



PS 304
THE EARLY CHILDHOOD LAB SCHOOL
2010-11
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 08X304
ADDRESS: 2750 LAFAYETTE AVE.
TELEPHONE: 718-822-5307
FAX: 718-904-095

TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....	4
SECTION III: SCHOOL PROFILE.....	5
PART A: NARRATIVE DESCRIPTION.....	5
PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....	6
SECTION IV: NEEDS ASSESSMENT.....	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN.....	12
REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....	16
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....	18
APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....	19
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING.....	25
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....	26
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....	27
APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....	28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 304 **SCHOOL NAME:** Early Childhood Lab School

SCHOOL ADDRESS: 2750 Lafayette Avenue

SCHOOL TELEPHONE: 718-822-5307 **FAX:** 718-904-0956

SCHOOL CONTACT PERSON: Joseph J. Nobile **EMAIL ADDRESS:** JNobile@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Jaclyn Steinberger

PRINCIPAL: Joseph J. Nobile

UFT CHAPTER LEADER: Christina McGrath

PARENTS' ASSOCIATION PRESIDENT: Maggie Perez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 8 **CHILDREN FIRST NETWORK (CFN):** Cluster 6, Network 607

NETWORK LEADER: Elmer Myers

SUPERINTENDENT: Tim Behr

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

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

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

Name	Position and Constituent Group Represented	Signature
Joseph Nobile	*Principal or Designee	
Christina McGrath	*UFT Chapter Chairperson or Designee	
Maggie Perez	*PA/PTA President or Designated Co-President	
Ortelio Bello	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	
Lisa Blackman	Kindergarten Teacher	
Jennifer King	2 nd Grade Teacher	
Amy Labbate	AIS Teacher	
Jaclyn Steinberger	5 th Grade Teacher	
Maureen Brown	5 th Grade Parent	
Nesia Huryn	4 th Grade Parent	
Sandee Perez-Rivera	1 st Grade Parent	
Yamileth Martinez	1 st Grade Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

PS 304, The Early Childhood Lab School was established in September 1999. The Lab School is located in the northern part of the district, in the Throggs Neck community. The Early Childhood Laboratory School was created as an unzoned Early Childhood School serving the East Bronx Communities of Hunts Point to Throggs Neck.

PS 304 shares the school space with two other schools: M.S. 101-The Maritime Academy of Science and Technology, a middle school; and P10x, a District 75 Special Education School. In PS 304 there are approximately 590 students and 62 school personnel (which includes specialists) assigned to this site. The facilities shared by the schools are the cafeteria, gymnasium, auditorium and schoolyards, which requires the coordination of programming and planning.

The Lab School is composed of 3 kindergartens, 3 first grade classes, 3 second grade, 3 third grade classes, 3 fourth grade classes (1 ICT-Integrated Team Teaching) and 3 fifth grade classes (1 ICT-Integrated Team Teaching) and three 12-1-1 class ranging from Pre-K-5. All classes are heterogeneously grouped and supported by a pedagogical staff consisting of 42 teachers. We also work closely with P. 10, the district 75 school in the building. On each grade level 2/3 students are mainstreamed into regular education classes with a paraprofessional.

The Early Childhood Lab School was founded with the vision of creating an environment that promotes a balanced approach to literacy. It is built on an extensive research base and includes within its framework the Principals of Learning. The program values students as knowledge producers. This is evident through the academic rigor and apprenticeship using accountable talk and their writings. All grades follow the Columbia Teachers College Writing Program.

The Early Childhood Lab School was designed to implement thematic studies, cooperative learning and authentic assessments. Art, science and technology are integrated to make learning come alive and to support students as independent learners. Language Arts and Mathematics instruction combine hands-on inquiry and cooperative learning approaches with skill lessons taught individually and in small groups. Curriculum is responsive to the interests and needs of the learners.

Children are also assessed in reading and mathematics to see what students need to attend the academic intervention after school program and consultant teacher (resource teacher) services. The 12:1:1, special education classes, follow the instructional programs of general education including Wilson for grades K-1, Foundations and the Wilson Program for Grades 3-5 (a New York intervention reading program).

To accomplish our goals of creating an effective learning environment, each day the students of PS 304 engage in read alouds, shared reading and writing, independent reading and writing, guided reading and writing, and phonics and word study instruction. During the independent reading and writing period, the teacher conducts student conferences. These conferences are shaped by the needs of the students and therefore are not scripted. Grades Three, Four, and Five will add literature circles and extensive Non-Fiction research. We strive to build a bridge between reading and writing development while enhancing children's enjoyment of, and confidence in their own growth in these areas. The end result is to create lifelong learners.

The balanced approach allows the teacher to make thoughtful decisions each day about the best approach to use to help each child become a reader and writer. It requires and enables our teachers to reflect on and modify instruction based on the needs of each student in their class.

On-going professional development is a priority for the staff. The professional needs of the staff are met through weekly grade conferences. Each grade meets once a week during a common preparation period. To assist with professional development, P.S. 304 uses the expertise of the Literacy coach, Math staff developer and the Tier 3 professional development committee. Teachers are provided with Professional Development opportunities with Teacher's College and the CFN.

P.S. 304 has been selected as a Professional Development site by Lehman College. We work closely with Lehman college faculty and student teachers. We are recipients of a Lehman College FIPSE grant. Furthermore, the grant provided us with a wireless classroom and a selection of over 30 computer programs through Lehman. We have a collaboration with the Lincoln Center Institute to develop our arts program.

The Early Childhood Lab School delivers mathematics instruction through Everyday Math in grades K-5. These programs allow students to discover mathematical concepts and skills through exploration with manipulatives.

In the area of Science, children are participating in the globe program. The globe program allows students to gather actual data about the soil and the air at the school site and then input it on the globe website for the globe participants and scientist to use. The Lab School follows the New York State Science Core Curriculum which addresses the New York State Performance Standards in the following areas: earth, life and physical sciences. In the curriculum area of Social Studies, the integrated Social Studies program allows the students to use their own personal experiences to discover the world around them – people, places and things. In the area of Art, an art cluster for grades K-2 exposes the students to the fundamentals of art and art appreciation. In order to reinforce art concepts learned in Art, the classroom teacher integrates art across the curriculum. Students are also taken on field trips to visit art museums throughout New York City.

During the 2010-2011 school year, The Early Childhood Lab school will start the transition process to Phase 1. Phase 1 changes the way in which special education services are provided to students with disabilities. Rather than special education being a separate system, isolated from general education, it must be viewed as a support for students with disabilities who are required special education services to be educated in the least restrictive environment. Our curriculum creates an environment where all students are accepted and instructional practices in general education are responsive to student diversity. In order to address the needs of students that are part of Phase 1 this fall, we will continue the Integrated Team Teaching class in 4th grade and add a new Integrated Team Teaching class in 5th Grade. The children in grades K-5 who have been assessed and evaluated as at-risk readers receive extra services. Several programs are offered to those students. During the school day at risk students receive services from the AIS teacher, the classroom teacher, parent volunteers, and the Special Education Teacher Support Services (SETSS) teacher. The SETSS teacher services mandated students and at risk students. Academic Intervention continues for our students during our 37 ½ minutes extended day.

