



PS 310
(NAME YET TO BE DETERMINED)

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 20K310
ADDRESS: 6214 4TH AVENUE
BROOKLYN NY 11220
TELEPHONE: 7187654630
FAX: 7187654635

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NOTE: HIGHLIGHTED APPENDICES ARE NOT APPLICABLE TO NEW SCHOOLS

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310 **SCHOOL NAME:** (yet to be determined as this is a new school)

SCHOOL ADDRESS: 6214 4th Avenue Brooklyn NY 11220

SCHOOL TELEPHONE: 718-765-4630 **FAX:** 718-765-4635

SCHOOL CONTACT PERSON: Yuqing Hong **EMAIL ADDRESS:** Yhong@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

***SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Yuqing Hong

PRINCIPAL: Yuqing Hong

***UFT CHAPTER LEADER:** Wellinthon Garcia

***PARENTS' ASSOCIATION PRESIDENT:** DaJun Xing

***STUDENT REPRESENTATIVE:**
(Required for high schools) _____

***ONCE THE ELECTIONS HAVE BEEN COMPLETED, ENTER THE NAMES IN THE SPACES PROVIDED.**

DISTRICT AND NETWORK INFORMATION

DISTRICT: 20 **CHILDREN FIRST NETWORK (CFN):** 609

NETWORK LEADER: Debra Van Nostrand

SUPERINTENDENT: Karina Costantino

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: Once the SLT has been formed, enter the names and positions in the spaces provided. 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
Yuqing Hong	*Principal or Designee	
Wellinthon Garcia	*UFT Chapter Chairperson or Designee	
DaJun Xing	*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	
Olivia Hui	Member/Teacher	
Diana Venazia	Member/Teacher	
Audrey Daniel	Member/Teacher	
JinMin Lu	Member/Parent	
HaLau Yang	Member/Parent	
Tracy Liu	Member/Parent	
Su Yang	Member/Parent	

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

SECTION III: SCHOOL PROFILE

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, New School Proposal, etc.).

PS 310 is a New York City public school (Pre K-5) that opened its door in September 2010 to welcome district 20 students of various ethnicities. The school is located at the border of Sunset Park and Bay Ridge areas of Brooklyn. The community is home to many new immigrants from China, Mexico, Central America and the Middle East. For the first two years, we are in the building of PS 971, another new district 20 school. In September 2012, PS 310 will move to its own building on Fort Hamilton Parkway and 62nd street, about two miles away from the current location. This year, our school began with two Pre-K classes of 36 students, three kindergarten classes of 70 students, and one first grade class of 25 students, at a total of 106 youngsters. Every year we grow up a grade until we will be up to 5th grade.

At PS 310, we are committed to create a community of life-long learners equipped with 21st century knowledge and skills necessary to succeed as effective citizens, workers and leaders in the future global workforce. We take pride in our unique design of the educational program that provides our students with ample opportunities to grow into well-rounded individuals who are ready to enter the world they will be facing in the future. Our academically rigorous curriculum with an emphasis on critical thinking through inquiry-based science explorations, collaborative teamwork through project learning, and global awareness through infusing technology and internationalized content in all subject areas. Our unique world language and culture enrichment program in Chinese and Spanish, which is the first of its kind in our district and in the New York City public schools system, provides youngsters with meaningful and authentic interaction to foster multicultural and multilingual skills. Providing English Language Learners with the choice of selecting bilingual content area instruction and native language art classes in Chinese cultivates a high rate of bilingual literacy and content competency. Other enrichment programs and intervention programs are included within the school day. For children who are on and above grade levels we offer them an array of enrichment opportunities in participating in club activities in a rotating fashion. These clubs include Healthy Eating, Music and Movement, Multimedia Arts, and Exploration Science. We support ELLs and struggling learners by providing them with intensive small group or one-on-one intervention in literacy and/or math using innovative technology programs and other research-based early literacy programs, such as, Journey, Award Reading, and Starfall.

Working collaboratively with families, institutions, and community organizations, our professional and highly motivated staffs are committed to nurture the social, emotional, physical, and intellectual growth of children at all levels. The ultimate goal of our school is to develop critical thinkers, self-motivated individuals, multicultural and multilingual oriented life-long learners, and productive citizens for the future world.

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 City Department of Education accountability and assessment resources, i.e., ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. 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: New 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 are the most significant aids or barriers to the school's continuous improvement?

NOTE: You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their needs assessment once additional student data becomes available.

Since we are a new school with early grades for only two months, we don't have much quantitative data to determine student performance trends, yet. However, based on our on-going self-reflection on where we are and where we are going, survey from parents, informal assessments on student work, feedback from our staff and parents, unit test from Everyday Math and data from Emergent Literacy Test, a diagnostic literacy assessment of *Journeys* - our designated literacy program, we have identified the following strengths, accomplishments and challenges:

Strengths

- Good start on parental involvement
For the last two months, we have held a few meetings on curriculum, ELL program selection, PTA Bylaw overview, and PTA/SLT voting, close to 70% of the families enthusiastically participated in the meetings. Through these venues we have established a strong bond between school and families.
- Strong collaboration within the school community
Faculty members work seamlessly together to deal with unique challenges of opening up a new school in a brand new building. All members of the team have demonstrated a strong commitment to student achievement, willingness to take on initiatives, and collaboratively finding solutions to problems. Teachers articulate with each other on student learning and social emotional development, and share best practices.

Accomplishments

- Recipient of Bilingual Grant
Budget from the grant has supported the establishment of native language art library with content connected instructional materials, books, and bilingual dictionaries, as well as a two-day summer institute that focused on research-based and differentiated instruction in native language art and high-yield practices in bilingual education.
- Successful summer institute
Through the three-day Summer Institute II, the team developed a shared mission and vision, began curriculum mapping in examining cross content connections, began the

work of aligning our program to common core standards, and learning how to launch the implementation of the designated literacy program – Journey.

