10 students where the teacher can provide one-on-one instruction to address the student's needs.
<b>Mathematics:</b>	Grades 3 through 5 use Everyday math kits. Grades 6 through 8 use Addison Wesley Program. These programs provide students with an in-depth knowledge of mathematical concepts. The AIS groups are comprised of 5 to 10 students where the teacher can provide one-on-one instruction to address the student's needs.
<b>Science:</b>	Science institute for grades 4 and 8 is in conjunction with the 21 <sup>st</sup> Century grant. The science institute provides students with additional support in addressing the scientific method and critical thinking skills.
<b>Social Studies:</b>	Social Studies is infused in the ELA instruction with the use of non-fiction reading and writing.
<b>At-risk Services Provided by the Guidance Counselor:</b>	The guidance counselors provide mandated counseling, conflict resolution, and peer mediation to students who exhibit behavior and social problems.
<b>At-risk Services Provided by the School Psychologist:</b>	The school psychologist consults with school staff, parents, and students regarding behavioral management issues and concerns, conduct classroom observations, and ensure that cases in the evaluation and placement process are completed.
<b>At-risk Services Provided by the Social Worker:</b>	The social worker conduct social histories, participates in IEP meetings, conduct classroom observations, provide consultative and support services to students, parents, and school personnel, and provide intervention services, including counseling.
<b>At-risk Health-related Services:</b>	St. Vincent's Mental health provide counseling/therapy sessions to students how are referred based on behavioral and/or social issues when parents deem the child needs further help in correcting behavioral and/or social problems.

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.**

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**PS/IS 308K language Allocation policy (LAP ) (2010-2011)**

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**I. Language Allocation Policy Team Composition:**

<i>Principal:</i>	Ms. Clement	<i>ESL Teacher:</i>	Mrs. Anthony
<i>Assistant Principals:</i>	Ms. Pantin		
<i>Guidance Counselor:</i> MRS. BAILEY	Ms. Bailey		
<i>Special ED Teacher:</i>		<i>Parent Coordinator:</i>	Mr. Thomas

**II. Teacher Qualifications**

At PS/IS308K all the teachers servicing the ELL students are permanent licensed content area teachers (Math, Sp. Education, Social Studies, science and ESL)

**III. ELL Demographics and School Description:**

PS/ IS 308 is located in the Bedford Stuyvesant community section of Brooklyn, New York. District 16. The school is a kindergarten to 8<sup>th</sup> grade school. Most of the students are eligible for free lunch indicating that the majority of our students are of low socio- economic backgrounds.

PS/IS 308 has a student population of 649 students from culturally diverse backgrounds who are from the West Indies, Spanish islands, Africa, and America.

Our English language learner population is 4.01% of the total population. We offer ESL services to entitled general education and special education students. The K-8 ELL population is made of 26 students who are speakers of Spanish, French, Bangalli and Foulanii .

6 of the 26 ELL students are special needs ELL students with IEPs.

**IV. Parent Choice**

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

Parents are given a *Home Language Survey (HLIS)* to identify the child's language proficiency. If the child is identified as an eligible candidate for Bilingual instructional services, an informal interview is given to the candidate by a pedagogue and the *Language Battery Assessment (LAB-R)* is given to identify the child as an English Language Learner or English Proficient. An *entitlement letter* is provided to parents to inform them about the child's identification and the child is enrolled in the appropriate program within ten days.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an *orientation* that describes various programs for ELL and visit classrooms with the various programs. Parents also *view a parent information CD* where program placement options are presented with clarity and objectivity. This *parent orientation CD* is available in nine languages. *Parent brochures* are disseminated in their native language to enrich the understanding each available program. PS/IS 308K offers only a Freestanding ESL program.

To encourage continuing community involvement, ELL parents are very involved in the life of our school. During the school year, PS/IS 308 provides meetings for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. Other parents are involved in our Saturday Academy and related programs. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual and ensure communication between the school and the home.

## **V. Current English Language Learners Instructional Programs**

### **Freestanding English as a Second Language Program**

In the Freestanding ESL we have 25 students, from K-8 grades. They range from beginners to advanced proficiency levels. They all attend 360 minutes of ELA a week. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL and Push In assistance in their classroom. The ESL teacher is fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, Conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.

- The ESL teacher devotes extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

### **Instructional Materials:**

The Freestanding ESL program does not use a particular text, using literacy instruction as an element within the framework of the America's Choice Workshop Model. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates *Getting Ready for the New NYSESLAT*
- New York State Coach: ELA
- New York State Coach: Mathematics

### **Supplementary Programs**

In order to support learning and foster community involvement, PS/IS 308K creates supplementary programs for ELLs and their families. These include:

- **Curriculum night:** The parents come with the family to meet the new teachers and to find out about the curriculum.
- **Reading night:** The ELL students together with other students read books to their parents and the community.
- **Saturday Academy:** The parents meet with the administrators to find out more about the state test, while the students are reviewing with the math teacher and ELA teacher.
- **Family Celebrations:** Throughout the year, parents come to the school to take part in community celebrations, including the Holiday Luncheon, Family Day. At these events, the school and community can come together to recognize student achievements in arts and academics.