A Least Restrictive Environment (LRE) Committee was established in the school during the 2000-2001 school year. The L.R.E. Committee, a subcommittee of the Pupil Personnel Team (P.P.T.), worked collaboratively with the P.P.T. to review and design program models to meet the projected needs of the student population for 2010-2011. Reduced class size across the grades K-3 will continue to ensure interventions at the earliest possible age.

Small classroom size allows teachers to provide more individualized instruction to students, as well as to small groups of students. This is a goal that is desirable in order to foster better learning. Our current educational program for our lab school consists of 120-minute block for language arts based upon a balanced reading program and a 75-90 minute block for mathematics. An environment is created in all classrooms that make reading, writing and mathematics accessible to all students.

Special Education classes also continued at the Early Childhood Laboratory School during the 2009-2010 school year. There were three 12:1:1 special education classes of full time students ranging in grades K-5. Related service providers in speech, occupational therapy, physical education, physical therapy and counseling provided services to students as prescribed by their I.E.P.'s. General education and New Continuum classroom teachers

received conferencing and planning time to meet with related service providers who shared the same students. Phase 1 will continue to follow these procedures.

The Lab School was able to open a part time Library that is used by the students who can take our books, as well as for use by classes for research projects. Also, each classroom was successful in creating an extensive leveled classroom library, which allows students to select reading material at their independent level.

As part of its commitment to the community, The Lab School participated in several charity drives. The school collected over 20 sacks of pennies for the Common Cents Penny Harvest initiative. With the participation of students, a local organization, the Wendy Hillard Foundation, which teaches gymnastics to inner city youth receive the school's collection. The school collected pennies for patients with Leukemia and Lymphoma. Other organizations that P.S. 304 donated to were Diabetes Research, The Ronald McDonald House, St. Judes, and Earth Foundations. P.S. 304 was able to raise several hundred dollars to help children all across America.

The vision at PS 304 is to meet the needs of all students. With this in mind, the school will introduce its enrichment program. This program will be implemented through Enrichment Clusters, taking place once a week. Students in Grades 2-5 will have the opportunity to participate in this program. Enrichment Clusters exhibit a unique approach, allowing students to take on leadership roles. Teachers act as facilitators, guiding and supporting the students to achieve their goals of the cluster. Students organize their clusters, complete research on designated topics, and create a set outcome in which they would like to produce. Clusters are chosen based on student interests, enhancing involvement, interest and creativity. Each Enrichment Cluster will explore endless possibilities on the selected topics and culminate with a product to share with the educational community.

A pull out Enrichment program has been created for Art and Technology in grades 3-5.

PS 304 is excited continue our nurturing partnership with Renzulli Learning. The Renzulli Learning program highlights students strengths and interests, providing instructional tool and assignments for each student. The Renzulli Learning program assists with differentiated instruction, varying on all levels. The program also includes virtual field trips, challenges and enrichment activities, extra practice, creative thinking, and problem solving. Students will create a profile by answering questions to determine interests which will transition into activities designed specifically for a particular students increasing engagement. Students in grades 2-5 will be actively involved in this program.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	P.S. 304 Early Childhood School				
District:	8	DBN #:	08X304	School BEDS Code:	320800010304

DEMOGRAPHICS										
Grades Served in 2009-10:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded				
Enrollment:				Attendance: % of days students attended*						
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	67	72	70		93.3	94.4				
Kindergarten	76	78	74							
Grade 1	82	86	81	Student Stability: % of Enrollment						
Grade 2	78	81	83	(As of June 30)	2007-08	2008-09	2009-10			
Grade 3	74	83	74		95.3	98.1				
Grade 4	77	71	85							
Grade 5	76	78	71	Poverty Rate: % of Enrollment						
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 7	0	0	0		66.0	60.6	66.2			
Grade 8	0	0	0							
Grade 9	0	0	0	Students in Temporary Housing: Total Number						
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 11	0	0	0		1	1				
Grade 12	0	0	0							
Ungraded							Recent Immigrants: Total Number			
				(As of October 31)	2007-08	2008-09	2009-10			
Total					0	1	0			
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number						
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Number in Self-Contained Classes	37	36	35							
No. in Collaborative Team Teaching (CTT) Classes	16	16	16	Principal Suspensions	0	2				

DEMOGRAPHICS							
Number all others	40	32	36	Superintendent Suspensions	0	0	
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	7	7	18	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	1	0	2	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	37	34	
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	12	13	
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	7	5	
	0	0					
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(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	100.0	100.0	
American Indian or Alaska Native	0.8	1.1	0.4	Percent more than two years teaching in this school	70.3	70.6	
Black or African American	13.2	10.7	7.9	Percent more than five years teaching anywhere	70.3	70.5	
Hispanic or Latino	39.4	40.1	41.0	Percent Masters Degree or higher	84.0	85.0	
Asian or Native Hawaiian/Other Pacific Isl.	3.2	3.1	3.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	100.0	
White	43.5	42.8					
Multi-racial							
Male	54.3	50.8	51.8				
Female	45.7	49.2	48.2				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	✓	✓	-				
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	✓	✓	-				
Multiracial							
Other Groups							
Students with Disabilities	✓	✓	-				
Limited English Proficient	-	-					
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	6	6	1				

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score	A	Quality Statement Scores:	NR
Category Scores:	90.9	Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	23.4	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	55.6	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	1.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

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

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

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

Performance Trends

PS 304 considers attendance to be an intricate part of student progress. It is our goal to provide a warm, nurturing, child-friendly, print rich environment where children want to be. According to the 2009-2010 Progress Report our percentage for attendance was 94.4%, which is 37.2% of the way from the lowest of 92.8% to the highest of 97.1% relative to our Peer Horizon and 60.0% of the way from the lowest of 89.9% to the highest of 97.4% relative to the City Horizon. After reflecting as a learning community about the impact attendance has on student performance, the major focus will be put towards attendance. With the help of staff members and parents, an increase in attendance would be beneficial for our school.

After careful analysis of school based assessments, periodic assessments and our Progress Report, it has become evident that our students receiving 3's and 4's on the NYS ELA exam are not progressing as quickly in relation to our students receiving 2's. It was found during an in-house study of students receiving 3's and 4's, that many students level off and struggle to improve each year. It was also noted that students aren't taking responsibility for their own learning, displaying comfort in knowing that they could receive a level 3 without much effort. The implementation of Literacy goals would address this situation, allowing students to take responsibility for their learning and becoming accountable for their progress. Goals correlate with the student strengths and weaknesses resulting in greater productivity and a raise in progress.

Throughout various dialogues concerning student progress, the focus is often how students in a particular grade are doing. Students are rarely broken up into subgroups for further investigation, outlining influencing factors impacting progress. A break down into subgroups requires an understanding of our school community. It is important to identify who the students are, what their home life is like, gender, age, parent involvement, primary language, and socio-economic status. It is beneficial to also be aware that subgroups could be students with the lowest ELA and Mathematics levels or students with the highest ELA and Mathematics levels. Many factors impact the progress of students. Through the analysis of our students, more needs could be met enhancing the learning opportunities available.

