



**PS 306**

**20010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: DISTRICT 10/ BRONX/ PS 306**  
**ADDRESS: 40 WEST TREMONT AVENUE**  
**BRONX, NY 10453**  
**TELEPHONE: 718-583-5355**  
**FAX: 718-583-5885**

## TABLE OF CONTENTS

*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

<b>SECTION I: SCHOOL INFORMATION PAGE</b> .....	3
<b>SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE</b> .....	4
<b>SECTION III: SCHOOL PROFILE</b> .....	6
<b>Part A. Narrative Description</b> .....	6
<b>Part B. School Demographics and Accountability Snapshot</b> .....	8
<b>SECTION IV: NEEDS ASSESSMENT</b> .....	12
<b>SECTION V: ANNUAL SCHOOL GOALS</b> .....	15
<b>SECTION VI: ACTION PLAN</b> .....	17
<b>REQUIRED APPENDICES TO THE CEP FOR 2008-2009</b> .....	31
<b>APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM</b> .....	33
<b>APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)</b> .....	36
<b>APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION</b> .....	47

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** PS 306      **SCHOOL NAME:** The Arts Village at 306

**SCHOOL ADDRESS:** 40 West Tremont Avenue Bronx, NY 10453

**SCHOOL TELEPHONE:** 718-583-5355      **FAX:** 718-583-5885

**SCHOOL CONTACT PERSON:** Darryl Harrington      **EMAIL:** Dharrington3@schools.nyc.gov  
**ADDRESS:** yc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Maria DeStefano

**PRINCIPAL:** Darryl Harrington

**UFT CHAPTER LEADER:** Gwen Denniston

**PARENTS' ASSOCIATION PRESIDENT:** Margaret Johnson

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 10      **CHILDREN FIRST NETWORK (CFN)** 402

**NETWORK LEADER:** Jacqueline Gonzalez

**SUPERINTENDENT:** Sonia Menendez

**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 members 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/Administration/ChancellorsRegulations/default.htm>). *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
Darryl Harrington	*Principal or Designee	
Gwen Denniston	*UFT Chapter Chairperson or Designee	
Maria DeStefano	UFT Member	
Margaret Johnson	*PA/PTA President or Designated Co-President	
Rosario Rivera	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Alisa Sanchez	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	
	Member/	

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

\* Core (mandatory) SLT members.

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

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

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

---

Public School 306 is located within Morris Heights, a multiethnic, multicultural low-income Bronx community, serving students from kindergarten through grade five. There are 750 students enrolled, of whom 68% are Hispanic and 31% are Black. We have experienced a small but growing number of new arrivals to the country from the African continent which adds to our diversity. English language learners make up 23% of the enrollment. Special education students constitute almost 22%. The school has seven classes specifically for students with special needs. Attendance is slightly above that of similar and city-wide schools at 97%.

Our school is located in a modern, spacious and airy building, which is shared with a middle school and a District 75 school. There is no evident division between corridors or classes that delineate the boundaries of the three schools sharing the building. Several specialist rooms are shared by all three schools; these include a well-furnished library, a spacious gym, a cafeteria and an auditorium. In addition, we have a well resourced computer lab, a dance studio, science lab and an art room. The organization of students' arrival and departure, as well as the shared use of rooms, demands a close liaison between the principals.

We hold very high aspirations for every student and share a commitment to increasing student achievement. Over the past four years we have placed a great deal of emphasis on the improvement of data collection in order to align the curriculum to meet students' needs and effectively support student progress. We make every effort to reach as many parents as possible and share with them the school's high expectations, including the academic goals for each student. This message is strongly reinforced by the parent co-coordinator and family worker. In collaboration between the principal and support workers, all of whom regularly make home visits to families, parents are kept fully informed about the whole school's drive to support their children's learning.

Our focus is to create standards-based instruction that emphasizes literacy, mathematics, social studies and science, in order to provide all students with a world-class education. Through ongoing planning, professional learning and reflective practice, teachers are expected to individualize learning in order to move students forward academically. Through the use of grade level meetings, inter-visitations, critical partnerships, formal professional

development sessions, study groups, and the guidance of coaches and literacy support staff, we share information and research about best teaching and learning practices. We provide academic intervention services to supplement the instruction provided in the general curriculum. Academic intervention services are intended to assist students who are at risk of not achieving the State learning standards or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments.

Our most significant accountability challenge is to broaden the strategic use of data to meet the needs of all students. Over the past two years we have placed a great deal of emphasis on the improvement of data collection and have been monitoring this initiative very closely. We understand the need to train teachers to better understand data and how it can be utilized to drive instruction more effectively. We have a full time Data Coordinator who is responsible for training staff members, gathering information/test scores, compiling and graphing the data, meeting with administrators and staff members to discuss data, and continuously monitoring data collection. Every classroom teacher has a data binder, which includes all assessments in reading and mathematics for every student.

The **Academic Intervention Team** (AIT) assesses every 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade student who is performing below standards to determine the appropriate intervention strategies to be provided to the student. The AIT, in collaboration with classroom teachers, design and implement a Personal Intervention Plan (PIP) for each student and monitor their progress. The team uses several assessments to monitor student performance, i.e., DRA, periodic assessments, unit assessments and individual teacher tests and observations. The team also develops its own tools to assist with progress monitoring. These tools are continuously reviewed and adapted, so that the team can make meaningful, appropriate recommendations to support staff and related service providers within the building.

One of PS 306's most important goals is to create opportunities for parent and community involvement within our school. Our Parent Coordinator works closely with school, staff, parents and community based organizations to enhance parental involvement. Through consistent outreach efforts to parents and community based organizations, we have created a channel for two-way communication. By encouraging these partnerships, our school has been able to communicate needs and receive feedback as to issues that impact on student learning.

EPIC (Every Person Influences Children) is a Community Based Organization based in our school building. EPIC offers a comprehensive program that unites the home, school and community, the three most powerful influences in a child's life. In collaboration with the Parents Association and Parent Coordinator, EPIC provides parenting skills workshops.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	PS 306			
<b>District:</b>	10	<b>DBN #:</b>	10X306	<b>School BEDS Code #:</b> 321000010306

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input 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			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		91.7	93	TBD		
Kindergarten	92	105	126						
Grade 1	143	109	117	<b>Student Stability: % of Enrollment</b>					
Grade 2	120	144	106	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	109	111	135		90.4	91.6	93.2		
Grade 4	130	111	116						
Grade 5	108	128	105	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		94.4	91.9	80.4		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		10	89	TBD		
Grade 12	0	0	0						
Ungraded	6	9	18	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	708	729	723		4	12	13		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	74	82	80						
No. in Collaborative Team Teaching (CTT) Classes	0	9	20	Principal Suspensions	3	9	TBD		
Number all others	59	67	55	Superintendent Suspensions	13	6	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>			
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	56	59	59	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	109	86	101	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	6	5	42	(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	65	67	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	32	32	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	8	7	TBD
	0	0	TDB				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	98.5	TBD
American Indian or Alaska Native	0.3	0.1	0.0	Percent more than two years teaching in this school	67.7	65.7	TBD
Black or African American	33.2	32.9	31.1	Percent more than five years teaching anywhere	49.2	50.7	TBD
Hispanic or Latino	65.8	65.6	67.9				
Asian or Native Hawaiian/Other Pacific Isl.	0.7	0.5	0.7	Percent Masters Degree or higher	82.0	79.0	TBD
White	0.0	0.1	0.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	96.4	100.0	TBD
Multi-racial							
<b>Male</b>	54.4	51.3	53.1				
<b>Female</b>	45.6	48.7	46.9				

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		
<b>Years the School Received Title I Part A Funding:</b>	<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				
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:		
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>				

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

**Key: AYP Status**

<b>Category Scores:</b>		
School Environment (Comprises 15% of the Overall Score)	8.3	Quality Statement 1: Gather Data
School Performance (Comprises 30% of the Overall Score)	20	Quality Statement 2: Plan and Set Goals
Student Progress (Comprises 55% of the Overall Score)	52	Quality Statement 3: Align Instructional Strategy to Goals
		Quality Statement 4: Align Capacity Building to Goals

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


**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	87.8	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.3	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	53	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	7.5	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 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 the schools 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?

The PS 306 community has worked diligently over the past several years to improve student achievement at all levels. After an extensive examination of all available data, the immediate noticing was that our school community was underperforming in both English Language Arts and Mathematics.

Total Population

2010 ELA								
Grade	Year	Number Tested	Mean Scale Score	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 3+4 %
3	2007	125	643.4	19.2	40.0	37.6	3.2	40.8
3	2008	105	644.1	14.3	49.5	35.2	1.0	36.2
3	2009	119	650.0	6.7	46.2	46.2	0.8	47.1
3	2010	123	655	27.6	43.1	25.2	4.1	29.3
4	2007	104	637.5	19.2	49.0	31.7	0.0	31.7
4	2008	121	642.0	11.6	46.3	42.1	0.0	42.1
4	2009	102	652.1	6.9	34.3	58.8	0.0	58.8
4	2010	109	657	11.9	55	33	0	33
5	2007	120	643.6	7.5	57.5	34.2	0.8	35.0
5	2008	99	649.4	6.1	32.3	60.6	1.0	61.6
5	2009	120	656.9	0.8	35.8	61.7	1.7	63.3
5	2010	104	656	34.6	41.3	22.1	1.9	23.9
All Grades	2007	349		15.2	48.7	34.7	1.4	36.1
All Grades	2008	325		10.8	43.1	45.5	0.6	46.2
All Grades	2009	341		4.7	39.0	55.4	0.9	56.3

As a school community we did poorly on the New York State Assessments for the 2009-10 school year. As indicated in the testing results, we have to firmly target our Level I and Level II students in both English Language Arts and Math. Our number of Level 3 and Level 4 students has decreased significantly based on the new criteria used by the Department of Education for the state of New York. The number of students performing at proficiency (Level 3 & 4) in English Language Arts is 28% and in Math the percentage of students at performing at proficiency is (Level 3 & 4) is 29.3%. We have implemented the Storytown through Houghton Mifflin Harcourt which is our new core Reading

program that will increase our students' comprehension, language development, vocabulary, and fluency skills. This initiative is vital for our school in order to provide targeted instruction in English Language Arts. To further support our students, we are providing additional professional development opportunities addressing; differentiated instruction, planning rigorous learning activities, adequate planning, utilizing student data, and designing meaningful lessons that support targeted instruction for all students. In addition to adding enrichment activities to both our extended day and afterschool programs, several of our grade level inquiry teams have decided to focus on ways to address the needs of students performing at level 1 to level 2.

Our immediate concerns are with our students with disabilities and our English language learners. While for the first time in several years this subgroup, did very poorly on their 2009-10 state tests. It is evident that we need to target this population of students with additional instructional resources and strategies.

SWD

Grade	Year	Number Tested	Mean Scale Score	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 3+4 %
3	2007	22	618.4	45.5	31.8	22.7	0.0	22.7
3	2008	17	617.1	47.1	41.2	5.9	5.9	11.8
3	2009	14	642.4	14.3	50.0	35.7	0.0	35.7
3	2010	35		17				
4	2007	22	614.2	40.9	50.0	9.1	0.0	9.1
4	2008	28	615.0	35.7	53.6	10.7	0.0	10.7
4	2009	16	617.8	31.3	50.0	18.8	0.0	18.8
5	2007	25	620.0	24.0	76.0	0.0	0.0	0.0
5	2008	16	614.9	31.3	50.0	18.8	0.0	18.8
5	2009	28	642.0	3.6	60.7	35.7	0.0	35.7
All Grades	2007	69.0		36.2	53.6	10.1	0.0	10.1
All Grades	2008	61.0		37.7	49.2	11.5	1.6	13.1
All Grades	2009	58.0		13.8	55.2	31.0	0.0	31.0

While demonstrating improvement in the previous two years, we have experienced a major decline in improvement, especially in the number of students meeting expectations, our students with disabilities are progressing at a much slower rate as compared to schools in our peer schools. To address this area of concern, we have implemented support programs (such as Read 180) to meet the specific learning needs of this subgroup. We have also made personnel changes to most effectively meet the needs of the students. Additionally, we have hired another SETTS teacher to work with our struggling learners. In addition to the changes in the classroom staff, teachers have access to a part time special education coach to support the work.