- Collaboration with community based organization
We have collaborated with Brooklyn Chinese American Association in establishing after school program to meet the needs of many working parents.
- Rigorous curriculum
We have a designated literacy program – “Journeys” in place to support the development of early literacy skills. The inquiry-based programs in science and math (Foss and Everyday Math) provide our children with ample hands-on experience to develop cognitive and concept understanding. Our technology program provides targeted solutions to meet the needs of students at various language proficient levels and with different learning styles. Many of our ELLs and struggling learners have shown progress in language development and academic skills as witnessed by student responses in classes and teacher observation.
- A schedule and common planning time is provided for teachers to work collaboratively on instruction which provides cross content connections

Aids or Barriers to school’s continuous improvement

- Aids
 - Incorporating Award Reading into Technology program has supported learners with different learning styles in developing foundational literacy skills i which will translate into improved reading comprehension skills and language development.
 - Common planning time will be utilized to support review and application of data to drive instruction, and provide a forum for discussion about grade level inquiry investigations.
 - Establishing an inquiry team builds capacity, as teachers can access and interpret data to drive, identify and differentiate instruction needing improvement leading to progress for all students.
 - PTA support will provide materials and resources necessary to different enrichment activities, such as, clubs and school events.
- Barriers
 - ELLs, who comprise 66% of student population, require immediate and intensive intervention not only in language development but emotional and behavior management because many of them are new immigrants to a new culture.
 - Most teachers are new to the literacy program,so there is a learning curve we experience in program implementation, as well as making sound instructional decisions to meet the needs of our diverse population, and aligning the program to the common core standards.
 - Budget is tight to support literacy and math materials and manipulatives sufficient to support differentiation of instruction throughout building.
 - Since we are a new school with limited human resources, structures need to be established for different administrative tasks, parent and community outreach, meetings, state and city mandates, and comply with all chancellor’s rules and regulations.

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.

You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their goals once additional student data becomes available.

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) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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.

NOTE: You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their Action Plans once additional student data becomes available.

Goal #1: Community Building and Parental Support - Establish a school community that demonstrates strong collaboration between school and families in fostering students' academic, social, and emotional growth.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of June 2011, the school will establish a strong relationship between the school and families as measured by 60% attendance rate for all school sponsored events, parent workshops, and meetings.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The school will reach the goal by doing the following:</p> <ul style="list-style-type: none"> • Conducting parent orientation meeting to develop common shared mission and vision of the school and expectations for the students; • Developing Parent Association and School Leadership Team to work together with the school administrative team in designing sound educational practices that foster student achievement; • Offering parents workshops to promote the development of language, literacy, social behavioral, and academic skills at home; • Inviting parents to participate in parent-teacher conference and/or communicating with parents via multiple vehicles, such as, making telephone calls, sending notes home, and having informal conversation with parents before and after school or by appointment with regards to goal setting for each student and his/her progress; • Sending school newsletter periodically to inform parents about school events and strategies that parents can implement at home to support student learning.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<ul style="list-style-type: none"> • Use 5% of the Title I money to fund refreshments for parent meeting, workshops, and materials for “Family Art Night,” “Math Fun”, and “Story Reading” activities. • Tapping into PTA members’ expertise in doing fund raising to make educational family field trips to museums, theatre, and NYC cultural sites. • Outreaching to Learning Leaders to provide workshops for parents on supporting literacy and math skills at home.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Attendance records, agendas, and minutes for meetings and workshops; • Signatures on take-home notes • Articulation sheet between schools and families; • Signed parent contract • Flyers, brochure, and literature • Newsletter

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.

NOTE: You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their Action Plans once additional student data becomes available.

Goal # 2: English Language Art - Develop early literacy skills and English language skills in all children, including English proficient students, English Language Learners (ELLs), special education students, and struggling learners.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 15, 2011 80% of all students in both kindergarten and first grade will make adequate growth of 3 reading levels as measured by Fountas and Pinnel assessment for kindergarten and 1st grade students and one level gain as measured by NYSESLAT.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Identifying instructional materials that promote the development of early literacy skills and academic skills in English and in the children’s native languages; • Providing professional development to all teachers in utilizing ESL and scaffolding strategies to make content accessible for all learners; • Implement small group instruction and flexible grouping to differentiate learning experiences for students with multiple intelligences and students with various needs and strength; • Monitoring student progress by using unit tests and Fountas and Pinnel data to design invention and differentiate instruction for students with performance levels; • Developing inquiry team and committees to identify priorities of the schools and needs of students; • Implementing grade level meeting to plan and reflect on instructional practices; • Utilizing technology to enhance and reinforce literacy development; • Ensuring current core curriculum in literacy is rigorous by aligning the designated

	<p>literacy program to national common core standards in reading and writing;</p> <ul style="list-style-type: none"> • Continue developing students literacy and academic skills and content knowledge in children’s native languages by implementing a rigorous bilingual program that aligns to standards; • Integrating early literacy and language development across all subject areas by ensuring that each lesson has content objectives as well as language objectives; • Implementing inter-visitation among teachers to identify and share best practices; • Communicating learning goals for each student with parent(s)/guardian(s) and working collaboratively with families to promote student achievement. • Teachers set differentiated goals for learners at various levels. They review student data to monitor student progress in January, March, and May and differentiate instruction accordingly.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<ul style="list-style-type: none"> • Budget monies from OPTS and Fair Student Funding for sub coverage for teachers attending workshops on best practices. • Budget monies for supplies to be used for classroom work, publication of students’ work and school wide literacy events, such as, “Readers Theatre”, “We Are Proud Writers”, etc • Budget 10% of Title I monies for per session for after school study group, obtaining educational consultant service, and registration to conferences. • Using monies allocated to inquiry team for per session on data analysis and goal setting
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Unit pre and post-tests • Periodic assessment data • NYSESLAT assessment data • Fountas and Pinnel assessment data • ESI data • Student work • Teacher conferencing notes • Student portfolio • Inter-visitation schedule and feedback form • Teacher articulation form

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.