As requested in the Learning Survey, Enrichment was an area in which parents wanted more of in the school. Since the focus is most often on improving the progress of our lower level students, the students doing well get overlooked. In addition to the Learning Survey, parents voiced their opinions at PTA meetings, addressing the concerns of meeting the needs of all students on all levels. The involvement of the community to increase the amount of enrichment within the school provided reassurance that support would be available. During the 2009-2010 school year, all students in grades 3-5 participated in weekly enrichment programs. This inadequately supported the strengths of our students performing well.

Greatest Accomplishments

The learning environment at PS 304 encompasses tremendous collaboration and cooperation amongst its administration, staff, students and parents. Strong relationships have been created on the premise of the schools high expectations and standards from all participants. As outlined the Quality Review, PS 304 operates smoothly on a day to day basis, ensuring a calm and purposeful atmosphere for learning. In addition, accountability has been taken by all members committed to academic success. One aspect of accountability which correlates with the schools success in performance and progress is the collection and use of current data. The focus of data has driven instruction over the last couple of years, enhancing our progress Mathematics.

PS 304 has made great strides in Mathematics. This progress is a direct result of the commitment from all members of the learning community. With a heavy emphasis on data analysis and differentiated instruction, meeting the needs of all students has become a reachable goal. The daily support provided for students further defines the schools promise to promote success for all students. As indicated in the 2008-2009 Progress Report, the percentage of students making at least 1 year progress was 81.3%. Through consistently utilizing various data, which highlights students' strengths and weaknesses, informed decisions had been made driving instruction to effectively instruct all students. As a result, the percentage of students making at least 1 year progress in the 2009-2010 was consistent. The support of Academic Intervention Services, inquiry groups, extended day activities and after school programs contributed to this valued progress.

Significant aids to the schools continuous improvement

A significant aid to our continuous improvement can be attributed to our scheduling. Schedules have been created with Common Preparatory periods and Data periods. Common Preparatory periods allow teachers to join together to plan effective lessons and share wonderful ideas of the things that have been found to be effective. This time is also designed for professional development ensuring constant teacher support. Grade meetings are scheduled periodically during this common preparatory period, providing a time for each grade to meet with our assistant principal. Data periods have been incorporated into our schedules, allowing for usage as needed. A data period is designated time for teachers to review students work, analyze data and design a plan to tackle student's needs as found in the data. Data periods provide a time for teachers to discuss data and share ideas with cluster teachers and all support staff of this group of students.

SECTION V: ANNUAL SCHOOL GOALS

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

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

- 1) By June 2011 the number of students who have access to enrichment programs will increase by 10%. Students access to enrichment will increase, offering opportunities through enrichment clusters and Cook Shop. Enrichment will continue for grades 3-5 and Cook Shop will be added for grades Pre-K- 2.

- 2) By June 2011, at least 10% of students will make at least 1 year's progress on the 2010 ELA exam. Students will participate in academic intervention programs, extended day, small group instruction and after school test prep to support academic progress.

- 3) By June 2011, at least 10% of students in the Inquiry group will make at least 1 year's progress on the 2010 ELA exam. A plan for increasing the inquiry process will be put in place and implemented by the four inquiry groups that were established for the 2010-2011 school year. Exploring subgroups will allow the staff to analyze data accordingly, implementing effective strategies to target these specific subgroups.

- 4) By June 2011, attendance will increase by .2%. With the correlation of attendance rate to academic progress, it has become a mission at PS 304 to improve the percentage of students present each day. Through various strategies such as awards, phone calls home, letters to parents and special assemblies, the goal of increasing the attendance will have the necessary support for success

<p><i>described in this action plan.</i></p>	<p><u>Use of Resources</u></p> <ul style="list-style-type: none"> • The Renzulli Enrichment Learning program will be purchased to develop profiles of teachers and students. • Enrichment activities from the Renzulli Enrichment Learning program will be used as a resource. • Schedule technology integration periods to support the Renzulli Learning System. <p><u>Personal Leadership</u></p> <ul style="list-style-type: none"> • Principal and assistant principal block time during clusters to interact with students and informally observe learning and student involvement. • SWP/Title 1: Administration, teachers, parents, students
<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"> • Surveys of Clusters will be taken at the end of each cycle. There will be 2 cycles for Clusters. • Students, teachers and parents will complete surveys to review progress. • Suggestions and recommendations from surveys will be implemented as feasible.

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 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, at least 10% of students will make at least 1 year’s progress on the 2011 ELA exam.</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><u>Curriculum and Instruction</u></p> <ul style="list-style-type: none"> • AIS teachers will target students identified in need of improvement • Literacy Coach will support teachers on a daily basis • The Workshop model will be fully implemented to differentiate instruction • Resources will be purchased to support the Workshop model • AIS teachers using periodic assessments will form groups of students with similar needs.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><u>Development of Staff</u></p> <ul style="list-style-type: none"> • Provide staff with ongoing training to ensure effective implementation, utilizing current research and professional books. • ELA Professional Development from LLSO and Teachers College will be provided <p><u>Use of Resources</u></p> <ul style="list-style-type: none"> • Analyze results of assessments and utilize Acuity resources as an intervention

	<p><u>Personal Leadership</u></p> <ul style="list-style-type: none"> • Principal and Assistant principal blocks time daily to interact with students and informally conference with students during ELA instruction. • SWP/Title 1: Administration, teachers, parents, students
<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"> • Periodic assessments in grade 3-5 will be administered 4 times a year according to the NYC DOE calendar. • Results of both assessments for students, class, grade and school will be analyzed by teachers, coach, AP and Principal. • NYS ELA standardized tests will be used to measure progress in grades 3-5. • Grade 2 will develop assessments to measure progress in Literacy. • Students will demonstrate an increased understanding of their learning. • After-school test prep program for all students

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 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA and Math Subgroups

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, at least 10% of students in the Inquiry group will make at least 1 year’s progress on the 2011 ELA exam.</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><u>Use of Data</u></p> <ul style="list-style-type: none"> • Analysis of data to identify subgroups in ELA and Mathematics • Based on these subgroups, Inquiry groups will be created. • Groups will address low and high quartile students. • Develop individual goals for each student
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p><u>Development of Staff</u></p> <ul style="list-style-type: none"> • Professional development will be provided to Inquiry teachers. • There will be weekly meetings to discuss curriculum and data. • Inquiry groups will meet during the school day <p><u>Use of Resources</u></p> <ul style="list-style-type: none"> • Principal and Assistant principal create a schedule that allows for common planning time by grade level <p><u>Personal Leadership</u></p> <ul style="list-style-type: none"> • Principal and Assistant principal blocks time during inquiry to interact with students.