## **VI. Assessment Analysis**

### **NYSESLAT**

The NYSESLAT data shows that ELLs are making gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly new comers. Some of the ELLs Special Education students who have not improved have difficulty in writing and comprehension.

After review the NYSESLAT data, the patterns reveal were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that our holding our students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level.
- After looking at the LTE scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advanced level.

After analyzing the ELA scores of ELLs and former ELLs, several facts were noticeable:

- Students who are former ELLs are outperforming the Non-ELLs students across the grades.
- Beginning ELLs who are taking the ELA after one year, are mostly scoring below 640 on the ELA.

### **Implications for Instruction**

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs
- Academic Intervention Services for SIFE students and those performing below grade level during the school day as well as extended hours.
- All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

### ***Implications for LAP in English Language Arts Area***

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to be involved in purposely conversations
- Incorporating all language modalities during the lesson, e.g. group discussions, journals
- Ensure that teachers analyze student's data to identify strength and weakness and utilize the findings to drive and differentiated instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Implement a print rich environment, use of ESL dictionaries and Glossaries in the ELA classrooms.

### ***Implications for LAP in Mathematics Content Area***

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall
- Incorporating writing as a component of the mathematics lesson, e.g. journals
- Provide opportunities to convey to others problem solving strategies and the justification of their answer
- Ensure the identification and analysis of student strength and weakness to drive and differentiated instruction
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.

### **VII. Plan for Newcomers**

We welcome our newcomers and provide the following resources to facilitate their transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the Saturday Program and After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.
- Make sure that the blue contact card is complete.

### **VIII. Plan for SIFE**

For the SIFE population we recommend:

- Making an individualized student needs assessment
- Creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Differentiation of instruction in all areas
- Staff will receive professional development to identify SIFE students; and in strategies that benefit the SIFE within your classroom instruction.
- Keeping data from their test results

## **IX. Plan for Long Term ELLs**

The Long term ELLs feel confident about speaking English; however an analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- An after school program, targeting reading and writing three days during the week.
- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in solving math problems, reading comprehension and writing essays.

## **X. Plan for Special Needs Students**

Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer and SIFE student for possible special needs status.
- The delivery of AIS services after school and as part of our Saturday Academy.

## **XI. Professional Development:**

Professional development is provided by school staff, community learning support personnel organization.

- School Staff: Within the schools Professional Development program, the focus is on:
  - the literacy needs of our ELL population within the prescription of the America's Choice program.
  - Sessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.
  - Technology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.
- Support Personnel: Workshops taken by teachers on the ESL staff have included:
  - Scaffolding in the content areas
  - Native Language Literacy Development
  - Differentiation in the ESL classroom
  - ESL in the Mathematics classroom
- Our ELL teachers attend a variety of off-site workshops to promote collaboration between content area and language teachers
  - Quality Teaching Workshop series, which our ELA, ESL, and Bilingual Social Studies teachers have attended together over the last two years.
  - Social Studies and Technology workshop
  - Wilson Program for Special Education teachers.

**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) K - 8                      Number of Students to be Served: 26 LEP \_\_\_\_\_ Non-LEP \_\_\_\_\_

Number of Teachers 1                      Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**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.

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

**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**

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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.

Upon registration, parents are interviewed for the purpose of completing the Home Language identification Survey (HLIS). This interview is conducted by the ESL teacher. Parents are asked the language in oral and written communications that they would like the school to contact them in. Parents also complete the Blue Emergency Card where they can indicate the language in which they want the school to use for communication with them. This information is transferred to the Automate the School (ATS) computer system by the pupil secretary.

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.

By reviewing the Home Language Surveys, Emergency Blue Cards, interviews with school guidance counselors and the parent coordinator, we have discovered that our school community requires translations at registrations, parent teacher conferences, PTA meetings and written notices. This translation is mostly needed in English. The findings were reported to the school community in School Leadership Team meetings and PTA meetings.

#### **Part B: Strategies and Activities**

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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.

Documents such as PTA notices, registration information and parent meetings that are part of our school information will be translated into the language to effectively communicate with our multicultural school population. The dominant language other than English spoken at our school is Spanish. P.S. /I.S. will meet the needs of our multicultural population by using school staff such as the ESL/Bilingual staff, the family worker and parent volunteers.

The following documents are in need of translations:

- Parent/Teacher Meetings
- School calendars

At P.S. /I.S. 308, we ensure that letters translated by the Office of Translation Services are sent home. This allows us to provide our non-English speaking parents with the same information as our English speaking parents. Brochures in the parents' native language are provided by the Department of Education so that parents understand what is available to them.

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 will be provided in-house by our school staff. Our family worker, ESL teacher and staff members are available to provide interpretation services. Oral translations will be provided at registration and parent/teacher conferences. Oral translations will also be available in the main office to assist our parents with translation services.

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>.

Our parent coordinator has copies of the Bill and Parent Rights and Responsibilities brochures that are given to parents. Parental Notification Postings will be visible to all visitors to let them know of the availability of translators. Important documents are also available from the Department of Education in various languages.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$587,416	\$158,220	\$745,630
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,874		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$29,371	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$12,797	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 2%

6. 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 provided the 2 teachers who were considered not highly qualified with professional development and mentoring sessions.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement

activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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.