NOTE: You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their Action Plans once additional student data becomes available.

Goal # 3: Foreign Language - Developing cultural awareness and appreciation as well as language skills in the selected foreign language program.

Subject/Area (where relevant): _____

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By the end of June, 2011 all children in the foreign language program will be able to gain awareness and appreciation of various cultures, sing rhythms and songs, follow simple classroom directions, recognize simple characters or words, and greet people appropriately in the foreign language program they selected, either in Spanish or Chinese.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Identifying instructional materials that promote the development of four modalities in language acquisition; • Implementing a high quality foreign language program by utilizing communicative approach and natural approach; • Engaging parents in multicultural fair, assembly, and holiday celebration to promote cultural awareness and appreciation among students from different ethnic groups; • Involving students in different school events to showcase their learning; • Developing curriculum mapping for Spanish and Chinese; • Providing common prep time among language teachers to plan instruction and share promising practices; • Conducting study group to learn current research on foreign language teaching and learning.

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<ul style="list-style-type: none"> • Allocating budget to purchase supplies and instructional materials for foreign language program. • Writing scope and sequence for grade K and first grade program • Fund raising and support from PTA to organize and hold school events on celebrating cultural and language learning. • Allocating budget for after school study group activity.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student performance in school event; • Feedback of classroom observation and inter-visitation from administration and among teachers; • Student work and portfolio; • Teacher-made tests; • Formative and summative assessment; • Observable behaviors that demonstrate appreciation of learning a foreign language and culture.such as carrying on a simple conversation or ordering a simple meal .

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.

NOTE: You may elect to respond to this section by referencing the page(s) and sections(s) in your New School Proposal that contains this information. School Leadership Teams may wish to revise their Action Plans once additional student data becomes available.

Subject/Area (where relevant): Goal # 4: Math - Developing strong fundamental math skills in all children, including English proficient students, English Language Learners, special education students, and struggling learners.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 90% of all students in both kindergarten and first grade will make one full year or more of progress across grades, as measured by the Everyday Math assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Inquiry team and teachers will conference and assess students during and after each unit and analyze data to design differentiated instruction to meet specific needs of students of different learning styles and readiness. • Teachers will participate in math workshops and conferences provided by DOE and CFN – 609 to deepen their understanding of mathematical concepts and pedagogy. • Math teachers will examine curriculum to ensure alignment to common core standards and reinforce literacy skills in math. • Parents will be provided with workshops and invited to “Math Night” to learn about grade level “Great Expectation” for each grade and strategies that reinforce skills taught at school. • Math teachers will explore and select math strategies and concepts to raise the level of learning. • Per diem coverage for teachers attending math workshops and inter-visitation will be scheduled. • Students will be participating in math club and math competition with peers so as to be inspired to learn Math. • Teachers set differentiated goals for learners at various levels. They review

	<p>student data to monitor student progress in January, March, and May and differentiate instruction accordingly.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>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.</i></p>	<ul style="list-style-type: none"> • Schedule monies for supplies, games, manipulative for student to write about and reflect on their thinking, grasp the concepts, and practice the skills. • Schedule coverage for teachers to attend out of school math workshops. • Budget Title 1 funds for Math AIS program. • Inquiry team meet and analyze data to identify skill sets in which students demonstrate deficiency
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Student math journals indicate better understanding of math concepts and use of multiple strategies for solving math problems. • Students demonstrate enthusiasm in learning math and knowledge of applying math concepts in everyday life. • Students meet or exceed standards on end of curriculum unit assessments

REQUIRED 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.. 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 (NOT APPLICABLE TO NEW SCHOOLS)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE) – NOT APPLICABLE TO NEW SCHOOLS

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			N/A	N/A				
4								
5								
6								
7								
8								
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)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	K-1 students AIS are provided during the day by teachers trained in Journey and Award Reading programs. These are small group 40 minutes lesson every day using the intervention portion and Award Reading components that meet the individual needs of students
Mathematics:	K-1 students in need of Math AIS get services in small groups during the day by teachers every day for 40 minutes.
Science:	
Social Studies:	
At-risk Services Provided by the Guidance Counselor:	
At-risk Services Provided by the School Psychologist:	
At-risk Services Provided by the Social Worker:	
At-risk Health-related Services:	

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.

See Attachment

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-1 **Number of Students to be Served:** 59 LEP 95 Non-LEP

Number of Teachers 8 **Other Staff (Specify)** 15

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.

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.

Section III. Title III Budget

School: _____ BEDS Code: _____

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

TOTAL		
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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

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.

To determine the translation needs of our school data from the following areas are used:

- 1) ATS School Reports with Ethnic data and Home Language Survey form
- 2) New Admissions Surveys
- 3) Parent Coordinator's Language Survey
- 4) ESL student enrollment

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.

From the above-mentioned reports, we found the following language groups need to have their needs addressed: Chinese and Spanish. The information was then shared at PTA meetings, and translations of all DOE, Principal's and PTA letters went into effect immediately.