ELL

Grade	Year	Number Tested	Mean Scale Score	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level 3+4 %
3	2007	22	617.2	36.4	45.5	18.2	0.0	18.2
3	2008	28	644.9	14.3	50.0	35.7	0.0	35.7
3	2009	30	643.7	13.3	50.0	33.3	3.3	36.7

4	2007	28	615.0	50.0	39.3	10.7	0.0	10.7
4	2008	19	619.7	21.1	63.2	15.8	0.0	15.8
4	2009	22	647.6	4.5	50.0	45.5	0.0	45.5
5	2007	12	621.4	33.3	50.0	16.7	0.0	16.7
5	2008	22	639.5	4.5	54.5	40.9	0.0	40.9
5	2009	19	652.8	5.3	31.6	63.2	0.0	63.2
All Grades	2007	62		41.9	43.5	14.5	0.0	14.5
All Grades	2008	69		13.0	55.1	31.9	0.0	31.9
All Grades	2009	71		8.5	45.1	45.1	1.4	46.5

While having met their AYP benchmark in previous years, our English Language Learners are now in dire need of improvement. Our ELLs made incredible gains over the past 3 years, however for the 2009-10 school year we saw a tremendous decline in Reading and Math achievement. This trend is attributed to a more vigorous test and the reorganization of school personnel. We will work to improve our professional development for teachers of ELLs, to ensure that it is targeted and supported with ongoing monitoring. Teachers will continue to monitor student progress and use this information to further differentiate instruction in the classroom.

## 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 2009-10 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 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 presumably be aligned to the school's annual goals described in this section.

---

**Goal #1:** To improve our ability to consistently examine, analyze and use data to create goals, differentiate instruction for all students, and measure progress/success.

- 100% of all teachers/support staff will be involved in inquiry work throughout the school year based on the available data.
- By December of 2010, all teachers in grades K-5 will set class goals based on their most current classroom data.
- By June of 2011, all teachers in grades K-5 will have demonstrated their ability to use goal setting to create effective lesson plans.

**Goal #2:** By June of 2011, the African American students that are economically disadvantage will demonstrate progress towards achieving To increase the number of economically disadvantage African American students that perform at a Level 3 and above on the New York State test.

- By Spring of 2011, the ecominimicallDuring the 2009-2010 school year 65% of the teachers were trained on technology resources. By Spring of 2011, 95% of teachers will be trained on technology resources that will enhance lesson planning and curriculum development.
- During the 2009-2010 school year four workshops were offered to parents on computer technology. By Spring of 2011, eight "Parent Computer Workshops" will be offered to Parents.

**Goal #3:** To improve teacher expertise in the area of literacy instruction, specifically as it relates to students with special needs.

- By the Spring of 2011, 85% of special education teachers will be trained on the use of at least one of the reading programs being used with the students.
- By Spring of 2011, all special education teachers will receive additional training and support to address emotionally disturbed students in their classrooms.
- By June of 2011, special education teachers will participate in at least 5 professional development sessions designed to broaden their understanding of student learning as it relates to literacy development.

**Goal #4:** To improve instructional practices for the teaching of writing with specific focus on meeting the needs and supporting the academic progress of ELLs.

- To align fiscal and human resources at the beginning of the school year to support in-house professional development and enable teachers of ELLs to attend regularly scheduled internal/external professional development that will broaden and deepen their content knowledge and reflective practice.
- By June of 2011, all teachers of ELLs will participate in Professional Development, including study groups, around essential writing strategies for ELLs.
- By June of 2011, teachers will demonstrate the ability to address written language development for ELLs through inter-visitations and debriefing sessions with literacy support staff.

**Goal #5:** To support the social, emotional and personal growth of each student.

- By December of 2010, the school will increase the number of collaborations with community based organizations to provide parental support, mental health, health care, fund raising and after school programming for students and summer camps. Through collaborative efforts with the various community based organizations, we will increase

parental involvement.

- By January 2011, all students in grades K-5 through our arts program will participate in six assemblies that are designed to build community among students, grow student self-esteem, and showcase the individual talents/abilities of students.
- By June of 2011, our average monthly attendance will increase by 5%.
- By June 2011, our school wide suspensions will decrease by 20%.

**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):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal: To improve our ability to consistently examine, analyze and use data to create goals, differentiate instruction for all students, and measure progress/success.</b></p> <p>100% of all teachers and support staff will be involved in inquiry work throughout the school year based on the available data.</p> <p>By December of 2011, all teachers in grades K-5 will set class goals based on their most current classroom data.</p> <p>By June of 2011, all teachers in grades K-5 will have demonstrated their ability to use goal setting to create effective lesson plans.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ The <b>Data Coordinator</b> will facilitate grade level meetings around inquiry work through the interpretation of data and the implementation of that information in setting goals, planning lessons, and analyzing instructional strategies. (Research based strategies will be taken from the <i>inquire website</i>.)</li> <li>▪ The <b>Academic Intervention Team (AIT)</b> will assess every 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade student who is performing below standards to determine the appropriate intervention strategies to be provided to the student. The AIT, in collaboration with classroom teachers, will design and implement a Personal Intervention Plan (PIP) for each student and will monitor their progress. The team will use</li> </ul>

several assessments to monitor student performance, i.e., DRA, Running Records (Rigby), periodic assessments, unit assessments and individual teacher tests and observations. The team will also develop its own tools to assist with progress monitoring. These tools will be continuously reviewed and adapted, so that they can make meaningful, appropriate recommendations.

- A **Children First Inquiry Team** has been designated at PS 306. The CFI process has provided an opportunity to study the teaching and learning process, evaluate strategic learning experiences, and build a culture of inquiry. The cohort of students selected last year were fourth grade English Language Learners who had demonstrated below grade level performance in writing, as evidenced by the baseline and the first several writing pieces. Teachers created a standardized rubric to evaluate each piece. The results from this work were reviewed along with additional sources of data obtained from ATS and ARIS, such as: attendance, ELA test scores, etc. The area of concern identified was “writing organization and development.” Strategic learning experiences were designed to help these students accelerate their learning. (These classroom based interventions and targeted actions were implemented in the fourth grade ELL classes.) We had a 72% success rate, as determined by our SMART goal. For the 2010-2011 academic year, the CFI Team will expand to include an inquiry team on every grade level, and 100% of teachers engaged in the inquiry process. The CFI process will provide an opportunity to study the teaching and learning process, evaluate strategic learning experiences, and build a culture of inquiry. The cohort of students selected will range from kindergarten through 5<sup>th</sup> grade. These students will be selected by the grade level team, assessed using a common grade assessment which will be reviewed along with additional sources of data obtained from ATS and ARIS, such as: attendance, ELA test scores, math test scores, etc. An area of concern will be identified and strategic learning experiences will be designed to help these students accelerate their learning. These classroom based interventions and targeted actions will be implemented school wide.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Classroom goals</li> <li>▪ Data binders</li> <li>▪ Minutes and agendas from grade level meetings</li> <li>▪ School wide database of all assessments</li> <li>▪ Classroom observations</li> <li>▪ Administrative walkthroughs</li> <li>▪ Lesson plans</li> <li>▪ Students groupings</li> <li>▪ Progress indicators</li> <li>▪ ARIS documentation</li> </ul>

**Annual Goal**

Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Goal:** To increase the use of technology in the classroom and at home through teacher professional development, parent workshops, participation in technology grants, the consistent use of educational websites and the use of technology as a tool to improve critical thinking and skill acquisition.

**Teachers:** During the 2009-2010 school year 65% of the teachers were trained on technology resources. By Spring of 2011, 95% of teachers will be trained on technology resources that will enhance lesson planning and curriculum development.

**Parents:** During the 2009-2010 school year, four workshops were offered to parents on computer technology. By Spring of 2011, eight “Parent Computer Workshops” will be offered to Parents.

**Action Plan**

Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.

**Students:**

1. Students in grades 1-5 will be programmed to attend classes in the Technology Lab as part of the school’s rotation.
2. Students in grade 2 will:
  - Improve their reading skills by using websites: *starfall.com* and *pbskids.org*.
  - Improve their math skills by using the website: *aplusmath.com*, *funbrain.com*
  - Use the software *Keyskills* to improve their math skills.
  - Use the software *Uptown Education* to improve their reading, writing and content area skills.
3. Students in grade 3 will:
  - Complete one research projects using *MS Word*, strengthening their word processing and research skills.
  - Improve their reading skills by using websites: *starfall.com* and *pbskids.org*.
  - Improve their math skills by using the website: *aplusmath.com*,

*funbrain.com and multiplication.com*

- Use the software *Keyskills* to improve their math skills.
- Use the software *Uptown Education* to improve their reading, writing and content area skills.

4. Students in grades 4-5 will:

- Complete one research project using *MS PowerPoint*, strengthening their presentation skills.
- Complete a project using *MS Excel*, strengthening their math skills.
- Improve their reading skills by using websites: *starfall.com and pbskids.org*.
- Improve their math skills by using the website: *aplusmath.com, funbrain.com and multiplication.com*
- Use the software *Keyskills* to improve their math skills.
- Use the software *Uptown Education* to improve their reading, writing and content area skills.

5. Students in grades K-1 will use the web-based program “*Sight Words with Samson*” to learn and practice their sight words. Each student will receive a username and password to use in school and at home.

- Students will use the computer centers in the classrooms to practice their computer skills.

Students in grades K-5 will participate in various grants that will expose them to different technologies.

- **Video Conferencing:** students will participate in video conferences with education providers such as NASA and the Lee Richardson Zoo, etc.
- **Digital Immigration Project:** students will use iPods to learn math concepts, reading fluency and diction.

### **Teachers**

1. Teachers will receive professional development and have available to them the following software for use in curriculum and lesson planning:

- *Nettrekker.com, Nylearns.org, Uptown Education, Sight Words with Samson, Safari Montage*

	<p>2. Teachers will continue creating and updating student portfolios in electronic versions.</p> <p>3. Teachers will participate in Professional Development workshops and college courses offered through the <i>NY State Math Science Partnership Grant</i>.</p> <p>4. Teachers will participate in <i>Project STARSHIP</i> (Science and Technology as Resources to Support Heightened Instruction for Professionals), an NYSED Science Focus Research Project.</p> <p><b>Parents</b></p> <p>1. Parents will participate in computer workshops offered by the Technology Specialist on MS Word, MS PowerPoint and MS Excel.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>Technology Specialist</b></p> <ul style="list-style-type: none"> <li>▪ All work uploaded on Technology Website: <a href="http://sites.google.com/site/ps306technology">sites.google.com/site/ps306technology</a></li> </ul> <p><b>Student</b></p> <ul style="list-style-type: none"> <li>▪ Classroom observations</li> <li>▪ Completed technology projects</li> <li>▪ Student work</li> </ul> <p><b>Teacher</b></p> <ul style="list-style-type: none"> <li>▪ Electronic portfolios</li> <li>▪ Lesson plans using Nettekker and NYlearns</li> <li>▪ Study Island</li> <li>▪ Science website (Project STARSHIP)</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Bulletin board (Videoconferencing/Technology)</li> <li>▪ Attendance records (60 hours of professional development from STEM Grant)</li> <li>▪ Attendance records (60 hours of professional development from Project Starship)</li> <li>▪ Podcasts for listening libraries and/or math concepts</li> </ul> <p><b>Parents</b></p> <ul style="list-style-type: none"> <li>▪ Attendance records for parents participating in computer workshops</li> </ul>
--	---