	<ul style="list-style-type: none"> • SWP/Title 1: Administration, teachers, parents, students
<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"> • Inquiry students will be identified as subgroups in the NYC Periodic Tests and TC Assessment programs. • Informal assessments will be developed during the inquiry session. • Periodic assessments in grade 3-5 will be administered 4 times a year according to the NYC DOE calendar. • Teachers College assessments will be administered to grades K-3. • NYC ELA and Math standardized tests will be used to measure progress in grades 4-5. • Results of all assessments for students, class, grade and school will be analyzed by teachers, coach, Assistant Principal and Principal. • Results and data will be used to identify areas of weakness and additional needs. • Data sheet will be completed for each students

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 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, attendance will increase by .2%</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"> • Attendance routines and procedures are presented at the September Faculty Orientation. Faculty handbook with guidelines and procedures is distributed to all staff members • There will be an attendance team comprised of Principal, AP, PC, Social Worker Regional Attendance teacher and School Aide. • Each classroom teacher will follow the procedures and record attendance daily, in the morning and afternoon. • Each classroom teacher will prepare on a daily basis the attendance roster, and record attendance in the morning. Forms will be collected in the AM and PM to record attendance. The school aide will collect the attendance sheets every day and call parents. • A procedure will be in effect to monitor lateness. The aide will distribute late passes and record lateness. All official class teachers will make the necessary corrections in their class roll book. • Based on the Attendance Roster Folder, the aide will prepare 407 forms and

	<p>submit them to the Regional attendance teacher. (Contact will be made with the family and an evaluation will be called for the Attendance Committee meeting to assess the findings.)</p> <ul style="list-style-type: none"> • The aide will check information on the attendance sheet and make the needed changes to the student card and emergency card. • All teachers will require an absent note from all absentees. These will be held by the official class teacher. A parent letter will be issued at the beginning of the school year informing them of what is required. • Telephone calls to student's homes and letters sent will be recorded in an attendance outreach log which will be reviewed daily by the principal. • Rewards for 100% attendance will be distributed to students and classes. • Bulletin boards, certificates and assembly programs will recognize excellent attendance. • Attendance will be monitored monthly
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • A school aide will be hired exclusively to track attendance. • Phone calls will be made by school aide • Post cards and letters will be created, duplicated and distributed. • Awards and certificates will be purchased to reward excellent attendance • Title 1 funds will be used to support incentives and outreach to parents through written literature. • SWP/Title 1: Administration, teachers, parents, students
<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"> • The aide will be responsible for follow-up in the form of telephone calls on the first day of absence and a letter the second day of absence. • Weekly audit by the school administrator to reviews logs and determines further follow-up procedures: i.e. home visits, involving bureau of child welfare and other social agencies if necessary. • Regional attendance teacher will analyze attendance rate in relation to neighboring, peer and horizon schools. District, borough and city data will also be referenced.

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	10	10	N/A	N/A	N/A	5	10	10
1	20	10	N/A	N/A	N/A	7	6	20
2	20	10	N/A	N/A	N/A	9	10	20
3	25	25	N/A	N/A	N/A	9	5	25
4	25	25	25	25	N/A	11	6	25
5	25	25	25	25	N/A	10	7	25
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:	<p>Students receive in-class and pullout services during the school day. Extended day services are provided for struggling students the last 37.5 minutes Monday-Thursday. Test Prep for ELA takes place Tuesdays and Thursdays before the ELA exam. There is a Saturday Inquiry program for identified students in the lower quartile for grades 3-5. Specific programs are listed below:</p> <ul style="list-style-type: none"> • K-2 – Small group instruction 4x a week for 30 minutes each session • Differentiated Instruction • Instruction is based on student’s needs and data results • Great Leaps one on one and during and after school • Leveled guided reading books • Literacy games • 3-5 – Small group instruction 5x a week for 30 minutes each session • Instruction is based on student’s needs and data results • Interventions strategies • Test taking skills • Test Prep course after-school • Kaplan, Rallye
Mathematics:	<p>Students receive in-class and pullout services during the school day. Extended day services are provided for struggling students the last 37.5 minutes Monday-Thursday. Test Prep for MATH takes place Tuesdays and Thursdays before the MATH exam. There is a Saturday Inquiry program for identified students in the lower quartile for grades 4-5. Specific programs are listed below:</p> <ul style="list-style-type: none"> • K-2 – Small group instruction 4x a week for 30 minutes each session • Differentiated Instruction • Instruction is based on student’s needs and data results • EDM Math games • 3-5 – Small group instruction 5x a week for 30 minutes each session • Instruction is based on student’s needs and data results • Interventions strategies • Test taking skills • Test Prep course after-school • Kaplan, Rallye <p>Math Inquiry Teams are selected based on 3rd and 4th grade NYS math test scores. Analyzed areas of deficient in and developed activities and lesions to instruct in those areas. Lessons and activities were different from classroom lessons. Encouragement was used to build confidence in math. Lessons and activities included but were not limited to: creating a store Jeopardy on smart board – bingo fraction games –</p>

	creating menu math games on the internet at Shepard.com – acuity and scantron interventions
Science:	<ul style="list-style-type: none"> • During School in Grades K-5 • Through Thematic Units • Small Group Instruction • Differentiated instruction • Harcourt Science materials • Test taking skills • Test Prep course after-school Grade 4
Social Studies:	<ul style="list-style-type: none"> • During School in Grades K-5 • Through Thematic Units • Small Group Instruction • Differentiated instruction • Test taking skills Grade 5
At-risk Services Provided by the Guidance Counselor:	N/A- No Guidance Counselor
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • During School day • Small Group Instruction • Counseling 1-1
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • During School day • Small Group Instruction • Counseling 1-1
At-risk Health-related Services:	<ul style="list-style-type: none"> • Occupational Therapist • Physical Therapist • Speech and Language

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.

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) 2-4 Number of Students to be Served: 2 LEP Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

PS 304 provides a Partial Freestanding English as a Second Language Program.

Students' NYSESLAT and LAB-R scores are consistent throughout the four modalities of Listening, Speaking, Reading, and Writing. Based on City and State assessment data, we are not yet able to determine how ELL's are performing in targeted content areas because these students are third grade and lower. They have therefore not taken these assessments as of this writing. The implications for the Language Allocation policy and instruction at PS 304 are to adequately prepare students for all city and state exams.

The student who speaks Spanish scored lower in Spanish than in English on the Spanish LAB. The student scored on the Advanced level on the NYSESLAT, however, and appears to be progressing well in their respective classes. We have no assessment to determine the level of literacy in the other students' native language. The ESL teacher in close cooperation with the classroom teacher plans academic language development. This instruction is closely aligned with the curriculum and the Learning Standards. The Collaborative planning assists the ESL students in a greater understanding of all curriculum areas.

As there are no SIFE students at PS 304, we have not needed to provide special services or additional instructional time for them. PS 304 personnel are in the process of planning a program specifically targeting long term ELL's. Professional Development for classroom teachers of ELL occurs both after school (PD Mondays) and during the school day. Classroom teachers have ample opportunity to observe the ESL teacher giving a lesson and to consult with the ESL teacher during common planning periods.

A Partial Freestanding ESL Program

The Freestanding ESL program at PS 304 utilizes both the "push-in" and "pull-out" models. The ESL teacher holds both an ESL license and a Common Branches license. Classroom teachers hold Common Branches licenses, with additional hours in ESL methodology. All grades at P.S. 304 have a common planning period at least once a week. The ESL teacher attends these common meetings to gain a better understanding of curriculum and to assist the teachers in integrating ESL strategies.

Due to the small population of ELL's at PS 304, the ESL program takes place two days per week. The Advanced students are receiving the mandated 4 periods per week of ESL instruction. The beginner and Intermediate students are receiving 2 periods of instruction per week from the ESL teacher. Classroom teachers, trained in ESL methodology, are providing the 4 periods of ELA instruction, as per Part 154.