Part B: Strategies and Activities

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

All memos and letters from the DOE, Principal's Office, most homework assignment, and PTA are translated into the languages of the majority of our students by bilingual teachers, staff and volunteer parents, in addition to the translation services provided by DOE. Memos and letters are translated within a period of 1-2 days. Other letters that have immediate deadline are translated instantaneously.

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

Oral interpretation services are provided during student registration period, Parent-Teachers Conferences, and other meetings. They are provided by school staff, community volunteers and parents.

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>.

We have send out a survey to all parents in school to assess the number of bilingual families and their first language, and if there is a need for DOE, School and teachers communiqués to be translated. The results of the survey are then distributed to ALL staff in the school. Parental requests are noted and services provided.

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:	\$ 66,598		
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$ 665,98		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$ 3329.9	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$ 6659.8	*	

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

* 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 – NOT APPLICABLE TO NEW 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.
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.
 - o 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.

3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.
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.
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.
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.

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, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of 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 – Must be completed by all new schools

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 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.

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.

Title I Targeted Assistance funds are used for targeted Academic Intervention Services for students served by the Title I program. In the AIS program we use Journey intervention and ELL components and Award Reading text version of the readers. In addition, we have invested in the technology component of Award Reading that offers children the opportunity to work at their own pace using an interactive online program. Teachers can monitor the progress of each student through the program. We have also extended the license for the program so that it can be used by the children at home. Also information will be given to parents on how to access an educational web based program such as, Starfall at home.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

The School will train teachers on strategies for providing assistance to at-risk students who have been identified based on data from the current year data, since we are a new school with no history. The identification process includes Fountas and Pinnel and Journey (our designated literacy program) Benchmark assessments, recommendations from teachers based on teacher observation and individual conferences. A team of teachers will meet regularly to discuss student needs and targeted intervention strategies. Series of binders by content areas includes ELA, math and science and current information and student work so that teachers can case conference by grade level. Teachers use such devices as notes to parents and monthly progress reports. Students are required to participate in small group tutorials if they are falling behind in a subject. ESL teachers and Special education teacher trains content area teachers on how to use IEP for students with disabilities and ELLs including scaffolding strategies, differentiating instruction, and modifying assignments.

School plans and delivers professional development on academic intervention and differentiation, integrated into the problem-based learning, assessment, and curriculum structure. The school AIS team will collaborate with inquiry team to analyze data and plan on strategies to best serve students under this program. The school generates monthly progress reports to send out to parents in addition to the three report cards. Teachers conduct conferences on report card assessments and measures to improve student achievement. Curriculum orientation is conducted for parents at the beginning of the school year and grade level expectation is communicated during the meeting. The grading policies are clearly outlined and sent out for parent signature. All regional and city directives regarding assessment are adhered to.

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;

AIS will be provided for all kindergarten and first grade eligible students that are not meeting, or at risk of not meeting the common core standards as measured by Fountas and Pinnel and Journey (our designated literacy program) Benchmark assessments and recommendations from teachers based on teacher observation and individual conference. AIS will be provided using either push in or pull out model throughout the school day two days a week. Strategies and skills are taught following Journey intervention and ELL components and Award Reading text version of the readers. Students who need AIS in Math will be using hands-on activities and math games to reinforce concepts being taught in class. Services will be provided by two math/science teachers during the afternoon club time. Student progress will be communicated among teachers through articulation, common prep, and faculty conference. Progress cards will be sent to parents monthly.

4. Coordinate with and support the regular educational program;

The process of looking at the Comprehensive Educational Plan is the foundation of the school's comprehensive needs assessment. At the beginning of this school year we began with an analysis of whatever data we have had so far. It included parent surveys, feedback, teacher reflection, an analysis of LAB-R and Journey diagnostic assessment as available and a presentation of CEP goals and objectives for the year presented to staff at the opening meeting. The same CEP will be presented to parents at the SLT meeting that is coming up for feedback. Also as stated above our Title 1 AIS teacher works in the regular classroom in a coordinated effort with the classroom teachers. There is also common planning time provided to ensure that the needs of students in the program are being addressed.

5. Provide instruction by highly qualified teachers;

Some of the strategies that are employed to attract highly qualified teachers are the provision of alternative routes of certification, high quality research based professional development, and the active recruitment of certified teachers at job fairs. We will also collaborate with university schools of education such as New York University, Columbia University Teachers College, Bank Street College of Education, and Hunter College of the City University to serve as a training site for student teachers. We coordinate and integrate our funding streams to ensure the quality of our program.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

To ensure that all staff is trained in data analysis and interpretation to improve attendance and instruction, we provide professional development in these areas with the support and assistance of our CFN assessment liaisons, educational consultant, and the principal, as

an instructional leader. For new and inexperienced teachers, the school provides buddy teachers and a mentor, as well as inter-visitation opportunity for them to learn from more experienced colleagues.

Our professional development has linked and will continue to directly link to classroom observation conducted by principals and student needs identified through data analysis as detailed on the school's CEP. We conduct professional development through a variety of research-based strategies drawn from the New York City Professional Development Standards and the National Council of Staff Development. These strategies include: job-embedded support such as in-class demonstration lessons and modeling of research-based strategies. In addition, we have teachers who meet to discuss and/or research specific issues or questions that assist in developing best practices. Another research-based strategy is intra-visitations; that is, teachers are encouraged to visit and observe other teachers' classrooms so as to learn and benefit from others' expertise and experiences. The inquiry team will be in place to help teachers generate meaningful data and develop strategies on how to use this data to drive instruction and improve student performance. Teachers are encouraged to attend conferences and workshops outside of school.