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Goal: To improve instructional practices for the teaching of writing with specific focus on meeting the needs and supporting the academic progress of ELLs.</b></p> <ul style="list-style-type: none"> <li>▪ To align fiscal and human resources at the beginning of the school year to support in-house professional development and enable teachers of ELLS to attend regularly scheduled internal/external professional development that will broaden and deepen their content knowledge and reflective practice.</li> <li>▪ By June of 2011, all teachers of ELLs will participate in Professional Development, including study groups, around essential writing strategies for ELLs.</li> <li>▪ By June of 2011, teachers will demonstrate the ability to address written language development for ELLs through inter-visitations and debriefing sessions with literacy support staff.</li> </ul>
--	--

**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

- Align fiscal and human resources to support extended day programs, push-in services and summer academies.
- Provide specialized professional development activities for teachers of ELLs.
- As part of Oswego's Project SMART Teacher Leader Quality Partnership (TLQP) State Education grant, seven teachers of ELLs will participate in a 40 hour study group model professional development throughout the 2010-2011 academic year focusing on the improvement of writing with our ELLs. The text to be studied is When English Language Learners Write: Connecting Research to Practice by Katharine Davies Samway. Studying this text will deepen the teachers' understanding of how to scaffold writing for English language learners, through vignettes of the classroom writing experiences of five elementary level ELLs. Each session will focus on a key set of strategies when teaching writing to ELLs, trying them out in the classroom and returning to the study group to report how the strategies worked.
- Provide an opportunity for all teachers to attend workshops which expand knowledge of the use of ESL methodologies to teach content area subjects, align with NYS ESL standards, and the use of data to drive instruction. Instruction in these sessions is comprehensive and ongoing, providing teachers with real-life skills to apply in their classrooms. In addition, the ESL teachers will attend many workshops throughout the year provided by the Department of Education, returning to school to turn-key the information learned.
- The ESL/bilingual coordinator and ESL teachers will provide in-classroom support to the mainstream teachers of ELLs, including model lessons, informal observations, collaborative planning, and small group work. Also, the ESL teacher will provide the same in-classroom support to the two bilingual teachers, focusing on the delivery of the reading and writing workshop in Spanish, through model lessons, observations, and collaborative planning.
- **Extended School Day Program:** During school year 2010-2011, we plan to offer an extended school day program to meet the diverse needs of our ELL

	<p>population. We plan to use the monies from the federal Title III grant to service the ELLs in the bilingual classes through four different classes. Most of the students in the 2<sup>nd</sup> grade bilingual program will be placed into one extended day academy group. These students will participate in ESL enrichment taught through themes. The students in the 3<sup>rd</sup> and 4<sup>th</sup> bridge bilingual class will be separated into two classes based on academic and language acquisition level, as opposed to grade level. A fourth class will include students who are newcomers to the country in 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grades. All four classes will meet three days a week for one and a half hours each day. The program will start in October and run until April. The focus with all four groups will be comprehensive writing instruction based on real-world experiences.</p> <ul style="list-style-type: none"> <li>▪ <b>LEP Summer Academy:</b> In an effort to improve the performance of our ELLs on the ELA exam, we will offer a targeted summer intervention program for the students in the ESL and bilingual programs moving into grades 3 through 6. The program will focus on native language mathematics skills and English literacy skills through the content area of social studies. The program will run from July through August 2011, Monday through Thursday from 8:30 am until 12:30 pm. The teachers will begin meeting in April of 2010 on a biweekly basis to develop the curriculum. During the summer, to maintain continuity between the groups, teachers will meet weekly for 1.5 hours to plan together.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Evidence of funding allocation from the SINI Grant, Title III, Part 154 and other funding sources to support these special programs</li> <li>▪ Attendance records for students in special programs</li> <li>▪ Professional development</li> <li>▪ Study groups</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Instructional plans</li> <li>▪ Classroom observations</li> <li>▪ Student work</li> </ul>
--	---

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal: To improve teacher expertise in the area of literacy instruction, specifically as it relates to students with special needs.</b></p> <p>By the Spring of 2011, 85% of special education teachers will be trained on the use of at least one of the reading programs being used with the students.</p> <p>By June of 2011, all special education teachers will be trained and supported by a Behavioral intervention specialist.</p> <p>By June of 2011, special education teachers will participate in at least 5 professional development sessions designed to broaden their understanding of student learning as it relates to literacy development.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>▪ Align fiscal and human resources to support extended day programs, push-in services and new reading program.</li> <li>▪ Provide specialized professional development activities for teachers of special needs students.</li> <li>▪ <b>Award Reading Program:</b> <i>Award Reading</i> is a comprehensive program with a 21<sup>st</sup> –century perspective for teaching and assessing literacy that is based on current scientific evidence-based literacy research and best practices that meets the requirements of NCLB and Reading First. The Awards Reading Program will be used in grades kindergarten, first, second, and third as their core reading</li> </ul>

program for students with disabilities. There is a comprehensive skills development, practice, and application every day in each teaching plan. Children develop reading skills in the five key areas recognized for success in learning to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension. With *Award*, children also develop skills in complementary skill areas: writing, research and inquiry, technology, oral language, and visual literacy. *Award* technology, leveled texts and teaching materials align with the five areas of Reading First and have been proven to significantly raise reading scores in students with disabilities.

- **Special Education Read 180 Program:** Fourth and fifth graders currently receive 90 minutes of daily Read 180 instruction. This program has been proven to be effective in raising the reading levels of students. We are in the fourth year of implementation. We have updated our Read180 software and hardware to take advantage of the new advances in technology. We purchased the Enterprise Edition of Read 180, which provides a data aggregation wizard and improved assessments. This will assist us to develop better strategies for small group instruction and differentiated lessons. P.S. 306 is committed to the success of Read 180 and believe it to be an engaging and effective tool to improve reading instruction for our learning disabled students.
- **SWD Extended Day Program:** We have developed an extended school day program specifically to meet the needs of students with disabilities in grades 3, 4 and 5. We meet three afternoons a week for 90 minutes, beginning in October of 2009. After meetings with each teacher to discuss individual student data, high level ones and level twos were targeted for after school instruction. In grade five, students will attend the Read 180 lab for instruction. In addition they will practice ELA test taking strategies to improve future performance. In grades three and four they will have a 60 minute period of ELA test prep instruction and then a 30 minute AIS math lesson.
- **The Wilson Reading Program:** This program has been implemented as a push-in model by our Speech provider in grades 2 and 3, two times weekly.

Classroom teachers continue with Foundations for the remainder of the week.

- **Sounds in Motion Program:** One of our Speech providers pushes in to our Kindergarten and second grade special education classes two times a week. She delivers the Sounds in Motion program to these classes. Classroom teachers continue with Foundations the rest of the week.
- **Great Leaps Reading Program:** We have trained several Paraprofessionals in the Great Leaps Reading program. Students are served 1:1 in the classroom during small group instruction. Targeted students are those who are still struggling with phonemic awareness in grades 2 and 3 and would benefit from individual instruction.
- **Professional Development for Special Education Staff:** Special Education professional development will be addressed in a variety of ways. This includes consistent oversight by our Special Education Coach, who works two periods daily with teachers. In addition, exemplary staff will facilitate after school workshops on varied subjects, addressing the specific needs of our teachers. Our LSO Special Education Specialist will facilitate on and off site workshops as well. Speech Providers who have expanded their push-in classes to include all self contained programs, will consistently model acquisition of expressive and receptive language skills, vocabulary development, phonemic awareness and writing.
- Through **SINI Grant funds** we were able to purchase six SmartBoards for special education teachers in grades 2-5. This technology will be used to raise the level of rigor, accountable talk and engagement in lessons developed for students with disabilities.

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>▪ Ongoing assessments, i.e., StoryTown Theme tests, DRA, Slosson, SRI, Acuity-predictive tests, and student writing responses</li> <li>▪ Attendance records for students in special programs</li> <li>▪ Professional development</li> <li>▪ Instructional plans</li> <li>▪ Classroom observations</li> <li>▪ Student work</li> <li>▪ Increased reading scores on the ELA exam</li> </ul>

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>Goal: To support the social, emotional and relational growth of each student.</b></p> <ul style="list-style-type: none"> <li>▪ By December of 2010, the school will increase the number of collaborations with community based organizations to provide parental support, mental health, health care, fund raising and after school programming for students and summer camps. Through collaborative efforts with the various community based organizations, we will increase parental involvement.</li> <li>▪ By January 2011, all students in grades K-5 through our arts program will participate in six assemblies that are designed to build community among students, grow student self-esteem, and showcase the individual talents/abilities of students.</li> <li>▪ By June of 2011, our average monthly attendance will increase by 5%.</li> <li>▪ By June 2011, our school wide suspensions will decrease by 25%.</li> </ul>
--	--

**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

- In collaboration with our parents, community outreach initiatives will take place on a monthly basis. Focusing on the need for parent support services, counseling, health care and academic tutoring, and various communities based organizations will be contacted and invited to meet with school personnel. Parent training will be provided on the use of the ARIS parent link.
- Through consultants and district based support programs, teachers will receive professional development in the area of student to student interaction and communication. Realizing the impact of peer pressure on students, it is important that teachers are trained in the most effective methods of building cohesive and collaborative classrooms.
- Across disciplines teachers will collaborate in the development of monthly assembly programs that show case grade level accomplishments and provide students a forum to demonstrate their talents.
- Classroom, grade level and school wide attendance rewards will be distributed on monthly basis. Classroom teachers will be informed on a daily of their class attendance percentage. Attendance graphs will be placed outside each classroom, informing students of their class attendance percentage Students will participate in healthy exercise assemblies, which will focus on taking responsibility, planning and being a good student. Our family coordinator and school base support team will facilitate workshops with parents to understand their challenges and to offer support to improve their child's attendance.
- Our guidance counselor and school base support team members will be assigned students that have demonstrated the need for emotional support. School administrators and teachers will meet daily to proactively discuss behavioral concerns. The parent coordinator will conduct parent workshops on topics such as: building strong families, constructive habits, productive television programs, after school supervision, childcare and pro social skills.

<b>APPENDIX 7: TITLE I PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS</b> Aligning Resources: Implications for Budget, Staffing, Training, and Schedule <i>Include reference to the use of Contracts</i>	<b>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)</b>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>▪ Scheduled conferences with SLT, development of action plans, meetings, agenda’s, sign in sheets,</li> <li>▪ Monthly teacher trainings, feedback from teachers, feedback from students.</li> <li>▪ Monthly assembly bulletins, video’s of assembly programs</li> <li>▪ Daily attendance monitoring system.</li> <li>▪ Weekly intervention team meetings, administrative and teacher reports.</li> <li>▪ ARIS parent link</li> </ul>

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	3		1	
1	9		N/A	N/A	9		4	
2	8		N/A	N/A	6		5	5
3	40	37	N/A	N/A	11		6	6
4	39	37			13		6	5
5	16	16			15		4	4
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)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA: Wilson Reading READ 180</b>	<b>Wilson reading is a small group phonics development program. We have three classes during the school day (5x week 45 minutes) and one after school (3x week 90 minutes). Read 180 is a reading comprehension program. We have a small class of 12 students after school 3 x weeks for 90 minutes.</b>
<b>Mathematics:</b>	<b>Differentiated instruction will take place in every classroom through Tier I interventions and small group instruction. Through frequent content and skills based assessment the effectiveness of Tier I intervention will be determined. Students who are not benefiting from Tier I interventions will be referred to the after school program and will receive one period a day/3 days a week of Tier II interventions. (3 classes of 12 students each)</b>
<b>Science:</b>	<b>In addition to the state mandated periods of science instruction, we have one Science cluster teacher who services students in grades K to 5. The classroom teachers also integrate Science into the literacy block via the use of Science related books and materials.</b>
<b>Social Studies:</b>	<b>In addition to the state mandated periods of Social Studies instruction, we have two Social Studies cluster teachers who service students in grades K to 5. The classroom teachers also integrate Social Studies into the literacy block via the use of Science related books and materials.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>In addition to the state mandated periods of Social Studies instruction, Students identified as at risk are offered individual or small group counseling to help address social and emotional needs. Classroom guidance is also implemented to address character development: responsibility, respect, citizenship, etc. This service is scheduled during the school day.</b>
<b>At-risk Services Provided by the School Psychologist:</b>	<b>Individual counseling for students in crisis to address emotional issues. This service is scheduled during the school day.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>Small group or individual counseling to address the social and emotional needs of at risk students. This service is scheduled during the school day.</b>

**At-risk Health-related Services:**

**Crisis intervention, individual, small group and family counseling to address behavioral, emotional and social issues through the Morris Heights Clinic. This service is scheduled during the school day and after school, including some evenings.**

## **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) LAP to this CEP.**

---

### **ELL Identification Process**

To identify who our LEP population is, each family completes a Home Language Identification Survey (HLIS) upon registration. The pupil accounting secretary and the ESL/Bilingual Coordinator assure that this form is filled out correctly by conducting a short interview in the family's native language whenever possible. The pupil accounting secretary has been trained by the ESL/Bilingual Coordinator (who is a fully certified ESL teacher) on how to correctly conduct an ELL intake family interview and how to determine home language based on the HLIS. The home language is determined based on the information given on this form and students are administered the LAB-R (Language Assessment Battery - Revised) the same day. When students whose home language is Spanish are tested and unable to answer or receive a raw score below the cut score, they are immediately administered the Spanish LAB to determine literacy in Spanish. Scores on these assessments reveal at what level the student's language acquisition is and this information is passed on to the teacher. He/She uses this information when making groups in the classroom.