ESL strategies are infused into content instruction in the following ways:

- Teachers use visual, aural, and kinesthetic (i.e., hands on) modes of instruction to address multiple learning styles and multiple intelligences
- Teachers scaffold the students' learning by reinforcing and repeating
- Small group instruction allows for differentiated instruction.
- Center activities encourage language development.
- In the lower grades, during Guided Reading, students are encouraged to develop language through an extensive picture walk.
- Vocabulary Development is an integral component of daily instruction.

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.

Type of Program: ___ Bilingual ___ ESL ___ Both **Number of LEP (ELL) Students Served in 2007-08:** _____
(No more than 2 pages)

- I. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:
 - A. Curricular: Briefly describe the school’s literacy, mathematics and other content area programs and explain ELLs’ participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).
 - B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.
- II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children’s education and to inform them about the state standards and assessments.
- III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.
- IV. Staff Development (2008-2009 activities—tentative dates and ELL-related topics): Describe how staff will participate in ongoing, long-term staff development with a strong emphasis on the State learning standards and high impact differentiated and academic language development strategies.
- V. Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.
- VI. Name/type of native language assessments administered (bilingual programs only): Describe how you assess the level of native language development and proficiency of the ELLs who are in a bilingual program.

Section III. Title III Budget

School: PS 304 BEDS Code: _____

Allocation Amount: \$0 (No Funding)		
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	N/A	N/A
Purchased services - High quality staff and curriculum development contracts.	N/A	N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	N/A	N/A
Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other	N/A	N/A
TOTAL	N/A	N/A

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.

PS 304 utilizes the Home Survey to identify its language and interpretation needs to ensure open communication to parents. When the home language is not indicated on the Home Survey, the school outreaches to parents to assure that parents are provided with appropriate and timely information in their native language.

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.

After evaluating the Home Survey, it was concluded that there is a small percentage of families identified as Non-English speaking. Due to this small population, the school community works cohesively to accommodate families requiring communication in a language other than English. This takes place on an individualized basis to effectively communicate with all parents.

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.

The staff at PS 304 proudly volunteers to translate to parents speaking in a language other than English. Open communication is provided by our Parent Coordinator and teachers to confirm that parents are able to speak in their primary language on a regular basis. Copies of Department of Education documents are provided to parents in their primary language.

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.

Communication to parents requiring translation in a language other than English takes place in-house by the school staff. The staff takes on the responsibility to work as a team to effectively communicate with all 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>.

PS 304 will fulfill Section VII of Chancellor's Regulations A-663 by providing all documents to parents in their primary language in a timely fashion. If necessary, one on one meetings will be arranged to openly communicate with parents in their primary language. Records of primary languages of the households for each student will be kept on file and readily accessible.

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:	\$211,893	\$228,350	\$440,243
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,118	\$2,284	\$4,402
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$10,595	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$21,189	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
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.***

PS 304 School-Parent Involvement Policy 2010-2011

- I. School PS 304, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. School PS 304’s policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on school leadership teams, parents associations, and parent advisory councils, as trained volunteers and as members of the school professional development advisory council. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.*
- II. The policy encompasses all parents including parents of English Language Learners and special needs students.*
- III. The policy is designed based upon a careful assessment of parents’ needs and the evaluation of the effectiveness of the Title I/PCEN Parent Involvement Program.*

In developing the School PS 304 Parent Involvement Policy, the School PS 304 PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. To increase parent involvement, School PS 304 will:

- *Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.*
- *Support level committees that include parents such as the School Leadership Team and the Parents Teacher's Association. Provide technical support when needed.*
- *Maintain parent coordinators Title I funds to serve as liaisons between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site.*
- *These workshops may include the parenting skills, GED, ESL and curriculum based workshops to build parents' capacity to help their children at home.*
- *Provide a school informational meeting on all funding programs in the school.*
- *Provide written translations.*
- *Provide an Annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs.*

School PS 304 will encourage more school-level parental involvement by:

- *Holding annual Parent Curriculum Conference*
- *Maintaining parent participation in school leadership teams*
- *Encouraging parents to become trained volunteers through Learning Leaders*
- *Having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress*
- *Providing school planners for daily written communication between school/teacher and the home.*
- *Annual meeting will be held on June 1, 2011.*

PS 304 SCHOOL - PARENT COMPACT 2010-2011

The school and parents working cooperatively for the successful education of the children agree:

The School Agrees

- To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.
- To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.
- To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.
- To provide parents with timely information about all programs.

- To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
- To provide high quality curriculum and instruction.
- To deal with communication issues between teachers and parents through:
 1. Parent-teacher conferences at least annually
 2. Frequent reports to parents on their children's progress
 3. Reasonable access to staff
 4. Opportunities to volunteer and participate in their child's class
 5. Observation of classroom activities
- To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.

The Parent/Guardian Agrees

- To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.
- To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.
- To work with his/her child/children on school work; and read to them for 15 to 30 minutes per day.
- To monitor his/her child's/children's:
 1. Attendance at school
 2. Homework
 3. Television watching
- To share the responsibility for improved student achievement.
- To communicate with his/her child's/children's teachers about their educational needs.
- To as parents and parent groups to provide information to the school on the type of training for assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.
- Distribution of the Parent compact will be on October 1, 2010.

School PS 304

Joseph J. Nobile, Principal

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
 - The CEP was reviewed to determine its effectiveness in relation to the curriculum and student progress.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Students are offered an academic afterschool program.
 - Inquiry League meets after school.
 - Help provide an enriched and accelerated curriculum.
 - PS 304 has enrichment clusters for all students in grades 2-5.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Students receive AIS/At-Risk Services.
 - Students receive mandated counseling
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.

- PS 304 has an eight period day, which allows for each grade to meet once a week for professional development in all subject area.
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.
 - Parents will have the opportunity to attend math and literacy workshops by the coaches.
 - Parents will attend workshops conducted by the parent coordinator
 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.
 - PS 304 will continue to train parents as Learning Leaders through the parent coordinator's office and NYC Learning Leaders. In addition, we will invite parents to attend the annual multicultural show, workshops, and family literacy and math
 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.
 - PS 304 will continue to run its Pre-Kindergarten program.
 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.
 - Dialogue with all personnel involved with student
 - Discussions to formulate AIS student plan
 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.
 - Wilson Program and Foundations are programs used in addition to small group intervention.
 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	✓			\$211,893	✓	15-20, 25
Title I, Part A (ARRA)	Federal	✓			\$228,350	✓	15-20, 25
Title II, Part A	Federal	✓			\$306,870	✓	15-20, 25
Title III, Part A	Federal			✓			
Title IV	Federal			✓			

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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

IDEA	Federal	✓			\$256,760		15-20, 25
Tax Levy	Local	✓			\$2,049,819	✓	15-20, 25

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.

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

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

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

NCLB/SED Status: _____ **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.

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

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

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.)
 - 1 student in temporary housing.
2. Please describe the services you are planning to provide to the STH population.

The student will have counseling with the social worker, AIS to ensure academic success and continuous family contact with the parent coordinator.