We further ensure high quality professional development through our own professional development plans based on annual needs assessments and through an incorporation of professional development provided by CFN 609. The focus of professional development is on strengthdeveloping the skills, content, context, and process knowledge of new teachers in all subject areas to ensure that all teachers are providing instruction aligned with the standards and assessments. In addition, general education teachers will continue to receive training that focuses on strategies for teaching diverse learners, with an emphasis on models for team teaching. The focus for special educators will be on strengthening their content area knowledge as well as increasing their repertoire of instructional strategies. The model for professional development will be expanded to include a wide variety of delivery systems to meet the diverse needs of all school based staff.

7. Provide strategies to increase parental involvement; and

Parents should be involved in the decisions concerning how parent involvement funds are spent. There will be a meeting convened to explain the Title 1 program to parents at our first PTA meeting. The school will offer a flexible number of meetings and will use Title I funds to pay related expenses such as materials for various parent workshops. Parents will be involved in an organized, ongoing, and timely way in planning and reviewing the improvement of Title I programs. Parents will be provided timely information about Title I programs. The school will describe the curricula, the student assessment and proficiency levels students are expected to meet and the school will provide opportunities for regular meetings where parents can provide input, and respond promptly to parent suggestions. This can also include the use of a website, PTA/SLT email, and newsletters. Parents should attend school, regional, citywide, and in state/ out of state parent professional development workshops and conferences. Parent involvement and parent representation will be encouraged on a school level in collaboration with Learning Leaders for trained volunteers in our school community.

The National Network of Partnership Schools recommends six types of parental involvement and the National PTA endorses it: 1. Parenting: Help all families establish home environments to support children as students. 2. Communicating: Design effective forms of school-to-home-to-school communication about school programs and their children's progress. 3. Volunteering: Recruit and organize parent help and support. 4. Learning at home: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. 5. Decision-Making: Include parents in school decisions,

develop parent leaders and representatives. 6. Collaborating with Community: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development. Strategies include sending home the school parent involvement plan and the school parent compact to every family through the school handbook that is made available to every student at the beginning of the year; convening special grade level parent meetings including open house for incoming students and grade level parent meetings; parent outreach at student assemblies to recognize student achievement; and translation and interpretation services for parents and families.

8. Coordinate and integrate Federal, State and local services and programs.

Funding sources are used so that targeted students benefit. Programs that will be incorporated are:

- Common core standards roll-out
- Textbooks
- Instructional supplies
- Teacher training
- Professional development
- Parent Involvement Activities
- Academic Intervention Services
- Academic Enrichment Services
- Classroom instruction
- Trip to cultural sites
- Field trip to museum on related educational topics

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

NOT APPLICABLE

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: _____ **SURR³ 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.

School Under Registration Review (SURR)

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

NOT APPLICABLE

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.

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

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>

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.)

PS 310 does not have students in Temporary Housing.

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

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)

Attach New School Proposal

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 310						
District:	20	DBN:	20K310	School		332000010310	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K			35				
Kindergarten			68				
Grade 1			24				
Grade 2			0				
Grade 3			0				
Grade 4			0				
Grade 5			0				
Grade 6			0				
Grade 7			0				
Grade 8			0				
Grade 9			0				
Grade 10			0				
Grade 11			0				
Grade 12			0				
Ungraded			1				
Total			128				

Attendance - % of days students attended:			
(As of June 30)	2007-08	2008-09	2009-10

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
			60.0

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes			0	Principal Suspensions			
# in Collaborative Team Teaching (CTT) Classes			6	Superintendent Suspensions			
Number all others			5				

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10

<i>These students are included in the enrollment information above.</i>				CTE Program Participants			
---	--	--	--	--------------------------	--	--	--

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
				Early College HS Program Participants			

# in Transitional Bilingual Classes			TBD				
-------------------------------------	--	--	-----	--	--	--	--

Number of Staff - Includes all full-time staff:							
(As of October 31)	2007-08	2008-09	2009-10				
# in Dual Lang. Programs			TBD				

# receiving ESL services only			TBD	Number of Teachers			
-------------------------------	--	--	-----	--------------------	--	--	--

# ELLs with IEPs			TBD	Number of Administrators and Other Professionals			
------------------	--	--	-----	--	--	--	--

<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals			
---	--	--	--	---	--	--	--

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
				% fully licensed & permanently assigned to this school			
				% more than 2 years teaching in this school			
				% more than 5 years teaching anywhere			
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native			0.0	% core classes taught by "highly qualified" teachers			
Black or African American			1.6				
Hispanic or Latino			23.4				
Asian or Native Hawaiian/Other Pacific			68.0				
White			7.0				
Male			59.4				
Female			40.6				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

	Phase		Category		
	In Good		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:		ELA:	
Math:		Math:	
Science:		Graduation Rate:	

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

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

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making							

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
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

Title I Parent Involvement Policy and Parent-School Compact for PS 310K

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of our policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. PS310K [*in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act*], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and students' families. PS310K's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcome members of our school community. PS310K will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal educational standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand
6. providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

7. inviting parents to actively engage in school-wide events, such as, cultural fairs, Autumn Festival, and Shining Star students achievement recognition assembly.

PS310K's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS310K Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, PS310 will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a ⁴dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure

Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.
- establish a system to encourage parent feedback and conduct parent survey to identify needs.

PS310K will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;

- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- supporting or hosting OFEA District Family Day events;
- establishing a Parent Resource Center or lending library; instructional materials for parents.
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practical in the languages that parents can understand;

Section II: School-Parent Compact

PS310K, *[in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act]* is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. PS/MS/HS XX staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;

- implementing a curriculum aligned to State Standards;
- providing high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- monitoring student attendance, behavior and academic progress.
- providing character education based on our core values of reason, respect and responsibility and the necessary discipline that goes along with living out those core values.