At the beginning of the school year the ESL staff holds a parent meeting for all new incoming parents of ELL students to explain all the programs available. At this meeting, parents complete the parent survey and the parent selection form. At this meeting, the ESL staff share the LAB-R test results with the parents and explains what types of English language acquisition programs are available in the city of New York (transitional bilingual, dual language and ESL) and what programs are available at PS 306 (transitional bilingual and ESL). Parents watch the program video and the ESL/Bilingual coordinator works with the parents to determine what would be the best placement for the child. The ESL staff usually recommends that a child be placed in a bilingual program if students score at a beginning level on the LAB-R and if the main language of the home is Spanish. However, parents have the final say in their child's placement and the school honors their wish. If parents register their children during the school year after the meeting has been held, the ESL/Bilingual coordinator has a one-on-one conference with the parents to determine the most effective placement and to complete the necessary paperwork. All program selection forms are kept on file in the ESL/Bilingual coordinator's office.

Following the one time administration of the LAB-R, every spring all ELLs take the NYSESLAT (New York State English as a Second Language Achievement Test) to determine the level of English achievement for that school year. Administrators use this information to determine continued entitlement, while teachers use this information to identify the level of English proficiency to facilitate groupings. Every September, continued entitlement letters are sent to parents. Parents know what level their child scored on the NYSESLAT and what program they are in. At the bottom of the form is a slip to sign and return to show that parents approve of the continued placement in the selected program. If parents wish to change from one English language acquisition program to another, they must call the ESL/Bilingual coordinator to discuss their options. During this phone conversation, a decision is reached. The signature slips for continued entitlement are kept on file in the ESL/Bilingual coordinator's office.

During registration this year, parents chose a bilingual program typically if their child had recently immigrated to the US within the last 2 years. In kindergarten, about half of the parents chose an ESL program and the other half chose a bilingual program. Of all of the ELLs in kindergarten 12 are in the bilingual kindergarten class and 10 are in an ESL pullout. After students have spent three to four years in the

bilingual program, parents are tending chose to move their children to an ESL program, even if they are still eligible for bilingual services as an ELL. Rarely have parents opted to transfer their children to another school if a bilingual class is not offered in their grade. Instead they chose an ESL program for those students. During school year 2009-2010, PS 306 did not accept any bilingual transfers from other schools. We expect to expect to see a similar trend during this school year.

### **Professional Development**

Professional Development for all teachers of English language learners will continue during the 2010-2011 school year. All teachers of English language learners will be included in the professional development opportunities. Our ELL teachers will work closely with the ESL/Bilingual Coordinator and the Network Support Specialist for ELLs to identify strengths within our own staff. Classroom teachers of ELLs in both the ESL and bilingual programs will be designated as lab sites around specific instructional topics, such as academic language development, planning and implementing differentiated math lessons or high quality reading and writing instructions. Teachers of ELLs will observe various techniques in the specific lab sites to gain a better understanding of certain instructional strategies and to have a chance to try it out in their own classrooms.

Several of our teachers will also participate in various workshops offered through our CFN, the Office of English Language Learners and the BETACs at our nearby universities, including Fordham University, Hunter College and New York University Teachers will attend workshops in groups of at least two to work as a team to develop a turnkey plan to be able to best share the information with all of the teachers.

In addition, a cohort of six teachers of ELLs will participate in partnership with Owego State University of New York as part of the Project Smart Teacher Leader Quality Partnership (TLQP) State Education grant. The teachers will work with a professor to develop their own course. Teachers will look at trends in data on the NYSESLAT in writing to develop an action plan. A group of students will be selected and a pre-assessment will be administered. Then, the teachers will use the professional text *When English Language Learners Write* to create specific lessons, activities and interventions. During the bi-monthly meeting, teachers will discuss how the lessons are working and make changes accordingly. After the targeted intervention program, students will take a post-assessment and teachers will analyze the data to determine the effectiveness of the program. Then, teachers can participate in curriculum planning for the following school year to incorporate the most effective practices used.

### **Parental Involvement**

The bilingual and ESL teachers will hold various workshops for parents at the school, including helping with homework, communicating more effectively with your child, an overview of the state exams, etc. Many of these workshops will be held during the school day with the parents and the students sitting side by side. With parents interacting directly with the children, both parents and children will know how to use the next techniques and strategies that they learn. The first workshop will be held during the school day with the first and second grade bilingual class. The classroom teacher and the ESL/Bilingual coordinator will work with parent and students as they sit down together and learn how to build literacy skills as a team. This workshop will be held the third week in November. If this workshop is a success we will repeat it with the other bilingual and ESL classes. In January, the ESL/Bilingual coordinator and the parent coordinator will partner to present a workshop about standardized testing and what you need to know as a parent. Then, in March there will be two workshops, one about the ELA exam and one about the Math exam.

As the ELL Extended Day academy comes to a close, the parents of the students in the program will be invited to participate in celebration activities. As part of their work in the extended day program, students will become experts about one work of the theatrical arts based on literature and teach their parents about it. Then, as a culminating activity, the extended day academy students and parents will attend the play together.

### **Transitional Bilingual Education**

During the 2010-2011 school year, PS 306 will have four transitional bilingual classes, one class for kindergarten/, one class for 1 and 2, and a class for grades 3, and one for grades 4/5. In all three classes, students are grouped heterogeneously by NYSESLAT and native language literacy level. A heterogeneous grouping enables the teachers to engage students in cooperative learning activities and to implement peer-tutoring groups. Due to the mixed level of ability in one classroom, in a single period students will be using both English and Spanish to express their ideas. For example, during a social studies lesson, the teacher may do a mini-lesson in Spanish, and students may be grouped homogeneously by NYSESLAT level to produce work in English or in Spanish. Or, during a native language arts class, the teacher will do a read aloud in Spanish working on a particular strategy. When students have an opportunity to work with that strategy, their independent reading book may be in English or in Spanish. In this way, we can ensure that students are receiving their required allocation of English and Spanish.

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

Those students whose parents have chosen ESL or who are not eligible for a bilingual program (students whose first language is other than Spanish); participate in our freestanding ESL program. Students in the ESL program are placed in one or two classes on each grade and an ESL certified teacher pushes in with the classroom teacher for the required number of periods. This way the ESL and classroom teachers can collaborate with greater ease. They will have weekly common planning time to ensure that lessons are adapted to meet students' needs. The ESL teachers will follow a push-in, co-teaching model to reinforce the work that students are doing in the classroom. Usually, ESL will be taught through the content areas, especially science and math, to foster the development of academic language.

Currently, our teachers provide the required allocation of minutes to ELLs, 360 per week for beginning and intermediate learners and 180 minutes for advanced learners. All three of our certified ESL teachers are dually certified, one in TESOL and Spanish and the others in bilingual education and TESOL.

### A. Language Allocation Policy Team Composition

Darryl Harrington, Principal	Shirley Polanco, Assistant Principal
Andrea Worthington-Garcia, ESL/Bilingual Coordinator	Martha Canales, ESL Teacher
Stephanie Feliu, 2 <sup>nd</sup> Grade ESL Self-contained teacher	Sharon Cannella, 4 <sup>th</sup> Grade Teacher
Yvelisse Perez, 1 <sup>st</sup> /2 <sup>nd</sup> Grade Bilingual Teacher	Alexandra Tory, 1 <sup>st</sup> Grade Teacher

### B. Teacher Qualifications

Number of Certified ESL Teachers	5* *(1 bilingual teacher is dually certified ESL/Bilingual)	Number of Certified Bilingual Teachers	5* *(2 ESL teachers are dually certified ESL/Bilingual)	Number of Certified NLA/FL Teachers	1* *(1 ESL teacher is dually certified Spanish FL/ESL)
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

### C. School Demographics

Total Number of Students in School	726	Total Number of ELLs	175	ELLs as Share of Total Student Populations	24.1%
------------------------------------	-----	----------------------	-----	--	-------

### D. ELL Programs

ELL Program Breakdown							
	K	1	2	3	4	5	Total
Transitional Bilingual Education	1	1 1 <sup>st</sup> /2 <sup>nd</sup> bridge	1 1 <sup>st</sup> /2 <sup>nd</sup> bridge	1 3 <sup>rd</sup> /4 <sup>th</sup> bridge	1 3 <sup>rd</sup> /4 <sup>th</sup> bridge	0	5
Dual Language	not currently available at PS 306						
Freestanding ESL							
Self-contained			1				1
Push-in	2 periods	3 periods	2 periods	3 periods	4 periods	3 periods	17
Total	3	4	4	4	5	3	23

### E. ELL years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	175	Newcomers (0-3 yrs)	134	Special Ed	26
SIFE	17	ELLs with 4-6 yrs	41	Long-term ELLs (more than 6 yrs)	0

ELLs by Subgroups										
	ELLs (0-3 yrs)			ELLs (4-6 yrs)			Long Term ELLs			Total
	All	SIFE	Sp Ed	All	SIFE	Sp Ed	All	SIFE	Sp Ed	
TBE	52	10	0	5	0	0	0	0	0	57
ESL	82	7	14	36	0	12	0	0	0	118
Total	134	17	14	41	0	12	0	0	0	175

### F. Home Language Breakdown and ELL Programs

Transitional Bilingual Education							
Number of ELLs by Grade in Each Language Group							
	K	1	2	3	4	5	Total
Spanish*	12	11	14	12	8	0	57

\*PS 306 currently only has a Spanish TBE program. No other languages are available for a TBE program

<b>Freestanding ESL</b>							
Number of ELLs by Grade in Each Language Group							
	K	1	2	3	4	5	Total
Bengali	0	1	0	1	0	0	2
French	0	0	0	0	2	0	2
Fulani	0	0	1	0	0	0	1
Mandingo	0	0	1	0	0	0	1
Soninke	0	0	1	1	0	0	2
Spanish	11	22	11	23	17	25	0
Twi	0	0	0	0	1	0	1
<b>Total</b>	<b>11</b>	<b>23</b>	<b>14</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>118</b>

## 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)** 3-5      **Number of students to be served:** 30 LEP 0 Non-LEP

**Number of teachers** 3      **Other staff (specify)** none

**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;

---

### **Title III, Part A LEP Program**

During school year 2010-2011, we plan to offer three different extended classes to meet the diverse needs of our ELL population. We plan to use the monies from the federal Title III grant to service the ELLs in the bilingual classes and the newly arrived students in fifth grade. The students in the third and fourth grade bilingual bridge class will be separated into two classes based on academic and language acquisition level, as opposed to grade level. A third class will include students who are newcomers to the country in 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades. All three classes will contain 10 students each, for a total of 30 students serviced by the extended day program. Each group will meet three days a week for one hour and 30 minutes. The program will start in October and run until April.