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)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 304 Early Childhood School						
District:	8	DBN:	08X30	School		320800010304	
DEMOGRAPHICS							
Grades Served:	Pre-K	v	3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9	Ungrade	v
	2	v	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	72	70	65		93.3	94.4	94.4
Kindergarten	78	74	84	Student Stability - % of Enrollment:			
Grade 1	86	81	78	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	81	83	78		95.3	98.1	98.7
Grade 3	83	74	79	Poverty Rate - % of Enrollment:			
Grade 4	71	85	71	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	78	71	83		66.0	66.2	65.5
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		1	164	3
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		0	1	0
Grade 12	0	0	0	Special Education			
Ungraded	2	4	2	<i>(As of October 31)</i>	2007-	2008-	2009-
Total	551	542	540		0	1	0
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	36	35	42	Principal Suspensions	0	2	0
# in Collaborative Team Teaching (CTT)	16	16	18	Superintendent Suspensions	0	0	0
Number all others	32	36	41	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD		00	00	10
# receiving ESL services only	7	18	TBD	Number of Teachers	37	34	35
# ELLs with IEPs	0	2	TBD	Number of Administrators and Other Professionals	12	13	7
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	7	5	13

Overage Students (# entering students overage for (As of October 31)				Teacher Qualifications: (As of October 31)			
	2007-	2008-	2009-		2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	100.0	100.0	100.0
				% more than 2 years teaching in this school	70.3	70.6	91.4
				% more than 5 years teaching anywhere	70.3	73.5	74.3
Ethnicity and Gender - % of Enrollment: (As of October 31)				% Masters Degree or higher			
	2008-09	2009-10	2010-11		84.0	85.0	91.4
American Indian or Alaska Native	1.1	0.4	0.6	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	10.7	7.9	7.4				
Hispanic or Latino	40.1	41.0	43.7				
Asian or Native Hawaiian/Other Pacific	3.1	3.7	4.4				
White	42.8	43.2	43.1				
Male	50.8	51.8	52.2				
Female	49.2	48.2	47.8				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School	If yes,						
-------------	---------	--	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific	-	-	-				
White	v	v	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-					
Economically Disadvantaged	v	v					
Student groups	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:	NR				
Overall Score:	57	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	9.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	11.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	31.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.8						

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

Joseph J. Nobile
Principal

PS 304 - The Early Childhood Lab School

2750 Lafayette Ave. Bronx, NY 10465
718-822-5307 FAX 718-904-0956

Ms. Bonnie Boltax
Assistant Principal

PS 304 SCHOOL - PARENT COMPACT 2010-2011

The school and parents working cooperatively for the successful education of the children agree:

The School Agrees

- To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.
- To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.
- To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.
- To provide parents with timely information about all programs.
- To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
- To provide high quality curriculum and instruction.
- To deal with communication issues between teachers and parents through:
 1. Parent-teacher conferences at least annually
 2. Frequent reports to parents on their children's progress
 3. Reasonable access to staff
 4. Opportunities to volunteer and participate in their child's class
 5. Observation of classroom activities
- To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e., literacy classes, workshops on reading strategies.

The Parent/Guardian Agrees

- To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.
- To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.
- To work with his/her child/children on school work; and read to them for 15 to 30 minutes per day.
- To monitor his/her child's/children's:
 1. Attendance at school
 2. Homework
 3. Television watching
- To share the responsibility for improved student achievement.
- To communicate with his/her child's/children's teachers about their educational needs.
- To ask parents and parent groups to provide information to the school on the type of training for assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

School PS 304

Joseph J. Nobile, Principal

<u>Joseph J. Nobile</u> Principal	<i>PS 304 - The Early Childhood Lab School</i> 2750 Lafayette Ave. Bronx, NY 10465 718-822-5307 FAX 718-904-0956	<u>Ms. Bonnie Boltax</u> Assistant Principal
--------------------------------------	---	---

PS 304 School-Parent Involvement Policy 2010-2011

- I. School PS 304, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. School PS 304's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on school leadership teams, parents associations, and parent advisory councils, as trained volunteers and as members of the school professional development advisory council. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.
- II. The policy encompasses all parents including parents of English Language Learners and special needs students.
- III. The policy is designed based upon a careful assessment of parents' needs and the evaluation of the effectiveness of the Title I/PCEN Parent Involvement Program.

In developing the School PS 304 Parent Involvement Policy, the School PS 304 PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. To increase parent involvement, School PS 304 will:

- Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.
- Support level committees that include parents such as the School Leadership Team and the Parents Teacher's Association. Provide technical support when needed.
- Maintain parent coordinators Title I funds to serve as liaisons between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site.
- These workshops may include the parenting skills, GED, ESL and curriculum based workshops to build parents' capacity to help their children at home.
- Provide a school informational meeting on all funding programs in the school.
- Provide written translations.
- Provide an Annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs.

School PS 304 will encourage more school-level parental involvement by:

- Holding annual Parent Curriculum Conference
- Maintaining parent participation in school leadership teams
- Encouraging parents to become trained volunteers through Learning Leaders
- Having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress

- Providing school planners for daily written communication between school/teacher and the home.

Joseph J. Nobile
Principal

PS 304 - The Early Childhood Lab School

2750 Lafayette Ave. Bronx, NY 10465
718-822-5307 FAX 718-904-0956

Ms. Bonnie Boltax
Assistant Principal

PS 304 School-Parent Involvement Policy 2010-2011

- I. School PS 304, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. School PS 304's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on school leadership teams, parents associations, and parent advisory councils, as trained volunteers and as members of the school professional development advisory council. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.
- II. The policy encompasses all parents including parents of English Language Learners and special needs students.
- III. The policy is designed based upon a careful assessment of parents' needs and the evaluation of the effectiveness of the Title I/PCEN Parent Involvement Program.

In developing the School PS 304 Parent Involvement Policy, the School PS 304 PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. To increase parent involvement, School PS 304 will:

- Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.
- Support level committees that include parents such as the School Leadership Team and the Parents Teacher's Association. Provide technical support when needed.
- Maintain parent coordinators Title I funds to serve as liaisons between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site.
- These workshops may include the parenting skills, GED, ESL and curriculum based workshops to build parents' capacity to help their children at home.
- Provide a school informational meeting on all funding programs in the school.
- Provide written translations.
- Provide an Annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs.

School PS 304 will encourage more school-level parental involvement by:

- Holding annual Parent Curriculum Conference
- Maintaining parent participation in school leadership teams
- Encouraging parents to become trained volunteers through Learning Leaders
- Having written and verbal progress reports that are periodically given to keep parents abreast of their children's progress
- Providing school planners for daily written communication between school/teacher and the home.

**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 607	District 08	School Number 304	School Name The Early Childhood
Principal Joseph Nobile		Assistant Principal Bonnie Boltax	
Coach Cathy Bernard		Coach	
Teacher/Subject Area Amy Labbate		Guidance Counselor	
Teacher/Subject Area Diana Illas		Parent	
Teacher/Subject Area type here		Parent Coordinator Lisa Reilly	
Related Service Provider Anthony DeGennaro		Other Joanne Akitcher	
Network Leader		Other	

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

C. School Demographics

Total Number of Students in School	539	Total Number of ELLs	11	ELLs as Share of Total Student Population (%)	2.04%
------------------------------------	------------	----------------------	-----------	---	--------------

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.