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

Student Responsibilities:

- attend school regularly and arrive on time;

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Yuqing Hong, the principal on September 30, 2010

This Parent Involvement Policy was updated on October 4, 2010.

The final version of this document will be distributed to the school community on October 5, 2010 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

**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 6	District 20	School Number 310	School Name
Principal Ms. Yuqing Hong		Assistant Principal	
Coach		Coach	
Teacher/Subject Area Audrey Bush		Guidance Counselor type here	
Teacher/Subject Area Olivia Hui		Parent Tracy Liu	
Teacher/Subject Area Kimberly Huang		Parent Coordinator type here	
Related Service Provider type here		Other type here	
Network Leader Debra Van Nostrand		Other type here	

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	4	Number of Certified Bilingual Teachers	2	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	3

C. School Demographics

Total Number of Students in School	94	Total Number of ELLs	59	ELLs as Share of Total Student Population (%)	62.77%
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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.
1. Upon entering the New York City public school system all parents/guardians are required to complete a Home Language Identification Survey (HLIS). The HLIS survey is administered and overseen by our school's ESL coordinator and the pupil accounting secretary in the families' native language. Parents are provided a Spanish or Chinese translator when needed. Our ELL coordinator reviews each student's HLIS, and determines Language Assessment Battery-Revised (LAB-R) eligibility. All eligible students are then administered the LAB-R within ten days after enrollment. The results of the LAB-R exam determine our school's ELL student body. Students who are classified as proficient (per the LAB-R) are not eligible to receive ELL services.
Parents will receive entitlement letters and placement letters. After parents have attended an informational meeting about their child's options children will be placed in appropriate classes. Students are placed in appropriate programs within 10 days of their entrance to school. ELL students are assessed each year using the New York State English as a Second Language Achievement Test. Based on those scores students will be placed in appropriate groups and classes. Teachers will use the test scores to drive instruction.
 2. Once a student is identified as an ELL, parents will be given an entitlement letter that is sent home inviting them to attend an information meeting. The ELL coordinator and the principal review the three English language programs. Parents are also given an information pamphlet in their home language. Then they watch an orientation video in the parent's native language in which Chancellor Klein discusses the options available in depth (Transitional Bilingual Education, Dual-Language, and Free Standing English as a Second Language.) . After they are given opportunities to ask questions they complete the parent selection form. If parents are not available for the meeting they will be called to set up an appointment or to send the parent selection form home. Default program for any ELLs whose program selection form is not returned is bilingual.
 3. Based on LAB-R scores entitlement letters are sent home. Parent choice forms are only filled out at the orientation meeting to ensure that we get all of them. ATS and ARIS reports are used to check who are entitled as well. Students who are entitled have been highlighted in an ELL roster sheet to make sure all students entitled are being serviced.
 4. Based on the Parent Selection Survey the instructional program for ELL students are either Free Standing ESL program or Chinese Bilingual program. The school staff consistently communicates with parents in their native language concerning their child's education. The school has a Free Standing ESL, one Chinese Bilingual, and one CTT in kindergarten while in first grade we have one Free Standing ESL. The Free Standing ESL and CTT classes give the student an opportunity to interact with English proficient students and students with individual educational plan in a rigorous supportive setting for language acquisition through the modalities (listening, speaking, reading and writing). English service is provided through content areas implementing ESL strategies. The ESL licensed content area teacher also pushes in during the week to support ELLs in early literacy development during ELA and social studies periods. All of this information is communicated in parents' native languages.
 5. This is our first year at P.S. 310. A review of the Parent Survey and Program Selection forms this year indicates 2/3 of all ELL families prefer the bilingual and dual language programs while others requested Free Standing ESL. Since PS 310 has only Bilingual and Free Standing ESL programs parents who chose Dual Language program are given the information and choice of schools citywide schools that offers their preferred choice. P.S.310K strives to align school programming with Parent Choice Forms. Though P.S.310K does not currently have a Dual Language program we will allocate budget and resources for the opening of a Dual Language classroom with a licensed Bilingual or Dual Language teacher.
 6. Yes, the program models requested by parents are offered for students. If a program is not available such as dual language we will help accommodate a solution that meets their needs.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	
<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	1													1
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	2	1												3
Total	3	1	0	0	0	0	0	0	0	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	59	Newcomers (ELLs receiving service 0-3 years)	59	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	24									24
Dual Language	0									0
ESL	36		2							36
Total	60	0	2	0	0	0	0	0	0	60

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese	24													24
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0

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
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	24	0	0	0	0	0	0	0	0	0	0	0	0	24

**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
TOTAL	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
TOTAL	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:

Native American:

White (Non-Hispanic/Latino):

Other:

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	0	3												3
Chinese	25	8												33
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	25	11	0	36										

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.
1. There are three Free Standing ESL classes, which consist of one CTT class and two general education/ ESL classes. In the three Free Standing ESL program, students are grouped heterogeneously in proficiency level with English proficient children. ESL instruction is delivered using push in and through content instruction. The Math/Science teacher who has an ESL license pushes in three times a week with a total of 150 minutes with the homeroom teacher during ELA and Social Studies periods and teaches science and math implementing ESL strategies with a total 450 minutes a week. Our Bilingual class has a certified bilingual teacher for science and math for a total of 450 minutes. She also teaches native language arts for 250 minutes a week. Additionally an ESL teacher with a common branch license teaches the students literacy, social studies and technology for a total of 550 minutes a week. In All ELLs in PS 310 are served with a minimum of 450 minutes a week. In the CTT class, ELLs are served by a content area teacher with an ESL license. Science and math are taught 450 minutes a week using ESL strategies. Additionally, an ESL teacher pushes in during ELA classes three times a week for a total of 150 minutes.
2. At P.S. 310 all ESL lessons are core curriculum based, grade appropriate and standard based. The ESL classes encourage language development, cultural adjustment, and literacy development. The ESL licensed content area teacher uses both formal and informal