Each day, students will participate in English language arts or English language development for approximately 55 minutes daily. The mathematics period will run for 35 minutes and will be taught in Spanish, as all students will take the New York State Mathematics exam in Spanish. The math period will follow a specific flow of the lesson. Students will engage in an independent problem of the day. Then, students will take part in a five-minute math skill activity, practicing essential computation to develop automaticity. Then, teachers will engage students in a 10 to 15 minute mini-lesson, followed by 10 minutes of guided practice. Then, the children will work independently or in heterogeneous groups to complete the independent practice activities. Then, the entire class will come back together to share for five minutes. The calendar of lesson will be based upon the New York State Mathematics Strands using the September-April performance indicators as a guide.

During the literacy block, all of our ELLs will be instructed solely in English. The ELLs who must take the ELA test in April will participate in an ELA block to improve their literacy skills in English. Teachers will first engage students in a thematic interactive read aloud, focusing on vocabulary, comprehension, and enjoyment. Students will then participate in interactive writing, shared writing, or guided writing where students and teacher will write about the read-aloud. The writing may include labels, lists, story maps, or text innovations with an emphasis on language structure, spelling, and grammar. Then, students will write about reading, either by responding directly to the read aloud or by extending the writing activity. Each writing piece will have a focus on language structure, spelling, or grammar. This writing portion of the ELA block will take approximately 35 minutes. Then, students will transition into reading with a shared reading activity to learn, develop and practice reading strategies. Finally, on alternate days, students will participate in guided reading to receive direct reading instruction and closely guided practice with necessary reading strategies. Those students who are not participating in guided reading will read independently to develop stamina and to practice the reading strategies introduced during the shared reading.

Those students who are exempt from taking the ELA will first participate in an eight week newcomer program to develop basic English vocabulary and language structures necessary for success in school. The program *Carlos Comes to Lakeside Elementary* from National Geographic/Hampton Brown will enable students to develop English vocabulary and concepts,

language development and communication skills, and beginning writing ability to prepare them for the rigors of classroom work in English. Students will also use the supplemental program from National Geographic/Hampton Brown called *Reading Basics* to develop phonics, word structure skills, blending and decoding strategies. After the eight week newcomer program, the students will begin work in English in the content areas. Students will use the *Language, Literacy, and Vocabulary* guided reading program from National Geographic/Hampton Brown to strengthen academic vocabulary and background knowledge in the content areas of science, social studies and mathematics. Each lesson includes modeling and guided practice of a comprehension strategy, academic vocabulary development and opportunities to gain reading fluency. After four lessons in each theme, the students are assessed individually with the texts using running records. Students will then produce their own book in the theme and finally complete a self assessment stating what they learned.

Parental Involvement – The bilingual and ESL teachers will hold various workshops for parents at the school, including helping with homework, communicating more effectively with your child, an overview of the state exams, etc. Many of these workshops will be held during the school day with the parents and the students sitting side by side. With parents interacting directly with the children, both parents and children will know how to use the next techniques and strategies that they learn. The first workshop will be held during the school day with the first and second grade bilingual class. The classroom teacher and the ESL/Bilingual coordinator will work with parent and students as they sit down together and learn how to build literacy skills as a team. This workshop will be held the third week in November. If this workshop is a success we will repeat it with the other bilingual and ESL classes. In January, the ESL/Bilingual coordinator and the parent coordinator will partner to present a workshop about standardized testing and what you need to know as a parent. Then, in March there will be two workshops, one about the ELA exam and one about the Math exam.

As the ELL Extended Day academy comes to a close, the parents of the students in the program will invited to participate in celebration activities. As part of their work in the extended day program, students will become experts about one work of the theatrical arts based on literature and teach their parents about it. Then, as a culminating activity, the extended day academy students and parents will attend the play together.

**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.

---

Our professional development program will be extensive and ongoing. All teachers of English language learners will be included in the professional development opportunities. Our ELL teachers will work closely with the ESL/Bilingual Coordinator and the Network Support Specialist for ELLs to identify strengths within our own staff. Classroom teachers of ELLs in both the ESL and bilingual programs will be designated as lab sites around specific instructional topics, such as academic language development, planning and implementing differentiated math lessons or high quality reading and writing instructions. Teachers of ELLs will observe various techniques in the specific lab sites to gain a better understanding of certain instructional strategies and to have a chance to try it out in their own classrooms.

Several of our teachers will also participate in various workshops offered through our LSO, the Office of English Language Learners and the BETACs at our nearby universities, including Fordham University, Hunter College and New York University Teachers will attend workshops in groups of at least two to work as a team to develop a turnkey plan to be able to best share the information with all of the teachers.

In addition, a cohort of six teachers of ELLs will participate in partnership with Owego State University of New York as part of the Project Smart Teacher Leader Quality Partnership (TLQP) State Education grant. The teachers will work with a professor to develop their own course. Teachers will look at trends in data on the NYSESLAT in writing to develop an action plan. A group of students will be selected and a pre-assessment will be administered. Then, the teachers will use the professional text *When English Language Learners Write* to create specific lessons, activities and interventions. During the bi-monthly meeting, teachers will discuss how the lessons are working and make changes accordingly. After the targeted intervention program, students will take a post-assessment and teachers will analyze the data to determine the effectiveness of the program. Then, teachers can participate in curriculum planning for the following school year to incorporate the most effective practices used.

**Section III. Title III Budget**

School: PS 306 BEDS Code: 321000010306

<b>Allocation:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of Proposed Expenditure</b>
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$16,438.76	Current per session rate including fringe benefits: \$49.89 per hour Teachers will meet for a total of 10 hours during the course of the school year for planning 8.5 hours x \$49.89 per hour = \$424.07 for one teacher \$424.07 x 3 teachers = <b>\$1272.20</b> The extended day program will run from October 13, 2009 to April 22, 2010 for a total of 64 days at 1.75 hours per day for one lead teacher (in charge of cafeteria duty for snack time) 64 days x 1.75 hours = 112 hours for two teachers for 64 days at 1.5 hours per day 64 days x 1.5 hours = 96 hours; 96 hours x 2 teachers= 192 hours 112 hours x \$49.89 per hour = \$5,587.68 for one lead teacher 192 hours x \$49.89 per hour = \$9,578.88 for two teachers \$5,587.68 + \$9,578.88 = <b>\$15,166.56</b> total for instruction
Purchased services such as curriculum and staff development contracts	<i>none</i>	
Supplies and materials	\$8,239.24	Empire State NYSESLAT Program from Continental Press: \$4,432 for entire order Math in Spanish from Curriculum Associates: \$3,807.24 for entire order
Travel	<i>none</i>	
Other	\$2,782	Entrance to Broadway musical, \$41.50 per ticket x 60 tickets = \$2,490 total for entrance fees Funds for refreshments for parent workshops: \$292

<b>TOTAL</b>	\$27,460	
--------------	----------	--

**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. To determine the translation needs of the parents of P.S. 306, we reviewed the occurrence of home languages other than English, using ATS reports regarding home language. Of the lower occurring languages, we will poll the parents to determine if they are more comfortable reading and listening to English or their native language.
2. After reviewing the information from the ATS reports, we learned that all information that parents receive needs to be translated into Spanish. Also, to accommodate the languages that occur less frequently, such as Soninke, Twi, and Bengali, we will send our documents to the Translation and Interpretation Unit of the Department of Education. To provide oral interpretation, we have many Spanish bilingual staff members. If parents who speak the lower incidence languages will be attending meetings at our school, we will request that they let us know in advance to request an oral interpreter from the Translation and Interpretation Unit.

**Part B: Strategies and Activities**

1. At P.S. 306, all written translation will be offered in Spanish. In addition, we will offer written translations in Bengali, French, Soninke, and Twi. Spanish translations will be done on site, by one of our bilingual teachers. Written translations of lower incidence languages will be done by the Translation and Interpretation Unit of the Department of Education.
2. Oral interpretation will always be provided in Spanish. Depending upon when the parent meeting is, the interpretation will be provided by one of our bilingual teacher or a parent volunteer. For lower incidence languages, parents can request an interpreter in advance and we will contact the Interpretation Unit. We will also use the over-the-phone service.

3. To notify parents of Chancellor's Regulations A-663, at the beginning of school year 2010-2011, we will send home a notice in the parents' native language. We will also post in the main entrance of the school, on the Parent Coordinator's bulletin board the same notice in all languages in our school.

**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	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$642,730.00	\$185,534.00	\$828,264.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,427.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$32,136.00		
4. Enter the anticipated 10% set-aside for Professional Development:	\$62,273.00		

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 100%
6. If the percentage of high quality teachers during 2010-2011 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The teachers who are not highly qualified will attend a series of professional development workshops. These workshops will be charged to the Title I 5% set-aside funding.

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

- 1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy. (SEE BELOW)**

**Explanation:** 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  
**MAY 2010**

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. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

## **2. School-Parent Compact - Attach a copy of the school's School-Parent Compact. (SEE BELOW)**

***Explanation:*** 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 eight 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 and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

## SCHOOL/PARENT COMPACT

Dear Parents,

As part of the goals and objectives of our School Leadership Team, we have developed a School Parent Compact, which provides for increased parental involvement at P.S. 306 in making decisions which affect the education of your child. Please read and review the P.S. 306 School Parent Compact and return the tear-off to your child's teacher. If you have any concerns, suggestions for improvement or other information about our School Parent Compact, please feel free to make an appointment to see me. As always, your involvement and participation in our School Leadership Team meetings is welcome.

Thank you very much for your continued support and cooperation.

Sincerely,

Principal

---

### **"PARENTS ARE PARTNERS"**

"When parents actively participate in their children's education, studies have shown that their children do better. Neither schools nor parents alone can ensure the educational success of the child. It takes working together toward this common goal. In a society comprised of diverse family structures, and with so many demands placed on them, schools needs become even more sensitive to family needs. Steps should be taken to ensure that parents, in cooperation with their children's school, have an opportunity to share in their children's educational experience. Toward that end: The new Federal Improving America's Schools Act, provides that each Title 1 school shall jointly develop with parents a School Parent Compact that outlines how parents, the entire school staff and students will share that responsibility for improved school achievement."

## SCHOOL PARENT/GUARDIAN COMPACT

The mission of P.S. 306 is to continue to improve student achievement in all content areas by providing high quality professional learning opportunities for teachers, aligning curriculum and assessment, integrating technology into the curriculum, and promoting positive social skills for all members of the school community. Our goal is to make P.S. 306 a safe haven for students by providing a caring and friendly instructional environment which will carry out into the community. We believe that every student is capable of becoming a productive member of society through the combined efforts of the school, home and community.

### Parents' responsibilities

- Provide a quiet place to do homework.
- Set aside a specific time to do homework.
- Study areas should be well-lit and well-equipped with pens/pencils, paper, ruler, crayons/markers, glue, dictionary, etc.
- Look over homework assignments to check for understanding.
- Be available to assist.
- Maintain a Home/School communication folder and check it on a daily basis
- Encourage positive attitudes toward school.
- Require regular school attendance.
- Attend parent-teacher conferences.

### Students' responsibilities

- Ask the teacher any questions about the homework.
- Take home materials and information needed to complete the assignment.
- Complete homework in a thorough, legible, and timely manner.
- Return homework on time.
- Return signed homework form.
- Comply with school rules.
- Attend school regularly.
- Respect the personal rights and property of others.
- Show parent Home/School communication folder on a daily basis.



### School's responsibilities

- Provide quality teaching and leadership.
- Assign grade-level appropriate homework.