Parents of newly admitted students are required to complete the Home Language Identification Survey (HLIS). The procedures we follow to identify our ELLs are initiated based on the responses to the HLIS. An informal oral interview is conducted by the ESL teacher with the student in English and/or their native language. Once the HLIS is completed and the parent identifies the home language is English, student enters general education program. If the parent indicates student's native language is other than English, informal interview is done with the student to further determine LAB-R eligibility. A student whose native language is Spanish and doesn't do well on the English LAB-R is then given the Spanish LAB-R . A student who scores below proficiency levels at either a Beginning, Intermediate or Advanced level is considered Limited English Proficient (LEP) or an English Language Learner (ELL) according to NYS education regulations.

The school adheres to the state requirements of placing ELL students within ten days of enrollment in an appropriate program. Therefore, we strive to quickly inform parents of their program choices. Through parent meetings the school tries to guide parents to understand all three ELL program choices which are offered by the NYC DOE: Transitional Bilingual Education, English as Second Language (ESL) programs and Dual Language. A letter is sent to the parent informing them of their child's ELL entitlement and inviting them to the Parent orientation. During the ELL Parent Orientation, the DOE, ELL Parent Orientation DVD (translation available, if needed) is viewed by the parents. The ELL Parent brochure (translation available, if needed) is distributed detailing the ELL Programs offered by the NYC Public Schools. After viewing the video, and providing opportunities for questions about the programs. Parents are given the Parent Survey and Program Selection Form. Parents complete the form at the school in order to ensure their child receives entitled services as soon as possible. For parents who do not show up, we call them and invite to come in for an orientation at their convenience. We will also mail and email parents whom we have been unable to reach via the telephone. Parents will then choose which ELL program they want for his/her child. If we do not have the number of students to open up a program of their choice, we will place student on a waiting list. Parent is given the option to transfer their child to a school offering their program choice. After reviewing the survey of the parents, the trend in program choice has been 100% ESL. We offer parents their choice of program.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0

Freestanding ESL														
Self-Contained														0
Push-In			2	2	2									6
Total	0	0	2	2	2	0	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	2
SIFE		ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	

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										0
Dual Language										0
ESL	9		1	2		1				11
Total	9	0	1	2	0	1	0	0	0	11

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8														
Number of ELLs by Grade in Each Language Group														

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
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:	Other:
Native American:	White (Non-Hispanic/Latino):

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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.

Programming and Scheduling Information

Our ESL program follows the required number of units of support for ELL students as per CR Part 154 mandates. An ESL teacher works with the classroom teacher in order to plan a program based on NYS learning standards and students' needs. The ESL teacher provides instruction according to the students' proficiency level from NYSESLAT and/or LAB-R scores. The ESL teacher teaches small groups using a variety of ESL strategies, reinforcing the ELA curriculum. Students develop skills in understanding, speaking, reading, and writing in English.

In early Spring, ELL students take the NYSESLAT which assesses the modalities of Speaking, Listening, Reading, and Writing in order to measure students' progress in developing English language proficiency.

Our ESL Freestanding Pull-Out/Push In Program provides explicit instruction in English. We have a Pull-out/Push in model where the ESL teacher works with ELLs in the content area determined by their New York State English as a Second Language Achievement Test (NYSESLAT) instruction in collaboration with general classroom teachers to provide language acquisition and vocabulary support during content instruction time.

Services and Responsibilities Provided by the ESL teacher:

- Design, assess and evaluate student progress.
- Provide one-to-one supports, direct instruction and assessment.
- Adapt and modify curriculum through published and teacher made material.
- Provide small group instruction.
- Participate in student planning meetings with the general education teacher(s), and related service providers.
- Model specific teaching techniques for the general education teachers to use with each student upon request.
- Collaborate with trans-disciplinary team members to insure input and involvement of related service providers.
- Share expertise in curriculum adaptation, individualized instruction and positive behavior strategies with team.

- Strengths and weaknesses of students are addressed through modification of general curriculum.

Instruction is offered as an ESL free-standing Pull-Out/Push In program. The program model is arranged by different levels in the classroom (heterogeneously grouped). Our ELL students are in grades K through 4, none are SIFEs. The ESL teacher pulls out or pushes in during the Literacy blocks coordinated with the AIS teachers and the related service provider. Many of the Literacy block activities and techniques are implemented during the ESL class. Teachers use materials that are age appropriate. For the beginners, the ESL teacher does conversational English to begin the ESL program then continues to use materials that will address the needs of the students. Teachers do Balanced Literacy and we have a block of 90 minutes each day. The teachers also, ask comprehension questions, orally or independently to determine whether the students do understand the story. The students have to answer the questions on paper so we can develop their writing skills. There are also writing activities such as grammar, syntax, and sentence structure to develop the students' English skills.

In math the ESL students are taught in English. They are taught in small groups and according to the mathematical skills and lessons that they are having difficulty in. They are getting remediation by the AIS provider. The classroom teacher articulates with the AIS provider and math is taught in a different manner than it was taught in the classroom.

The ELL students in third grade use their individual laptops and are learning how to use the keyboard, technology vocabulary (lingo), getting on the internet and creating a folder. They are learning by using the visual and tactile aids that are available.

The ELL students in the fourth grade are also learning the basics of using a laptop however they are using dictionary software, writing stories in the classroom and typing the stories on the laptop. Along with these skills they are also working on research skills.

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

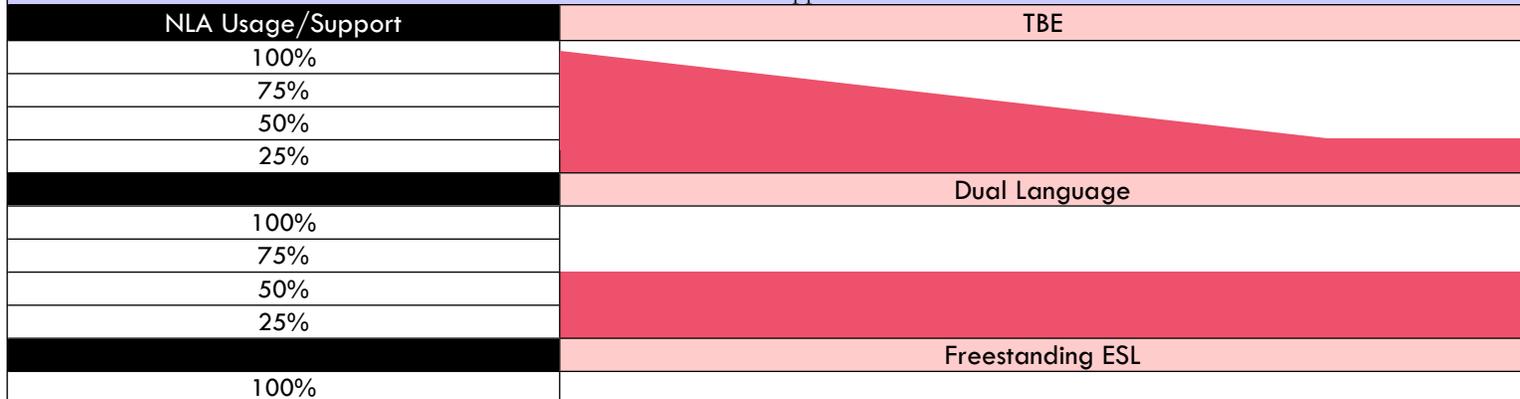
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Academic Intervention Services

The Academic Intervention Services offers services to our students who are at risk in small groups. AIS is a pull-out /push-in program which serves students from the different grades and levels. The AIS teachers may use a different program than the classroom teacher to address the needs of the children..The AIS teachers work with the children while the class is doing independent reading time. At that time the ELL students are working on different skills. The ELL students work on a phonics and decoding program or

Paste response to questions 5-14 here

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional Development and Support for School Staff

At P.S. 304, our staff members attend grade meetings where they can articulate with each other and also with the ESL and AIS providers regarding the plan and goals for the ELL students. The teachers look at data and analyze which techniques and strategies can be used to support the ELL learners.