assessments to guide instruction and form differentiated instructional groups. Instruction integrates ESL best practices across subjects using ESL methodologies. All teachers are encouraged to co-plan during common planning periods. ESL teachers also have periods of team teaching, to support students in content and language. They consistently use scaffolding techniques such as modeling, implementing TPR, using realia, engaging students in accountable talk, activating prior knowledge, having students rotate around learning centers, and using manipulatives. Journeys, a very hands-on and visual literacy program, provides a much differentiated set of lessons for all learners, especially ELLs. Every day the program focuses on phonics, vocabulary, sight words, grammar, a reading skill and writing. The program allows teachers to teach the same idea or skill but in different ways to accommodate learners of all levels to build phonics, phonemic awareness, fluency, vocabulary, and comprehension skills in reading. Additionally, native language support is provided to all students. ELLs are encouraged to express themselves using their native language, bilingual dictionaries are provided in all classes, and books in both Chinese and Spanish are available for students to build background knowledge. Finally, our technology program, leveled books, various hands-on club activities contextualize the instruction and make content assessable to all learners.

ESL instruction for all ELLs as required under CR Part 154

Beginning: 360 minutes per week

Intermediate: 360 minutes per week

Advanced: 180 minutes per week

ELA instruction for all ELLs as required under CR Part 154

Advanced: 180 minutes per week

*However our students receive above the minimum requirement in order to inspire growth, understanding and progress. Here are the ESL service minutes that different program models provide for all our ELLs:

Bilingual Class: Receive all day service 5 days a week

Free Standing ESL Class: 585 minutes per week (the break down:

Literacy/Social Studies Push in- 150 min/wk

Math- 300 min/wk

Science- 135 min/wk)

CTT/ESL Class: 440 min/wk

ELA push in: 100 min/wk

Math- 300 min/wk

Science- 135 min/wk

The Special Education teacher is bilingual and provides native language support.

3. The ESL teachers plan their lessons with the general education teachers to make sure all the content areas are covered. The principal has provided each teacher with a schedule to follow. Within that schedule each ESL class must be provided with 5 periods of literacy, 5 periods of math, 3 periods of science, 3 periods of social studies and 3 periods of foreign language art in either Chinese or Spanish. The bilingual class is provided with the same schedule, except the bilingual class is given 5 days of native language studies in Chinese. In both the ESL and bilingual classes social studies is integrated with the literacy program. Science and math are also integrated when possible. Twice a week all classes take a technology class integrated math on one day and literacy on the other. When possible in the ESL classes students are provided native language support to further understanding. When native language support is not available TPR and manipulatives are used. The bilingual class has instruction 60% of the day in Chinese and 40% in English.

4. ELL subgroups

a. As our school serves only pre-K, kindergarten, and first grade students this year and grows up a grade every year, we don't and will not have any possible SIFE in 2014. However, in two years, we will have plan in progress to ensure SIFE students' needs are met. P.S.310 will make sure every SIFE child receives additional services and interventions needs to help the student perform on standard.

b. Currently all ELLs are newcomers. They enjoy how welcoming our school is for them. Many of our teachers speak Chinese and Spanish. This is very comforting for new children who do not yet speak English. This year most of our newcomers chose to be in the bilingual class. These newcomers are given the opportunity learn content specific subjects in English and Chinese. Students in the bilingual class read books in Chinese. Even in the ESL class they have the opportunity to browse through Chinese books. Native language libraries provide students with opportunities to build background knowledge and learn about content knowledge while they are still in the early stage of English language proficiency level. Students also have access to language technology programs such as Starfall. In order to help newcomers teachers provide as much scaffolding as possible. We provide phonics everyday to promote decoding. Our use of the word

wall, Read-Alouds and guided reading all help develop academic language for our newcomers. Everyday classes begin with a morning message or informal conversation to improve the students' social and survival oral language skills. We use rhymes, songs, and poems to develop phonemic awareness and phonics skills, accelerate letter identification, doing read-alouds shared reading, and a peer-language buddy to develop early literacy and English language skills. We also have books on tape to promote listening and fluency skills. In addition our students use Award Reading integrated with their technology periods. This program promotes shared learning experiences and small group work focusing on reading fluency, comprehension, phonics, visual literacy and technology. We believe that if we give our students a strong background in English and native language skills through phonics and literacy starting in Pre-K our students will be ready to perform and meet the standard on the 3rd grade state exam.

c. As our school serves only pre-K, kindergarten and first grade students this year and a new grade is added each year. We don't and will not have any possible Long-Term ELLs until 2015. We strive to implement a rigorous curriculum for all students including ELLs to best prevent them from becoming long-term ELLs. However, in three years, we will have plan in progress to ensure SIFE students' needs are met. P.S.310 will make sure every ELL receives additional services and interventions needs to help the student perform on standard.

d. P.S. 310 will provide all the above and in addition we would set up an after-school program to test prep for the NYSESLAT and work on students weakest areas identified by formal and informal assessments, including Fountas and Pinnell and periodic assessments.

e. P.S.310 has a CTT ESL class. Three out of the five children who has IEPs are ELLs. These students receive ESL services through content instruction with a total of 450 minutes per week. Students who are beginner receive extra small group support through push-in ESL teacher during ELA periods three times a week for a total of 100 minutes. The IEP is used to set individual goals for each student and differentiate instruction and focus on child's needs. Instruction is delivered using best practices, such as, scaffolding, building on prior knowledge and native language support. The ESL teacher and Special Education teacher monitor the child's progress through their SMART goals. Individual plans and goals are created to meet the needs of each child. Their curriculum is as the same as the other classes. However, their tasks are broken down into small steps and need more scaffolding with more attention to details or with a different focus. Some of the students in the CTT class receive speech therapy. Besides receiving the service, the special education teacher provides rhymes, songs and chants to develop stronger oral language.