**Please refer to page 10 of the CEP (Needs Assessment)**

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

The current state of the school is that 37% of the students scored levels 3 and 4 on the English Language Arts state exam and 37% scored levels 3 and 4 on the state mathematics exam. To increase student performance in ELA and mathematics, the need for additional after school programs would provide the level of academic support needed. Students who scored levels 1 and 2 are mandated to attend AIS. Core Knowledge curriculum is used in Kindergarten through 2<sup>nd</sup> grade. The thematic curriculum addresses and interdisciplinary approach to instruction. Literacy By Design is used in grades 3 through 5 and EMC Paradigm is used in grades 6 through 8. The importance of ensuring that students perform in levels 3 and 4 remains with the continued analysis of the science curriculum to be in alignment with the state standards. Science instruction is being implemented in every grade beginning with Kindergarten through 8<sup>th</sup> grade. Grade 4 students scored 74% on the 2010 state science exam and grade 8 students scores 23% on the 2010 state science exam. Students in Kindergarten through 2, and 5 through 7 need a more comprehensive and rigorous approach to understanding science. The school has implemented science institute for grades 4 and 8. The students who show proficiency in science are eligible to take the Living Environment regents. Also, grade 8 students who have exhibited mastery in mathematics and foreign language are eligible to take the regents in those subject areas. The 21<sup>st</sup> Century grant allows the school to provide student with academic enrichment in art.

### 3. Instruction by highly qualified staff.

Our educational program is a child-centered environment. Teachers are encouraged to develop a learning environment that promotes dialogue, critical thinking skills, and inquiry while integrating higher order level thinking skills based on Bloom's Taxonomy. Current strategies for improving instruction and student performance in English Language Arts include the Core Knowledge curriculum and the implementation of the balanced literacy approach for reading which consists of: independent/paired reading, shared reading, guided reading, accountable talk, writers' workshop, interactive read aloud, word study, and teacher/student reading and writing conferences. All grades teach mathematics through the Addison Wesley program incorporating problem solving, the use of manipulative and writing in mathematics. For Science and Social Studies, all grades follow the New York State standards and incorporate experimental, writing and hands-on learning in the classroom. Science and Social Studies are also integrated in literacy. All students receive a rigorous education in all curricula areas. Beginning in grades 6, students are tracked to begin preparing to take Regents exams in Math, Science, and Foreign Language (Spanish). By grade 8 students who have exemplified proficiency in math, science and foreign language will be eligible to take the Regents.

### 4. 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 staff is encouraged to attend professional development sessions given by the network or any other outside professional development agency. Monthly professional development is given to the staff during faculty conference and during grade level planning meetings. The school embraces the best practice approach where teachers are encouraged to share their best pedagogical practices with their colleagues.

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

Ninety-nine percent of the teachers are highly qualified. The experienced staff embraces the Kindergarten through 8 grade model where continuity and consistency lead to student progress. The teachers develop relationships with parents where trust and confidence is built to allow for a home-school connection.

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

Through the 21<sup>st</sup> Century grant, the school conducts parent workshops in the areas of finance, parenting, and nutrition. The PTA with the assistance of the PAC have scheduled trips to museums, science centers, assisting the child in homework, understanding the state exams (ELA and Mathematics), the expectations of taking the exams, parent developmental conference, and providing a resource center in the areas of finding employment and improving job skills.

7. 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.

To assist preschool children to a new school environment, the school conducts a open house session for parents to introduce the parents as well as the children to the routines and the practices of the classroom environment. Parents are encouraged to observe their child during school hours. They are also encouraged to schedule conferences with the parents to discuss their child's progress.

8. 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.

With the implementation of teacher teams, 100% of the 308 staff is on an inquiry team. The teacher teams focus on ELA and math. Each teacher team has identified students through the analysis of data to better assess their needs. Teacher teams meet once a week but also allow for discussion during their weekly grade planning session. The Data team is comprised of teachers provide teachers with the necessary student data to support in their instruction.

9. 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.

To ensure that students who experience difficulty in mastering a proficient or advanced levels, the school has implemented a six week marking period. A six week marking cycle allows the school to better track student progress and to provide early and ample assistance to those students. With this marking cycle, the school has a academic probation policy for grads 6 through 8 that allows the students to know their academic standing. Parents are notified to meet with the Student Academic Program counsel to discuss their child's academic

standing and the intervention services the school will provide. The school has instituted Saturday Academy and After School Academy as well as AIS to help support those students.

10. 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.

The school has adopted the Breakfast in the Classroom program. The students in grades 2 and 3 are given breakfast each morning in their classroom. With this program, the children who do not arrive to school on time can have breakfast to help them better focus on instruction. The program will be extended later this year for students in Kindergarten and first grade. The school was introduced last year to the Connect with Kids program. This is a violence prevention program which discusses issues that pertain to the middle school child. Grade 7 students are the target population due to the number of incidences reported within this grade. The guidance counselors also offer programs in conflict resolution and peer mediation.