- Coordinate with other programs to make sure nightly assignments do not exceed time limits.
  - Give positive corrective feedback.
  - Recognize that students are accountable for every assignment.
  - Check that homework and Home/School communication folder has been completed and forms have been signed by parent/guardian.
  - Respect cultural, racial, and ethnic differences.
  - Hold at least two teacher-parent conferences.
- 

## COMPACTO DE LA ESCUELA Y LOS PADRES

Estimados Padres:

Como parte de las metas y objetivos de nuestro Equipo de Liderazgo Escolar, hemos desarrollado un **Compacto de la Escuela y los Padres**, el cual requiere la participación de los padres en las decisiones que afectan la educación de sus hijos. Por favor lea y revise el Compacto de la Escuela y Padres y devuelva la parte desglosable al maestro de su hijo. Si tiene alguna pregunta, sugerencias o otra información para mejorar el **Compacto de la Escuela y los Padres**, por favor pida una cita para hablar conmigo. Como siempre, su participación en nuestro Equipo de Liderazgo Escolar es bienvenida.

Gracias por su apoyo y cooperación.

Atentamente,

Directora

---

“LOS PADRES COMO PARTICIPANTES ACTIVOS”

“Los estudios han demostrado que cuando los padres de familia participan activamente en la educación de sus hijos, los niños rinden mas académicamente. La escuela y los padres son los únicos que pueden asegurar el éxito académico de los niños. Se necesita que trabajen juntos por un objetivo común. En una sociedad conformada por diferentes estructuras familiares y con tantas exigencias puestas en ellas, las necesidades de la escuela se vuelven más sensibles a las necesidades de las familias. Se debe tomar los pasos necesarios para asegurar que los padres, en cooperación con la escuela de sus hijos, tengan la oportunidad de compartir la experiencia educativa de sus hijos. Con ese fin: La Nueva Acta Federal para mejorar las Escuelas, señala que cada escuela bajo el Titulo I debe desarrollar con los padres, un Compacto de la Escuela y los Padres que señale cómo los padres, el personal de la escuela y los estudiantes compartirán esa responsabilidad para mejorar el nivel académico de la escuela.”

# SCHOOL PARENT INVOLVEMENT POLICIES

## PARENT INVOLVEMENT POLICY

Parents and families of students in the P.S. 306 will be provided with opportunities to participate in school-based planning committees, and in the School Leadership Team. Parent education activities that relate to building strong home/school partnerships, family literacy, child development and accessing the services of community resources will also be available. To increase Parent Involvement, P.S. 306 will:

- Offer-parent training workshops/meetings related to:
  1. Eligibility criteria for entrance into various programs (e.g. bilingual programs);
  2. Educational structure and terminology;
  3. Rules and regulations regarding budget expenditures
  4. Parenting skills;
  5. Math, literacy, Home School Partnership , Health Education

6. introduction to Microsoft Word, Excel, PowerPoint, and the use of the internet
  7. SES offerings throughout the community
  8. Summer camp listings and assistance
  9. Resume and cover letter development
  10. Medical/health related resources in the community
  11. Adult and Continuing Education program (GED, ESL and Basic Education)
- Encourage parents to network with each other and to communicate with school staff.
  - Send representatives to district level committees and/or regional level committees who will include parent leaders who are on school-based committees, and the School Leadership Team.
  - Encourage parental involvement in our school by:
    1. Establishing a school level Parent Advisory Committee;-Title I
    2. Conducting outreach activities and training parents, especially new parents and non-English-speaking parents;
    3. Training administrators and teachers in strategies that enhance meaningful parent involvement;
    4. Holding orientation meetings to present the overall goals of our school, as well as specific grade/class goals;
    5. Encouraging and training parents to volunteer and assist in classrooms, in libraries and on trips;
    6. Distributing notices in the languages spoken by the parents.
  - Provide a Parent Room in which parents will feel welcome and can coordinate activities for parent involvement.
  - Provide resources for family outreach to assist and inform parents, and involve them in the school community.

Parents and families of students at P.S. 306 will be provided with opportunities to participate in the Parents' Association, the School Leadership Team, parent education activities that relate to building strong home/school partnerships, family literacy, family math, workshops which promote an understanding of performance standards and the new promotional criteria, the parent volunteer program, and accessing the services of community resources.

To encourage parent involvement at P.S. 306 we will:

- conduct yearly Parents' Association elections for Executive Board members

- conduct monthly Parent’s Association meetings
- provide the Parent’s Association with an office, including furniture and a computer
- provide a daily ESL program for parents
- participate in the Learning Leaders Program to train parents to volunteer and assist in classroom, in libraries, and on trips
- through the School Leadership Team develop a plan for increasing teacher’s ability to effectively involve parents in their children’s education
- hold yearly orientation meetings for parents with classroom teachers, supervisors, guidance and related service providers
- distribute all notices in English and Spanish
- continue to work with CBO to provide ongoing medical services and programs for students and their families

Parents and families of students in P.S. 306 P.T.A., will be provided with opportunities to participate in School Leadership Teams and parent educational activities that lead toward building strong home/school partnerships, family literacy, child development and accessing the services of community resources. To increase parent involvement, P.S. 306 will:

- Parent Coordinator and PTA will facilitate the exchange of information among parents and generally encourage and support parent involvement efforts;
- Officer parent training and workshops related to:
  1. promotional criteria
  2. primary Literacy Standards
  3. Learning Leaders volunteer program
  4. health/nutrition workshops

## 5. parenting skills

- EPIC-Every Person Influences Children is a CBO based out of our school community, It's PIRC-Parent Information and Resource Center which is funded by the U.S. Department of Education provides parents, school, and organizations working with families with training information and technical assistance to understand how children develop and what they need to succeed in school.  
EPIC offers a comprehensive program that unites the home, school and community, the three most powerful influences in a child's life. In collaboration with the Parent Association and Parent Coordinator, EPIC will provide workshops and training for parents.
  - 1 - parenting and literacy discussions groups
  - 2 - parent/teacher training opportunities
  - 3 - information on No Child Left Behind-NYS Accountability System, and  
NYS Learning Standards.
- Encourage parents to network with each other and to communicate with school staff;
- Maintain a school bulletin board to provide parents with information related to parent meeting/event and to their children's education programs;
- Support District level committees and/or PTA regional level committees which will include parent leaders who are on, School Leadership Teams, Title I Parent Advisory Councils and President's Council.
- Encourage school-level parental involvement by having:
  - Establish a P.T.A./School Leadership Team
  - Conduct outreach activities and train parents, especially new parents and non-English-speaking parents;
  - train teachers in strategies that enhance meaningful parental involvement;
  - hold orientation meetings to present overall goals of school, as well as specific grade, class goals;
  - Encourage and train parents to volunteer and assist in classroom, in libraries and on trips.

1. Parent Workshops will be provided for all parents to develop knowledge of instructional programs, assessments for city and state standards, Chancellor's Promotional Policy, and Student Code of Behavior.
2. Parents will be notified through a monthly calendar, letters, and flyers as to the date and time of meetings and workshops.
3. Parents and P.S. 306 staff members will share responsibility for student performance through Parent/Teacher Conferences, School leadership Meetings, Family Support and Intervention Conferences.
4. Parental involvement will occur through attendance at the annual Curriculum Night to present and discuss curriculum expectations, assembly programs, use of parent volunteers for the classroom and school trips. A Pilot Program for parents as reading partners will be established. PA fundraising events will be used to support student achievement.
5. Meetings will be scheduled at various times during and after the school day to accommodate parents.
6. Responses to parent written comments will be done through phone contact or written communication to contact appropriate supervisor.
7. Parent contact will be made through monthly calendars, letters and phone calls to inform of school's instructional programs and performance standards, student assessments and summer programs.
8. School is equipped with ramp for parents with disabilities. Meetings will be held on first floor. Translation for non-English speaking parents will be provided at all workshops and meetings.

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

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

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

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
  - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
  - o Help provide an enriched and accelerated curriculum.
  - o Meet the educational needs of historically underserved populations.
  - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
  - o Are consistent with and are designed to implement State and local improvement, if any.

One of our school wide objectives this year is to improve student performance in literacy, with a specific focus on meeting the needs and supporting the academic progress of students with disabilities. In order to meet these goals, our school has instituted numerous programs to meet the needs of all students, both in literacy and mathematics.

- **The Extended Day Program:** This is a mandatory program for students in grades 1 to 5 who need extra support to succeed academically. The program runs Monday through Thursday from 8:00 to 8:37 a.m.
- **Wiggle Works Reading Program:** After reviewing the performance of special education students in second and third grade, we decided to purchase the Scholastic reading program *Wiggle Works*. *Wiggle Works* will be used during small group guided reading instruction to motivate and engage students in more a meaningful way. *Wiggle Works* technology, leveled texts and teaching materials align with the five areas of Reading First and have been proven to significantly raise reading scores.
- **Special Education Read 180 Program:** Fourth and fifth graders currently receive 90 minutes of daily Read 180 instruction. This program has been proven to be effective in raising the reading levels of students. We are in the fourth year of implementation. We have updated our Read180 software and hardware to take advantage of the new advances in technology. We purchased the Enterprise Edition of Read 180, which provides a data aggregation wizard and improved assessments. This will assist us to develop better strategies for small group instruction and differentiated lessons. P.S. 306 is committed to the success of Read 180 and believe it to be an engaging and effective tool to improve reading instruction for our learning disabled students.
- **SWD Extended Day Program:** We have developed an extended school day program specifically to meet the needs of students with disabilities in grades 3, 4 and 5. We meet three afternoons a week for 90 minutes, which began on October 13, 2009. After meeting with each teacher to discuss individual student data, high level ones and level twos were targeted for

after school instruction. In grade five, students attend the Read 180 lab for instruction. In addition they practice ELA test taking strategies to improve future performance. In grades three and four they have a 60 minute period of ELA test prep instruction and then a 30 minute AIS math lesson.

- **The Wilson Reading Program:** This program has been implemented as a push-in model by our Speech provider in grades 2 and 3, two times weekly. Classroom teachers continue with Foundations for the remainder of the week.
- **Wilson Foundations:** This program is a supplemental and early intervention that provides explicit and highly systematic daily instruction for K – 2 students. Key areas necessary in effective reading instruction are addressed with Foundations, including: phonological and phonemic awareness, phonics, word and syllable practice, and some aspects of comprehension.
- **Great Leaps Reading Program:** We have trained several Paraprofessionals in the Great Leaps Reading program. Students are served 1:1 in the classroom during small group instruction. Targeted students are those who are still struggling with phonemic awareness in grades 2 and 3 and would benefit from individual instruction.
- **Professional Development for Special Education Staff:** Special Education professional development has been addressed in a variety of ways. This includes consistent oversight by our Special Education Coach. In addition, exemplary staff facilitate after school workshops on varied subjects, addressing the specific needs of our teachers. Our LSO Special Education Specialist facilitates on and off site workshops as well. Speech Providers who have expanded their push-in classes to include all self contained programs, consistently model acquisition of expressive and receptive language skills, vocabulary development, phonemic awareness and writing.
- **AIS for 2<sup>nd</sup> & 3<sup>rd</sup> grade students:** We have a former Reading Recovery teacher designated to provide academic intervention services for low-achieving first and second graders. The targeted students receive small group instruction for one period every day.
- **After School Programs:** We have a variety of after school programs in grades 1 to 5 for low functioning students. We also have the UFT Young People's Academy.
- **ESL Summer Academy:** In an effort to improve the performance of our ELLs on the ELA exam, we will offer a targeted summer intervention program for English language learners moving into grades 2 through 6. The program will be thematic, focusing on mathematics and English literacy skills through the content area of social studies. The program will run from July through August 2011, Monday through Thursday from 8:00 am until 12:00 pm. The teachers will begin meeting in April of 2011 on a biweekly basis to develop the curriculum. During the summer, to maintain continuity between the groups, teachers will meet weekly for 1.5 hours to plan together.
- **Leap** is a non-profit organization committed to improving the quality of public education through a hands-on, arts-based approach to teaching the academic curriculum. Leap empowers students to reach their full potential. This year we will be

specifically involved in **Active Learning Leads to Literacy (ALLL)** by using drama, visual arts, music, creative movement, cooking, games, and storytelling to improve young and emerging reader's decoding skills, vocabulary, language fluency, reading comprehension and writing skills. ALLL activities greatly increase the literacy level of students, as measured by the ECLAS test.