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

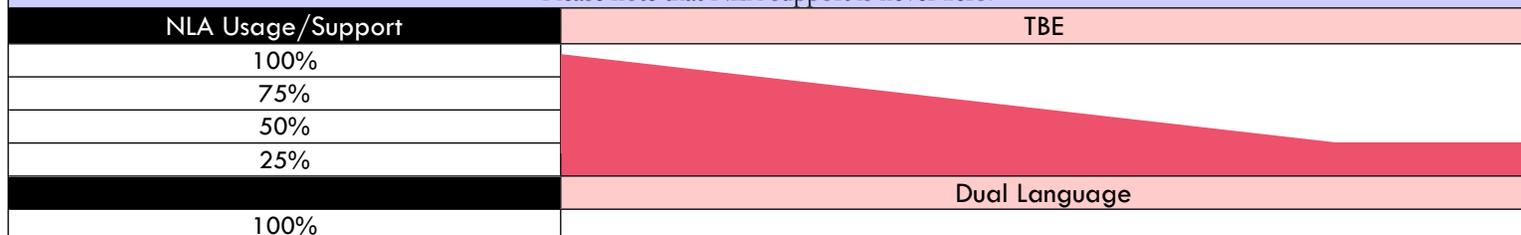
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

	Beginning	Intermediate	Advanced
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
FOR TBE /DL PROGRAMS: 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.



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
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?

5. P.S. 310 uses data for targeted ELL intervention. Classes are based on this data. ESL teachers and Bilingual teachers plan and co-teach with content specific teachers. Students receive small group instruction such as guided reading, skill groups, listening centers and work stations. ELLs receive native language support with the bilingual library. Many books are in Chinese and Spanish. Being our first year we will take this year to identify ELLs who need extra support. Once these children are identified we provide them with intervention using the intervention and ELL components from Journey, our designated literacy program and Award Reading, as well as, web based literacy program, such as, Starfall. AIS service is provided through small group and individually by experienced AIS teachers during the afternoon club period every day.

6. Students who have passed the NYSESLAT exam are transitioning for the next two years. They will continue to receive ESL services for two more years in order to support their continuous growth in academic subjects. These students will continue to get extended time on state exams. These students will also continue with native language support through the use of native language books and strengthen their skills in acquiring and using academic language.

7. For the 2011-2012 we are considering an English/Chinese Dual language program or Kindergarten. We would also like to create an ELL after-school program such as On Our Way to English to help new comers with fluency, vocabulary, listening and writing through the

use of singing, rhymes and chanting.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1-4. The parental involvement in our school is strong. Over 60% of our parents attended the curriculum orientation, ELL program selection, PTA meetings, and Autumn Festival. We have just established our PTA and SLT and hold monthly meetings to discuss how PTA and SLT will work in collaboration with school to provide enriched educational experience for our youngsters. Our school is working with community-based organizations such as, BCA, Fidelis Care and neighborhood clinics. The clinics have shown interest in wanting to host meetings on hygiene and health care. We would also like to set up Family Fun Night as school where students can come a night with their parents to learn about developing literacy skills at home, playing math games and art activities. Parental involvement activities address the needs of parents because parents are always wondering how they can help their children at home with school. By providing them with Family Fun Night we will provide the necessary resources for them to help their child. In the beginning of the year parents are invited to visit classrooms and talk to teachers about the current year's curriculum. Twice a year parents will attend Parent-Teacher meetings to discuss student progress. We evaluate the needs of parents through the Parent Survey, formal and informal conversations and feedback from parents. There is regular, two-way meaningful communication involving student academic learning and other school activities ensuring that parents play an integral role in assisting their child's learning. All communication is done in the child's native language. We evaluate the needs of parents through the Parent Survey, formal and informal conversations and eventually through the PTA. A parent survey will be given each year requesting that parents voice their concerns and needs. This way we can better accommodate our parents.

13. We provide a nurturing environment in our school and classrooms to assist newly enrolled ELL students. We make sure translators are provided for parents and students are paired up with a buddy who speaks their language. This way the child feels comfortable and if

Part V: Assessment Analysis

or Spanish.

A. Assessment Breakdown

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

C. Schools with Dual Language Programs

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)	40	10												50
Intermediate(I)		1												1
Advanced (A)	8													8
Total	48	11	0	0	0	0	0	0	0	0	0	0	0	59

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

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

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?

assess the needs of the students based on the results. The instructional plan is adapted based on the children's strengths and weaknesses.

2. Our LAB-R scores revealed that most of our ELLs are beginners.
3. Our students have not yet taken the NYSESLAT assessment being it is our first year.
4. For each program:
 - a. N/A
 - b. N/A
 - c. N/A
5. Dual Language Programs
 - a. N/A
6. We will evaluate the success of our ELLs by analyzing the NYSESLAT assessment scores in the spring. We will also review benchmark results from our literacy program - Journeys and data from pre and post test of Fountas and Pinnel, and portfolios created by teachers containing a year's of student work. We would expect the children to show progress over the year. We will also interview teachers and receive feedback about the school year. What worked well? What needs to be changed?

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.

Paste additional information here

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		10/28/10
	Assistant Principal		

	Parent Coordinator		
	ESL Teacher		10/28/10
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		