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
  
2. Ensure that planning for students served under this program is incorporated into existing school planning.
  
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;
  
4. Coordinate with and support the regular educational program;

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learning environment that supports student achievement.

- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

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

The number of students in temporary housing is 19.

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

The Students in Temporary Housing (STH) who attend P.S./ I.S. 308 are afforded the same educational opportunities as those who are not. Our goal is to ensure that these students progress socially and academically despite their temporary living conditions. At P.S. / I.S. 308, these students will be provided with numerous services to meet their educational needs. Counseling services will be conducted by the grade level guidance counselors on a weekly basis to alleviate any emotional stress that these students may encounter. Free lunch is provided for these students.

Educational support services such as Resource Room and Special Educational Teacher Support Service (SETSS) will be provided for these students to improve their academic performances. These services will be performed by recommendation from their teachers or what is mandated on their Individual Educational Plan (IEP).

Academic services such as Academic Intervention Services (AIS) will be provided to those students based on the data that is collected from their assessments. This service will be provided to improve the academic performances of these students.

Support services will be rendered by our full-time school psychologist, social worker, occupational and physical therapists. These services will be provided as per the student's IEP.

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

# ***THE CLARA CARDWELL SCHOOL***

## ***PS/MS 308***

*616 Quincy Street  
Brooklyn, New York 11221  
Phone #: (718) 574-2372  
Fax #: (718) 453-0663*

*Renata Clement, Principal  
Robert Siverls & Joan Pantin, Assistant Principals*

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### ***School-Parent Compact***

Public School 308 and the parents of the students participating in activities, services and programs funded by Title I, Part A of the elementary and Secondary Education Act(ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

#### **School Responsibilities**

Public School 308 will:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards, as follows through the Balanced Literacy Approach (read aloud, independent reading, guided reading, writing workshop, phonemic awareness, accountable talk). Everyday Math program incorporating hands-on mathematics and problem solving, NYC Science curriculum – a combination of FOSS and Harcourt Brace aligned with the scope and sequence and New York State Social Studies curriculum.
2. Hold parent-teacher conference twice a year during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held in November and March with evening and afternoon conferences.
3. Provide parents with frequent reports on their child's progress. Specifically, the school will provide reports as follows: State Assessments, Interim assessments, Core Knowledge assessments for Kindergarten through 2 and ECLAS for grades 2 and 3, report cards six times a year, results of teacher-made tests, assessed writing assignments using a rubric.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents during the school day according to the teachers' schedule. Appointments will be pre-arranged with the classroom teacher for a mutually convenient time. The Parent Coordinator will be available to act as liaison between the home and the school.
5. Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities. If parents wish to observe, this can be arranged with the classroom teacher. In addition, parents are invited to join for special activities such as writing celebrations, presentations, performances, trips, etc.
6. Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.
7. Involve parents in the joint development of any Schoolwide Program Plan (for SWP schools); in an organized ongoing and time way.

8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A Programs and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students) and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities and to extent practicable in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as possible.
12. Provide to each parent an individual student report about the performance of their child on the state assessment in at least math, English Language Arts.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of Title I.

**Parent Responsibilities:**

We, as parents, will support our children's learning in the following ways:

- Ensure our children attend school regularly and arrive to school on time.
- Ensure our children homework assignments/projects are completed.
- Monitor amount and contents of television our children watch.
- Monitor our children's internet assess usage.
- Volunteer in our children's school and/or classroom, as needed.
- Participate, as appropriate, in decisions relating to our children's education.
- Promote positive use of our children's extracurricular time.
- Attend parent teacher conferences and keep informed about our children's progress throughout the school year.
- Stay informed about our children's education and communicate with the school by promptly reading all notices from the school or the school district received by our children and/or by mail and respond accordingly.
- Participate in the Parent Teacher Association (PTA).
- Attend school programs such as after school library hours, family nights, read aloud, etc.
- Ensure that our children are dressed appropriately for school. (Remembering that our children may gather on a carpeted area involving sitting on the floor for instructions).
- Serve (to the extent possible) on policy advisory groups, such as being Title I, Part A parent representative on the School Improvement Team, Title I Policy Advisory Committee, District wide Policy Advisory Council, the State's Committee of Practitioners, School Support Team or any other school advisory of policy groups.

**Student Responsibilities:**

We, as students, will share the responsibilities to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do our homework every day and ask for help when needed.
- Read at least 30 minutes every day outside of school time.
- At all times, give my parents and/or the adult who is responsible for my welfare all notices and information received from school staff/personnel.