3. Instruction by highly qualified staff.

**The teachers who are not highly qualified will attend a series of professional development workshops. These workshops will be charged to the Title I 5% set-aside funding.**

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.

In order to increase teachers' content knowledge and reflective practice, we provide the following professional development activities:

- literacy workshops offered by Baum & Beaulieu at the New York Society for Ethical Culture in Manhattan, facilitated by renowned authors, such as: Lester Laminack, Sharon Taberski, Kathy Collins, Carl Anderson,
- instructional technology courses for teachers offered by the iTeach initiative (Office of Instructional Technology) such as: Podcasting, SmartBoard Basics, Digital Movie Making for Teachers in the Content Areas
- literacy and math workshops offered by the iTeach initiative, such as: Mathematics for Bilingual Teachers, Words Their Way, From Phonics to Fluency to Proficient Reading
- grade level meetings with Literacy and Math Support teachers
- school-based seminars offered by Heinemann which provide on-site professional development. These hands-on one-day courses are designed in collaboration with authors and delivered in the school by Heinemann-trained teacher-consultants who have been hand-picked by authors.

Professional Development Activities to Support Technology:

➤ Teachers receive professional development and have available to them the following software for use in lesson planning:

- *Nettrekker.com*
  - *Nylearns.org*
  - *Uptown Education*
  - *Sight Words with Samson*
- Teachers are trained on how to convert the student portfolios to electronic versions.
- Teachers participate in Professional Development workshops and college courses offered through the *NY State Math Science Partnership Grant*.

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

**We have developed collaboration with SUNY at Oswego and Lehman College, which has enabled us to place student teachers in classrooms with highly qualified teachers. This gives the student teachers an opportunity to teach in an urban setting and is also beneficial to the classroom teachers. Over the past few years we have hired several of these student teachers to fill positions as classroom teachers. We also reach out to Human Resources, Teach for America and the Fellows Program when we are in need of hiring new teachers.**

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

**We have developed the following partnerships with community based organizations and other institutions:**

- **EPIC - Every Person Influences Children, Inc. is a national not-for-profit organization that provides effective programs and resources for parents, teachers and school administrators that help adults raise responsible and academically successful children. The PS 306 EPIC Parent Center provides resources and parenting services in order to develop the foundation of character in children.**
- **The Committee for Hispanic Children and Families is a non-profit community based organization that offers after-school homework help, childcare and summer programs for children.**
- **The Office of Mental Health Parent Support Office conducts workshops for parents on mental health issues. It also conducts a 12 week parenting class to referred parents.**
- **The Department of Health School Vision Program offers free vision and hearing exams for students in grades K & 1.**
- **The Department of Health Lead Poisoning Unit conducts workshops on the dangers of lead paint and serves as a referral source for parents requiring more information.**

- The Helen Keller Institute School Vision Program conducts free vision exams and glasses for 5<sup>th</sup> grade students.
- The Morris Heights Health Center is housed at PS 306 and offers a wide array of health services for students as well as special workshops for parents.
- The Morris Heights Health Education Department provides monthly workshops on parenting topics and conducts informal classes for students.
- The Citizens' Advice Bureau provides a number of health related services.
- The NYC Department of Education Adult Education provides free classes for parents in ESL and GED.
- The New York Public Library Literacy Program offers training for adult literacy.

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.

**We have developed collaboration with Holy Spirit Universal Pre-K in order to make the transition from preschool to Kindergarten. Kindergarten teachers from our school have visited Holy Spirit and have facilitated parent meetings to provide information to parents and answer any questions they may have.**

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.

**At the classroom level, each teacher is given the end of year results for their students from the previous school year. This provided teachers with a fairly accurate jumping off point for their baseline assessments. All students are then assessed in each of the content areas to determine exactly where their strengths and weaknesses are. Teachers use this information to begin creating learning opportunities to support the needs of all students within their classroom. The Data Coordinator facilitates grade level meetings around interpretation of the data and implementation of that information in setting goals and planning lessons.**

**As an individual, a class, a grade level, and a school, students, teachers and administrators look at current data and set SMART (specific, measurable, achievable, realistic, time bound) goals for the upcoming weeks, months, and year. These goals are assessed, changed, and updated as the year goes on. As a school, we also reworked the mission statement to more accurately reflect our current beliefs and vision for the school.**

As a staff we looked at the '09 State exam results and compared them to the '08 results. Additionally, each grade was able to examine the change in results from the fall baselines in '09 to the fall baselines in '08. We were pleased to note our upward movement and recommitted ourselves to continuing this climb.

Each grade has its own intervention strategies for meeting the needs of all students. To ensure that each student is receiving what he or she needs, a matrix system has been set up so that anyone can see, at a glance, what supports are being given to each student, and gaps become clear and can easily be addressed.

The Academic Intervention Team (AIT) assesses every 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade student who is performing below standards to determine the appropriate intervention strategies to be provided to the student. The AIT, in collaboration with classroom teachers, designs and implements a Personal Intervention Plan (PIP) for each student and monitors their progress. The team uses several assessments to monitor student performance, i.e., DRA, Running Records, periodic assessments, unit assessments and individual teacher tests and observations. The team also develops its own tools to assist with progress monitoring. These tools are continuously reviewed and adapted, so that they can make meaningful, appropriate recommendations.

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.

**Please see #2 and #8 above**

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.

On Saturdays, we offer GED, ESL, Computer Technology and Basic Education classes for adults. City Harvest also offers the Side-by-Side cooking class for parents and children. We also have Morris Heights family workshops on nutrition. Under NCLB, we have Supplemental Educational Services (SES) and our linkage is with Test Quest. Also under NCLB, we have a Title I (parent participation) and Title III (ELLS - English language learners) program. In terms of job training, we have developed collaborations with programs in the community, such as: Project Ready, the Economic Opportunity Centers, Citizens' Advice Bureau, etc.

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

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.*

**NCLB/SED Status:** Restructuring (advanced focus) **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement**

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.
  
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.

### **Part B: For Title I Schools Identified for Improvement**

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.

The school has contracted New York University (Metropolitan Center for Urban Education) to deliver on-site professional development and to offer tutoring services to students in grades K - 2.

In order to increase teachers’ content knowledge and reflective practice, we will also provide the following professional development opportunities:

- literacy workshops offered by *Baum & Beaulieu* at the *New York Society for Ethical Culture* in Manhattan, facilitated by renowned authors, such as: Lester Laminack, Sharon Taberski, Kathy Collins, Carl Anderson, Peter Johnston

---

School Under Registration Review (SURR)

- instructional technology courses for teachers offered by the iTeach initiative (Office of Instructional Technology) such as: Podcasting, SmartBoard Basics, Digital Movie Making for Teachers in the Content Areas
- literacy and math workshops offered by the iTeach initiative, such as: Mathematics for Bilingual Teachers, Words Their Way, From Phonics to Fluency to Proficient Reading
- grade level meetings facilitated by Literacy and Math Support teachers
- Our CFN, Integrated Curriculum and Instruction, supports us with a Special Education Specialist. This Specialist has instituted workshops specifically for Special Education teachers.

The ESL/bilingual coordinator and the bilingual specialist will provide professional development to include such topics as: ESL methods for the mainstream teacher; native language support; development of academic language; and using the content areas (including Art and Gym) to teach ESL. The ESL/bilingual coordinator and the bilingual specialist will continue to model lessons in bilingual and mainstream classrooms.

In addition, the ESL/bilingual coordinator and ESL teacher will provide in-classroom support to the mainstream teachers of ELLs, including model lessons, informal observations, collaborative planning, and small group work. Also, the ESL teacher and bilingual specialist will provide the same in-classroom support to the two bilingual teachers, focusing on the delivery of the reading and writing workshop in Spanish, through model lessons, observations, and collaborative planning.

The Special Education Support Teacher will work with Special Education teachers three periods a day in the areas of math, literacy, behavior management and technology.

We will continue to have a Wilson Study Group for all Wilson Reading teachers. This group meets regularly to improve their practice in Wilson Reading.

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.

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

---

### **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.)

**We currently have 89 students in temporary housing at PS 306. The number of students in temporary housing has significantly increased in the last two years.**

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

**We provide counseling and outreach services to our students in temporary housing. Our Family worker, Guidance counselor, and Parent Coordinator takes a lead role in ensuring that the needs of our STH population is being met. Also we ensure that our STH students participate in our after school programs that address their academic, social, and emotional needs.**

### **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.



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



**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 306					
<b>District:</b>	10	<b>DBN:</b>	10X306	<b>School</b>		321000010306

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.7	93.0	93.2
Kindergarten	105	126	116				
Grade 1	109	117	134	<b>Student Stability - % of Enrollment:</b>			
Grade 2	144	106	114	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	123	135	117		90.4	91.6	91.1
Grade 4	111	116	145				
Grade 5	128	105	123	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		94.4	80.4	80.4
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		10	89	83
Grade 12	0	0	0				
Ungraded	9	18	15	<b>Recent Immigrants - Total Number:</b>			
Total	729	723	764	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	12	13

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	82	80	81	Principal Suspensions	3	9	11
# in Collaborative Team Teaching (CTT) Classes	9	20	26	Superintendent Suspensions	13	6	9
Number all others	67	55	56				

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

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

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	59	59	TBD	Number of Teachers	65	67	59
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	32	32	13
# receiving ESL services only	86	101	TBD				
# ELLs with IEPs	5	42	TBD	Number of Educational Paraprofessionals	8	7	19

*These students are included in the General and Special Education enrollment information above.*

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	98.5	98.3
				% more than 2 years teaching in this school	67.7	65.7	86.4
				% more than 5 years teaching anywhere	49.2	50.7	66.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	82.0	79.0	88.1
American Indian or Alaska Native	0.1	0.0	0.0	% core classes taught by "highly qualified" teachers	96.4	100.0	98.0
Black or African American	32.9	31.1	29.7				
Hispanic or Latino	65.6	67.9	68.8				
Asian or Native Hawaiian/Other Pacific	0.5	0.7	0.9				
White	0.1	0.3	0.5				
<b>Male</b>	51.3	53.1	52.5				
<b>Female</b>	48.7	46.9	47.5				

#### 2009-10 TITLE I STATUS

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

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

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

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

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

#### 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 Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	11.6	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	8.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	1.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	0						
<i>(Comprises 60% of the</i>							
Additional Credit:	2						

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

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

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

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>4</b>	District <b>10</b>	School Number <b>306</b>	School Name
Principal <b>Darryl Harrington</b>		Assistant Principal <b>Shirley Polanco</b>	
Coach <b>Andrea Worthington-Garcia</b>		Coach <b>Martha Canales</b>	
Teacher/Subject Area <b>Yvelisse Perez, Bilingual, 3<sup>rd</sup></b>		Guidance Counselor	
Teacher/Subject Area <b>Sharon O'Grady, 4<sup>th</sup> Grade</b>		Parent	
Teacher/Subject Area <b>Stephanie Feliu, ESL, 2<sup>nd</sup></b>		Parent Coordinator <b>Debra Sloan</b>	
Related Service Provider		Other <b>Alexandra Tory, 1<sup>st</sup> Grade</b>	
Network Leader <b>Jacqueline Gonzalez</b>		Other <b>Dawn Bedus, Kindergarten</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>5</b>	Number of Certified Bilingual Teachers	<b>6</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>770</b>	Total Number of ELLs	<b>183</b>	ELLs as Share of Total Student Population (%)	<b>23.77%</b>
------------------------------------	------------	----------------------	------------	---	---------------

## 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.

During the month of September, the ESL/bilingual coordinator, Andrea Worthington-Garcia and the ESL teacher, Martha Canales work with the pupil accounting secretary, Reina Melendez during the registration process to complete the intake of potential English language learners. Both Ms. Worthington-Garcia and Ms. Canales are fully certified by the state of New York as teachers of English to speakers of other languages. In addition, Ms. Worthington-Garcia is a certified Spanish teacher and Ms. Canales is a certified bilingual teacher. Parents of potential ELLs are welcomed into the school by the ESL/bilingual coordinator, the parent coordinator, Debra Sloan and the ESL teacher. The ESL staff sits with the pupil accounting secretary during registration in the first week of school to ensure that no potential ELL is missed. To identify our ELL population, each family completes a Home Language Identification Survey (HLIS) upon registration. The ESL/bilingual coordinator reads the HLIS to determine a home language other than English. To aid the parents in filling out this form correctly only a trained pedagogue conducts an informal interview with the families. Normally, the ESL/bilingual coordinator conducts the interview in Spanish if this is the family's native language. When necessary, the ESL/bilingual coordinator uses the translation and interpretation hotline to communicate with the parents. The child is also interviewed in English and in their native language (when possible) to determine their status as a potential English language learner. Then, students are administered the LAB-R (Language Assessment Battery - Revised) on the spot. The tests are hand-scored and the results are kept on file digitally on the ESL/bilingual coordinator's computer and a hard copy is kept on file in the "Services for Pupils with Limited English Proficiency" binder in the ESL/bilingual coordinator's office. The Spanish LAB is administered when a student whose home language is Spanish receive a raw score below the cut score on the LAB-R. This assessment is used to determine literacy in Spanish. The assessment is administered within two to three days of the initial registration. Ms. Worthington-Garcia and Ms. Canales are responsible for completing the Spanish LAB. Then, they share the assessment results with the classroom teachers. Scores on these assessments reveal at what level the student's language acquisition is and this information is passed on to the teacher. He/She uses this information to differentiate to the specific needs of the learners.