We also articulate and receive support from our CFN 607. They offer workshops and support the ESL teacher. The ESL teacher turns the information with the other AIS providers and also, the classroom teachers. We also have a bilingual licensed teacher and other licensed providers.

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?

Parental Involvement

At our school, the parents are involved by receiving letters regarding our school mission and goals. Also, parents are involved in the PTA. The PTA holds monthly meetings and addresses any concerns regarding the programs or academics being used.

The Parent Coordinator reaches out to the parents in many ways. Workshops for Learning Leaders: parents who want to be trained to be able to work with children from different grades in small groups or one on one, including the ELL children. The teachers articulate with the Learning Leaders and lessons are done according to the academic needs of the children.

Parents are given workshops on how to support their children in Reading and Mathematics or any other subject area. If any translation is needed, it is offered. Mainly, some Spanish translation is needed and it is done by a licensed bilingual teacher.

We will evaluate the needs of the parents by having Rap sessions and family informational workshops. We involve all parents to participate in all workshops. If translation from English to Spanish is needed the bilingual teacher will translate to those parents. We will have the parents fill out an evaluation form after the workshop so that we can find out the needs of the parents.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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)				1										1
Intermediate(I)			1	2	2									5
Advanced (A)			3	1	1									5
Total	0	0	4	4	3	0	0	0	0	0	0	0	0	11

NYSESLAT Modality Analysis														
Modality	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

Aggregate													
LISTENING/ SPEAKING	B												
	I												
	A			3	1	2							
	P				1	2							
READING/ WRITING	B				1								
	I			1	2	2							
	A			1	1								
	P			3		2							

NYS ELA						
Grade	Level 1	Level 2	Level 3	Level 4	Total	
3		3			3	
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					3				3
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?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

As we reviewed the data from the NYSESLAT from 2009-2010 we noticed that some of the children have shown progress in Listening, Speaking, Reading and Writing, however some of the children have regressed.

At P.S. 304, we use the ECLAS-2 in the Fall to assess grades K-2 and then we retest the same grades in the Spring in ECLAS-2 and the Teachers College (TC) assessments. Kindergarten and first grade are using the Foundations program. After reviewing the data in the assessments we have observed that the children are in need of phonics skills, therefore we are using the Foundations program.

We have included more writing in our literacy workshop to address the needs of the ELL students and also other students. We also use the data to do indirect and direct teaching.

We have made provisions and make time for speaking during the literacy block to support the ELL learner and improve their speaking skills.

We evaluate the success of our programs for ELLs by using teacher assessments and observations. We also use the Teachers College program and assessments.

Students identified as beginners demonstrate strength in listening and speaking language. Student weaknesses are the reading and writing modalities. They are limited in their ability to meaningfully decode words and/or demonstrate more than direct comprehension. They can understand most common words or phrases but get lost or confused when the reading becomes more challenging. In writing, the beginning and intermediate students use familiar vocabulary; write simple descriptions about familiar topics. They can also create their own text, even though their language will remain simple. They can demonstrate good control over common sentence patterns, coordination, spelling and mechanics.

In speaking, the beginning students demonstrate little or no functional communicative ability in English. They have no understanding of basic grammar or syntax, and their vocabulary is very limited. They depend greatly on gestures in expressing meaning and often switch to their first language. Three of our ELLs are Beginners, Five are Intermediate and 5 and in grades 1 – 4.

At the advanced level students (grades 1 – 3) demonstrate fluency in listening and speaking. They use appropriate grade-level vocabulary, in both formal and informal conversations. They demonstrate greater confidences in speaking while culturally are still timid.

Across the four modalities, there is a clear need to expand vocabulary instruction. The correlation between strong vocabulary skills (roots, prefixes, suffices, multi-meaning, words, etc.) and comprehension and writing skills is high. Providing students with the opportunity to interact with each other and share common (or uncommon) experiences will also address vocabulary development needs. The opportunity to produce written pieces daily must be incorporated into not only literacy lessons, but into content area instruction as well. The instructional strategies used to address these needs are compatible with those suggested in the Readers' and Writers' workshop model and provides consistency of instruction as students move into second language learning. Since all language acquisition begins with listening, speaking, followed by reading and finally writing, the ESL Freestanding Pull-Out/Push In Program incorporates lessons that develop all these elements of language acquisition.

As we reviewed the data from the NYSESLAT from 2009-2010 we noticed that some of the children have shown progress in Listening, Speaking, Reading and Writing, however some of the children have regressed.

At P.S. 304, we use the ECLAS-2 in the Fall to assess grades K-2 and then we retest the same grades in the Spring in ECLAS-2 and the Teachers College (TC) assessments. Kindergarten and first grade are using the Foundations program. After reviewing the data in the assessments we have observed that the children are in need of phonics skills, therefore we are using the Foundations program.

We have included more writing in our literacy workshop to address the needs of the ELL students and also other students. We also use the data to do indirect and direct teaching.

We have made provisions and make time for speaking during the literacy block to support the ELL learner and improve their speaking skills.

We evaluate the success of our programs for ELLs by using teacher assessments and observations. We also use the Teachers College program and assessments.

Our school has a population of 539 students. Teachers have re-grouped students according to their level. They are using materials that are geared for low literacy students, are age appropriate, supports the curriculum, and have strong picture support for the low literacy students. The beginners in ELL are using picture cue cards to identify certain items to enhance their English. Listening, Speaking, and following directions is being addressed.

Teachers use real life situations, interactive role play, games, photo dictionaries and activities specifically designed to enable students in the experiences they encounter through literature. Read aloud, CDs, and tapes are used for listening.

Teachers model the use of language in which the students are expected to participate. Teachers use stories that are based on students' interest, and connect to their prior knowledge. Students participate in activities that promote academic discourse, such as accountable talk and authentic assessment through projects.

Teachers guide students on how to use the "writing process": process of pre-writing, drafting, revising, and proofreading to produce a well-constructed informal text. Teachers incorporate the linguistic objective/linguistic teaching point. This is done through the use of graphic organizers, scaffolding information through schema building, the use of process charts, experience charts, shared writing, flexible partnerships, and think pair-share activities.

As of now, due to the lack of monies in the budget, we are not able to offer any after school programs at this time. If monies are given to us, then we will provide after school programs, such Inquiry or Saturday Academy or Test Prep to address the needs of the students including the ELL students.

Ultimately, it is PS 304X's goal to help our ELLs achieve academically through quality, sensitive, challenging, and focused instruction in ESL since it is the key to acquiring proficiency in English, and to ensure success in their lives. Students will be able to pass the NYSESLAT and the ELA exams and demonstrate that they have met and surpassed required state standards..

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		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		