Signatures:

\_\_\_\_\_  
School Official

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

**Please note that signatures are not required**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 308 Clara Cardwell					
<b>District:</b>	16	<b>DBN:</b>	16K308	<b>School</b>		331600010308

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	10				

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	17	14	13		90.8	92.3	90.0
Kindergarten	52	41	34				
Grade 1	76	69	44	<b>Student Stability - % of Enrollment:</b>			
Grade 2	96	69	69	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	78	96	66		97.1	96.3	93.7
Grade 4	81	77	89				
Grade 5	66	81	76	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	92	73	93	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	105	82	79		82.7	79.7	81.0
Grade 8	104	104	72				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	18	27
Grade 12	0	0	0				
Ungraded	9	13	14	<b>Recent Immigrants - Total Number:</b>			
Total	776	719	649	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	5	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	59	58	56	Principal Suspensions	51	18	3
# in Collaborative Team Teaching (CTT) Classes	51	49	42	Superintendent Suspensions	7	15	4
Number all others	28	33	31				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	71	63	62
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	22	22	11
# receiving ESL services only	26	23	TBD				
# ELLs with IEPs	0	9	TBD				

These students are included in the General and Special Education enrollment information above.	Number of Educational Paraprofessionals	11	9	19
--	---	----	---	----

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	1	4	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	57.7	71.4	87.1
				% more than 5 years teaching anywhere	50.7	61.9	72.6
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	76.0	84.0	90.3
American Indian or Alaska Native	1.4	1.5	1.5	% core classes taught by "highly qualified" teachers	81.0	83.3	96.2
Black or African American	86.0	84.6	83.4				
Hispanic or Latino	10.2	12.0	12.5				
Asian or Native Hawaiian/Other Pacific	1.0	0.4	1.1				
White	0.3	0.6	1.4				
<b>Male</b>	43.4	46.9	47.8				
<b>Female</b>	56.6	53.1	52.2				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial	-	-	-				
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</b>	<b>5</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	35.7	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	3.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	26.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = 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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>304</b>	District <b>16</b>	School Number <b>308</b>	School Name <b>Clara Cardwell</b>
Principal <b>Renata Clement</b>		Assistant Principal <b>Joan Pantin</b>	
Coach <b>type here</b>		Coach <b>DATA- Ms.Landers</b>	
Teacher/Subject Area <b>E.S.L. Ms. Anthony</b>		Guidance Counselor <b>Ms. Bailey</b>	
Teacher/Subject Area <b>E.L.A. Ms. Charles</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>SP.ED.Ms.Bailey-Henningham</b>		Parent Coordinator <b>Mr. Thomas</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>type here</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers		Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>654</b>	Total Number of ELLs	<b>28</b>	ELLs as Share of Total Student Population (%)	<b>4.28%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned?

- (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
  5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
  6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multi-step process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. When a parent registers a child at P.S 308, the parent is given a Home Identification Language Survey (HILS) to discuss the home language with the family and provide assessment to determine eligibility for English Language support services .

Our English as a Second Language (ESL) certified teacher, Ms. Anthony and Ms. Joan Pantin, Assistant Principal are responsible for conducting the initial screening. Once the HILS has been completed and the child is a potential English Language Learner (ELL), our ESL teacher administers the Language Assessment Battery-Revised (LAB-R) to identify the child as an English Language Learner or English Proficient.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in an orientation that describes the various programs for English Language Learners.(Transitional Bilingual Educational, Dual Language and Freestanding English as a Second Language) Parents also view a parent information CD where program placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to enrich the understanding of each available program. During the parent orientation, parents are given the Parent Survey and Parent Selection Forms that are attached to the notification entitlement letter to select a program for the student. Once the forms are signed the ESL teacher collects the forms and maintains a file in the main office. If the forms are not returned, the ESL teacher will continue to reach out to parents to ensure that forms are collected during the school year. Parent orientations are conducted throughout the year and as often as new students register in our school.

#### ELL DEMOGRAPHICS AND SCHOOL DESCRIPTION

P.S./I.S. 308 is located in the Bedford Stuyvesant community of Brooklyn, New York, District 16. The school is a Kindergarten to 8<sup>th</sup> grade school. Most of the students are eligible for free lunch indicating that the majority of our students are of low socio-economic background. P.S./I.S. 308 has a student population of 654 students from culturally diverse backgrounds . Our population consists of students from the Caribbean, Spanish speaking countries and Africa. Our English Language Learner population is 4.28%. We offer ESL services to entitled general education and special education students. The K-8 ELL population is made up of 28 students who are either Spanish, French, Bengali or Fulani speakers. Seven of the twenty-eight students are special needs ELL students with an Individualized Educational Plan (IEP).

#### BREAKDOWN OF ELL STUDENTS AT P.S./I.S 308:

GRADE	# OF STUDENTS
K	5
1 <sup>st</sup>	3
2 <sup>nd</sup>	5
3 <sup>rd</sup>	2
4 <sup>th</sup>	4
5 <sup>th</sup>	4
6 <sup>th</sup>	1
7 <sup>th</sup>	3
8 <sup>th</sup>	1

Our Special Education population consists of:

GRADE	# OF STUDENTS
2 <sup>nd</sup>	1
4 <sup>th</sup>	2
5 <sup>th</sup>	2
7 <sup>th</sup>	1
8 <sup>th</sup>	1

The number of students in each language group:

GRADE	# OF STUDENTS	LANGUAGE SPOKEN
Kindergarten	3	Spanish

GRADE	# OF STUDENTS	LANGUAGE SPOKEN
1 <sup>st</sup>	1	French
	1	Fulani
	2	Spanish
	1	Fulani
2 <sup>nd</sup>	3	Spanish
	2	Fulani
3 <sup>rd</sup>	1	Spanish
	1	Fulani
4 <sup>th</sup>	4	Spanish
5 <sup>th</sup>	3	Spanish
	1	Fulani
6 <sup>th</sup>	1	Fulani
7 <sup>th</sup>	2	Spanish
	1	French
8 <sup>th</sup>	1	Spanish

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-</b>	5	3	5	2	4	4	1	3	1					28

Contained														
Push-In														0
<b>Total</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	18	Special Education	6
SIFE		ELLs receiving service 4-6 years	1	Long-Term (completed 6 years)	3

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	18		2	7		5	3			28
<b>Total</b>	<b>18</b>	<b>0</b>	<b>2</b>	<b>7</b>	<b>0</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>28</b>

Number of ELLs in a TBE program who are in alternate placement:

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	2	3	1	4	3		2	1.					19
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French	1							1						2
Korean														0

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi														0
Polish														0
Albanian														0
Other	1	1	2	1		1	1							7
<b>TOTAL</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

PS/IS 308 has a Freestanding ESL Pull-Out program. In the ESL program, we have 28 students from K to 8th grades. They range from newcomers to the advanced level of proficiency. They all receive 45 minutes of ELA instruction daily. Depending on their proficiency level, they receive 180 minutes to 360 minutes a week of ESL Pull-Out instruction as mandated by CR Part 154.

The goal of our ESL program is to foster English proficiency in a supportive classroom environment. Our ESL teacher is fully certified. In our program the students travel together as an ungraded class with mixed proficiency levels. ESL instruction is aligned with the Balanced Literacy Instructional Approach in which Read Alouds, Shared Reading and Independent Reading and the Writers'Workshop are utilized to support second language literacy for our students. Vocabulary and word study are explicitly taught. Our ESL teacher uses a variety of reading materials to enrich reading in the second language. The writing process which consists of gathering the seed idea, drafting, revising, editing and publishing is employed to develop and improve the writing ability of ELL students. Graphic organizers, picture support, other visuals, modeling, bridging, flash cards and the use of manipulatives are some of the scaffolding techniques being implemented to enhance second language development.

Instruction in the content area is taught in English. All of our students in the elementary grades receive 45 minutes of ELA instruction daily. Students in 7th to 8th grades receive 90 minutes of ELA instruction. Early Childhood in K-2nd grades implement the Core Knowledge pilot Program. In every unit students are provided opportunities to sing, dance, listen to music, play, act, read and write, draw, paint, and make objects. The main component of the program is phonemic awareness. The reading component is focused on developing listening skills as a bridge to building on prior knowledge, make use of rich vocabulary, engage and talk about books as students improve their reading comprehension skills. The writing component is based on skill friendly phonemical awareness around sound of letters, phonics, blends and diagraphs. Instruction moves understanding word structure to ultimately mastery in writing.

A series of unit assessments are administered weekly. These include weekly spelling tests, anecdotal records maintained for every student

in listening and a unit reading assessment. Scaffolding techniques such as: visuals, hands- on activities, development of prior knowledge, modeling, Think- Pair share strategy and the use of graphic organizers are some of the techniques that support instruction for all students. In grades 3-8 the school implements a Balanced Literacy approach in reading and writing. Students are engaged in Read Alouds, Shared Reading, Independent Reading, and the writing process. Think Alouds, graphic organizers, bridging, modeling, contextualization and text representation are some of the strategies employed to amplify language and content for ELL students. In those classroom where a bilingual teacher is present, students receive support in their native language.

Content area instruction is delivered in English using ESL methodology to support second language learners. Students work in flexible groups to differentiate instruction.

The use of manipulatives include:

In Science: microscopes, scales, thermometers, computers, and chemistry equipment.

In Mathematics: blocks, based ten materials, geometric shape sets, fraction pieces, calculators, rulers and metric yards are some of the variety of tools to make content more comprehensible.

In Social Studies: maps, globes, technology, rulers and graphic organizers.

Explicit ESL collaboration between teachers occurs often, any concern for the language needs of ELLs are discussed with our ESL teacher, assistant principal and data person. Some aspect of this initiative include:

Content area teachers monitor the understanding of linguistically challenging materials and use paraphrasing, explicit vocabulary instruction and visuals to clarify meaning and enrich language development.

#### Differentiated Instruction for ELL Subgroups:

##### Plan for SIFE

Our SIFE subgroup consists of one student and it is urgent to provide academic intervention as an extension of the regular school program.

The following supports are offered for the student:

- An individualized needs assessment in ESL.
- Creation of an AIS plan for the student on the literacy and math component.
- Grade appropriate instructional support materials.
- Differentiation of instruction in all areas.

##### Plan for Newcomers

We welcome our newcomers and provide the following resources to facilitate their transition:

- An informal student orientation.
- Buddy system identifying a similar student in his/her class that will assist during the day.
- An informal assessment is provided to identify possible Academic Intervention support.
- Encourage to participate in the Saturday Program or After School activities.

##### Plan for ELLs Receiving Services for 4-6 years

- Creation of an AIS plan for the student in literacy.
- Grade appropriate instructional support materials.
- Buddy system identifying a similar student in his/her class that will assist during the day.
- Additional ESL support during the school day.

##### Plan for Long Term ELLs

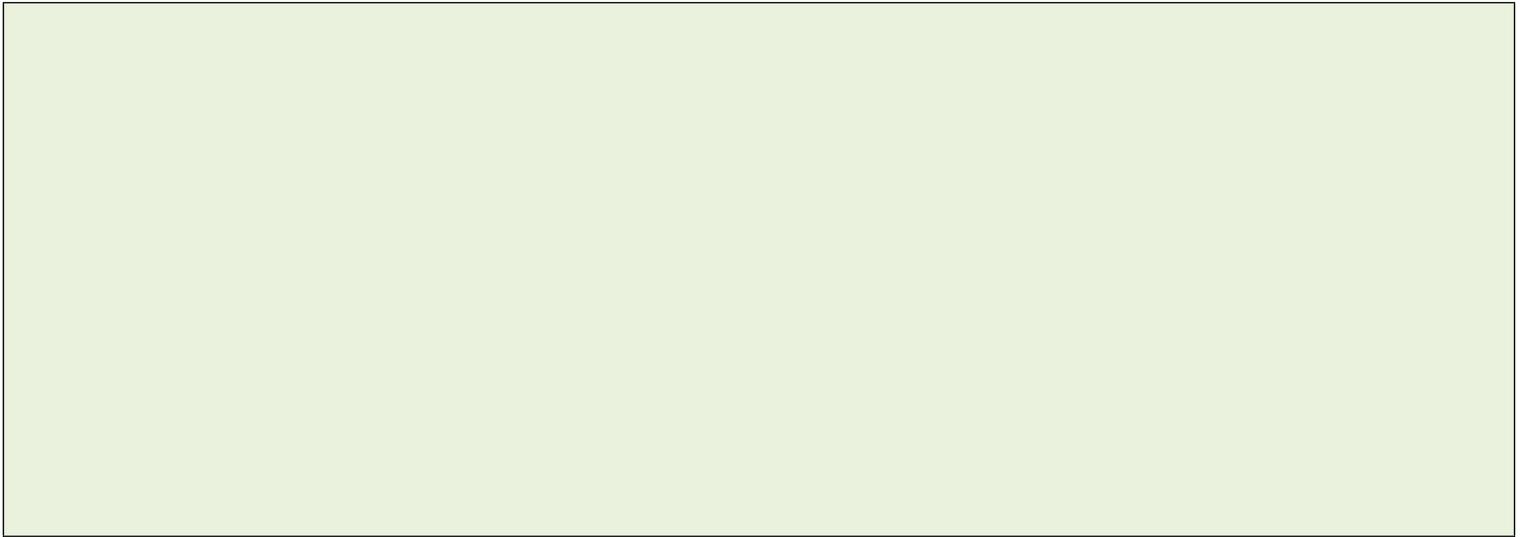
We currently have 3 long term ELLs (1) in 7th grade, (1) in 6th grade, and (1) in 5th grade. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves:

- An after school program, targeting reading and writing ----- a week.
- Monitor the progress of student in the content areas to differentiate instruction for literacy needs.
- Conduct a parent meeting to share strategies with the parent to support learning.

##### Plan for Special Needs Students

We have 7 Special Needs ELLs in our ESL program. Our interventions for our Special Needs students include:

- Teachers of students with an IEP are familiar with students' specific needs and all services provided according to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- The delivery of AIS services, after school program and participation in our Saturday Academy.



**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

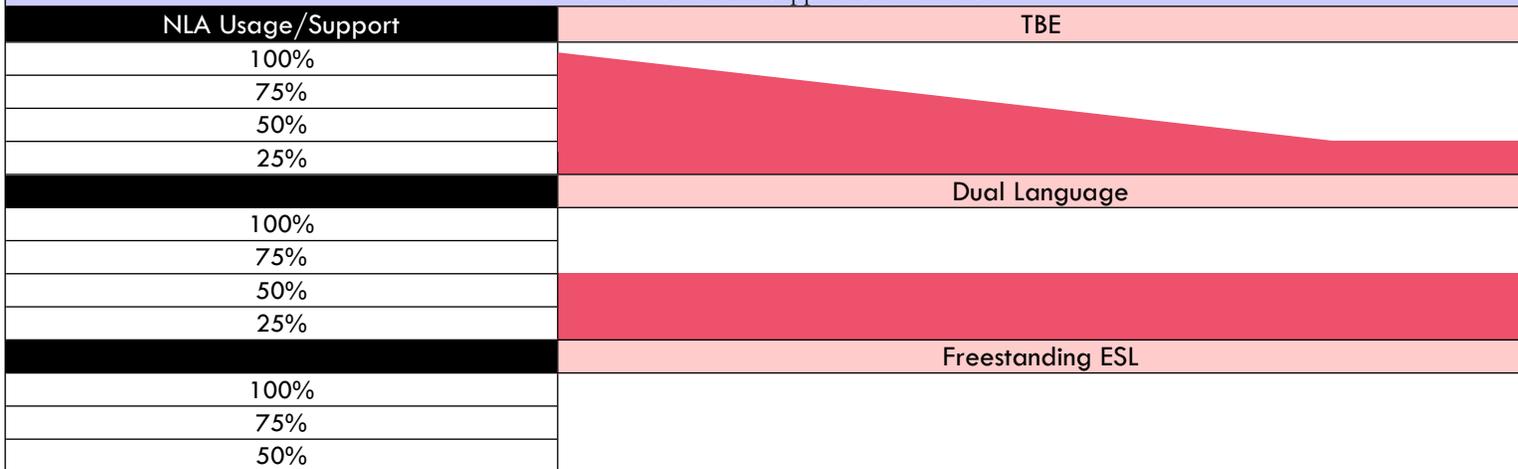
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

### B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

In order to support learning and foster community involvement, we offer various supplementary programs and interventions for all students including ELLs. Our intervention programs are taught in English by teachers who understand the language needs of ELL students and use scaffolding techniques to support the ELL population in the school. These include:

**Early Bird Academy:** Our morning program offers literacy for students in grades 4-8. It offers both remediation and enrichment in reading. Most of our ELL students participate in this program.

**After School Program:** This program takes place Thursdays and Fridays from 2:30 PM to 4:00 PM. It focuses on ELA and Math instruction.

**Academic Intervention Program:** These services are offered every Monday and Tuesday from 2:20 PM to 3:10 PM. It prepares students for the ELA and Mathematics assessments. Students from 3 to 8 grades participate in this program

**Saturday Academy:** Our Saturday Academy offers support in ELA and Math to those students who are struggling in reading and Mathematics.

For the ELL students reaching proficiency, the ESL teacher continues transitional support for 2 years. The transitional support includes the following items:

- ESL teacher and classroom teachers continue to discuss the areas in need of improvement for ELLs.

- The ESL teacher offers support by conferencing with students in and outside the classroom.

- The ESL teacher offers guidance and level appropriate materials to assist students with final projects and assignments.

- All students are invited to participate in our early morning and after school programs and AIS services.

- Students receive testing accommodations according to State guidelines.

The school administrators are considering improving the ESL program by purchasing new ESL materials and software programs. School related trips and multicultural activities will be provided for ELLs. None of the ESL program services will be discontinued next year.

All English Language Learners and their families are invited to participate in all of our school programs and activities. We reach out to our community at large via flyers, letters, monthly newsletter and phone calls. Our parent coordinator plays an important role in promoting our services to parents.

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

Core Knowledge: Code Breakers: Reader Units 1-10, Workbooks Units 1-10

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	2			1			1	1					10
Intermediate(I)		1	3	1	2	1		2						10
Advanced (A)		2		1	1	3	1							8
Total	5	3	5	2	4	4	1	3	1	0	0	0	0	28

### Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B													
	I			2						1				
	A	1	3	3		1	4	1	2					
	P	1			1	1								
READING/ WRITING	B		2	2	1	1				1				
	I	1	1	1		1	2	1	2					
	A							1	2					

### Professional Development and Support for School Staff

Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	3		1						4
5			4						4
6			1						1

## Part V: Assessment Analysis

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7	2								2
8	1								1
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		2				3
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5			1						1
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

**B. After reviewing and analyzing the assessment data, answer the following**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

P.S. 308 utilizes a series of assessment tools to assess the early literacy of our ELL students.

K-3: ECLAS, Core Knowledge (Woodcock Jonhson Diagnostic Reading battery) and teacher made assessments.

4<sup>th</sup> grade: Running Records, San Diego Assessment, QRI and DRA assessments.

In 5-8 grade: Running Records, San Diego Assessment, California Achievement Test, Acuity and teacher made assessment

The data shows that our newcomers and SIFE ELLs need additional help in basic phonemic awareness and word recognition skills. Our students in the testing grades are mostly performing at levels 1 and 2 in ELA and Mathematics. They are struggling with higher order reading comprehension skills. Drawing conclusions, main idea, context clues and inferencing continue to be the areas in need of improvement. The information from the data has been used to implement a variety of intervention programs that will help students improve their reading and writing scores in ELA and Mathematics.

**NYSESLAT**

The NYSESLAT data shows that ELLs are making gains on the assessment by moving to the next proficiency level to become language

## Additional Information

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

### Implications for Instruction:

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, Acuity, Interim Assessments, Teacher Assessments and informal observations). Adjustments and improvements to our program this year include:

Continue to strongly target language development across the grades and content areas, creating opportunities for active and meaningful engagement.

Additional support in listening skills for newcomers, including increased use of technology in the classrooms.

During the extended day sessions, identified SIFE students will receive instruction that will target foundational literacy skills.

After School and Saturday classes offered to target specific skills that will support language acquisition and proficiency.

## Part VI: LAP Assurances

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		4/15/11
	Assistant Principal		4/15/11
	Parent Coordinator		4/15/11
	ESL Teacher		4/15/11
	Parent		
	Teacher/Subject Area		4/15/11
	Teacher/Subject Area		4/15/11

	Coach		4/15/11
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		