In addition to the ESL/bilingual coordinator, Andrea Worthington-Garcia and the ESL teacher, Martha Canales and Brenda Diaz, 4th and 5th grade bilingual teacher are trained in how to conduct the interviews, how to help parents complete the HLIS, and how to administer the LAB-R and Spanish LAB. Ms. Diaz is a dually certified teacher, both in ESL and in bilingual education. By December 13, 2010, four additional teachers will be trained in the intake and initial testing process, Julissa Olea kindergarten bilingual teacher, Wanda Llamas, 1st and 2nd grade bilingual teacher, Stephanie Felio, 2nd grade self-contained ESL teacher, and Yvelisse Perez, 3rd grade bilingual teacher. Ms. Olea and Ms. Llamas are certified bilingual teachers. Ms. Perez is dually certified as a teacher of ESL and as a bilingual teacher. Ms. Felio is a certified ESL teacher. In the event that the ESL/bilingual coordinator is not available or not in the school, the intake and testing process can take place without interruption.

At the time of registration, once a child is determined to be an ELL, parents are offered the option of attending one of the two parent orientation sessions, offered within the first 10 school days of the year or watching the orientation video at the time of registration. Beginning November 2011, the Orientation Video for Parents of English Language Learners will be available for viewing on a computer located in the main office. This option will be offered to parents who are unable to attend one of the parent orientations or to those parents who register their children throughout the school year. Parents will sign-in and the ESL/bilingual coordinator, Ms. Worthington-Garcia or the ESL teacher, Ms. Canales will follow the talking points on the agenda. This sign-in sheet is kept on file in the main office. Once the parents watch the video, Ms. Worthington-Garcia or Ms. Canales explain the research behind the available language acquisition programs. The parents also learn that the language acquisition programs are most effective if they stay in the program until they reach English language proficiency and that a child cannot be changed from one program to another mid-year. All of those changes must be done at the beginning of the school year. Parents then have an opportunity to ask the ESL/bilingual coordinator any questions about the programs available throughout the city. Then, the ESL/Bilingual coordinator works with the parents to make the best program placement for the child. The parent coordinator is present and available to the parents as an advocate. At that time, parents complete the program selection form and the parent survey. If parents are interested in a dual language program, the ESL/bilingual coordinator works with the parents to find a nearby school that offers the program.

For those parents who do not watch the orientation video at the time of registration, an invitation letter is sent home. This letter is translated into Spanish. The parent orientation sessions are held by the ESL staff, Andrea Worthington-Garcia and Martha Canales and the parent coordinator, Debra Sloan. They are conducted in English and Spanish. For those parents who speak a language other than English or Spanish, the ESL teachers contact the translation and interpretation hotline for an on-the-spot interpretation of the talking points in the meeting. Then, those parents can watch the video in their native language, if it is available. At these meetings, the teachers

explain all the programs available to the parents so that they can make an informed decision. Parents watch the program video; the ESL staff explains the research behind the language acquisition programs. They also share the LAB-R test results with the parents and explain what types of English language acquisition programs are available in the city of New York. Although the ESL teachers are available to answer any questions and to offer advice, the parents are the ones who have the final say in their child's placement in an English language acquisition program. Once a decision has been made, parents complete the parent survey and the program selection form. All agendas, sign-in sheets, parent surveys and program selection forms are kept on file in the ESL/bilingual coordinator's office. In addition, a photocopy of the program selection form is made and placed into the child cumulative record. This is all done within the first 10 days of school. During School Year 2010-11, the parent orientation meetings were held on September 21 and 22, 2010. One meeting is held in the morning for those parents dropping off their children and one is held in the early evening to accommodate working parents. During this school year for the first time, we will hold two additional meetings held to oblige families that arrive from other countries over the holidays, one in January 2011 and one in May 2011 (actual dates to be determined). Revision made January 5, 2011 - Due to a lack of new registrants, the January 2011 meeting will not take place this school year. We will keep the May 2011 date, as in the past we have received many new registrants during the months of April and May.

If parents register new students during the school year after the orientation meetings have been held, the pupil accounting secretary reviews the HLIS and informs the ESL/bilingual coordinator, Andrea Worthington-Garcia, if a language other than English is spoken at home. Then, the coordinator and the parent coordinator come to the main office to welcome the new family to the school. The ESL/bilingual coordinator conducts an informal interview with the parents, reviews the choices on the home language survey and makes changes if necessary. She also interviews the child in English and in their native language (whenever possible). The LAB-R is administered on the spot to determine if the child is an ELL. If the child receives a score below the cut score, the parents watch the orientation video to learn more about the available programs after the meeting has been held. Then, the ESL/bilingual coordinator has a one-on-one conference with the parents to determine the most effective placement and to complete the necessary paperwork. Parents complete the survey and the program selection form. As always, the parent has the final say in the choice of their child's program. If the ESL/bilingual coordinator is not available or out of the building, one of the other teachers in the school who are trained in the process is called to guide the parent through the selection of a program for their child. Once this child has received an ESL or bilingual placement, either Ms. Worthington-Garcia or Ms. Canales administer the Spanish LAB to determine native language literacy in Spanish.

For those parents who may be missed during this extensive intake process, the ESL/bilingual coordinator, the ESL teacher, and the family worker, Joyce Emeric make phone calls to reach out to these families. They ask the parents to come into the school to view the video and to discuss the program placement for their child. If they are unavailable to attend a one-on-one meeting, the parent survey and program selection form is then mailed home, and must be returned as soon as possible.

Copies of all paperwork, including program selection forms, parent surveys, first entitlement letters, non-entitlement letters (including transitional), and continued entitlement letters, are kept on file in a binder in Ms. Worthington-Garcia's office, the ESL/Bilingual coordinator. This same binder also contains information about parent meetings, including sign-in sheets, copies of ESL and Bilingual teachers' certificates, copies of teachers' schedules and class lists, as well as records of LAB-R testing. The program selection forms are organized by class, alphabetically, in the binder of the school year they were received. This same information is available digitally on Ms. Worthington-Garcia's computer and on two flash drives, one in the office of Ms. Polanco, Assistant Principal and one in the office of Mr. Harrington, Principal. The digital version is organized alphabetically, by last name. The forms are not separated by the school year they were received. There is also a binder in Mr. Harrington's office that has hard copies of all program selection forms (organized alphabetically by last name with no differentiation based on what school year it was received) and home language surveys (organized alphabetically by last name). In the week before school begins, the binder in Mr. Harrington's office and the digital version of the program selection forms and home language surveys are reorganized. The paperwork of graduating fifth graders is removed and sent on to M.S. 331, the middle school that shares this building. The majority of our students go to M.S. 331 when they are ready for middle school. The paperwork of transfer students is also removed.

New paperwork is generated year after year. To maintain the principal's binder and the digital copies of all paperwork, the program selection forms and home language surveys are photocopied and scanned once they are filled out by the parents. They are added to binder or the digital file. The ESL/Bilingual coordinator, Ms. Worthington-Garcia and the ESL teacher, Ms. Canales, periodically review the records to ensure that all files are up to date.

Every spring all ELLs take the NYSESLAT (New York State English as a Second Language Achievement Test) to determine the level of English achievement for that school year. To ensure that all ELLs are administered the exam, the ESL/bilingual coordinator and the ESL teacher run the RLER report from ATS to review the students' that are eligible to take the NYSESLAT. The ESL team works with the testing co-coordinators, Annette Lopez and Miriam Kurnit-Katz to ensure the security of the test, to uphold appropriate testing procedures and to

work out a testing schedule. This year the NYSESLAT speaking subtest begins on April 13, 2011 and the listening, reading and writing subtests have been scheduled for May 17, 18 and 19 respectively. When the results become available in late July, administrators use this information to determine continued entitlement and class placement. At the beginning of the school year, teachers use this information to identify the level of English proficiency to facilitate groupings.

Every September, for those students who do not receive a proficient score on the NYSESLAT, continued entitlement letters are sent to parents. The letter tells parents what level their child scored and what program their child is currently in. At the bottom of the form is a slip to sign and return to show that parents approve of the continued placement in the selected program. The signature slips for continued entitlement are kept on file in the ESL/Bilingual coordinator's office. If parents wish to change from one English language acquisition program to another, they call or visit the ESL/Bilingual coordinator to discuss their options. During this meeting, a decision is reached. Parents complete a new program selection form, indicating the new program; the original is kept on file in the ESL/bilingual coordinator's office and a copy is placed in the child's cumulative record.

During registration this year, parents chose a bilingual program typically if their child had recently immigrated to the US within the last year for grades 1-5. Only one parent chose an ESL program for the child in these grades due to the fact that the family speaks Bengali at home. In 1st grade, one parent chose bilingual, in 2nd grade seven parents chose a bilingual program for their children, in 3rd grade one chose bilingual, in 4th grade two parents chose a bilingual class and in 5th grade three parents chose a bilingual program for their children. As in grades 1 to 5, in kindergarten, most of the parents chose a bilingual program for their children. A total of 19 students were placed in a bilingual program based on parent choice and 4 students were placed in an ESL program. This is a new trend. Over the past three years, approximately half of parents choose an ESL program for their kindergartener and the other half choose a bilingual program.

Typically, after students have spent three to four years in the bilingual program, parents are tending to transfer their children to an ESL program, even if they are still eligible for bilingual services as an ELL. This year, we had a total of 11 program changers, three in 1st grade, two in 2nd grade, none in 3rd grade, four in 4th grade and two in 5th grade. We have never had a parent opt to transfer their child to another school if they would like a dual language program for their child. Instead, they choose a transitional bilingual program. During school year 2009-2010, PS 306 accepted two bilingual transfers from other schools. So far during this school year, we have accepted one bilingual transfer. As we still have space in our bilingual program in most grades, we expect to see at least one more transfer during this school year. During our ELL/LAP team meetings at the end of the year, the team members will analyze trends in program selection to anticipate our program needs for school year 2011-2012.

## 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 #

Dual Language (ELLs/EPs) K-8																					
Number of ELLs by Grade in Each Language Group																					
	(50%:50%)	K		1		2		3		4		5		6		7		8		TOTAL	
		ELL	EP	ELL	EP																
Spanish	ned			0				1		0				0						0	0
Chinese	n			1				2		3				2						0	0
Russian				2				4		4				3						0	0
Korean																					0
Haitian	f Ser																				0
French	and																				0
Other	ams																				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		
	ELLs (0-3 years)	EP	ELLs (3-6 years)	EP	ELLs (6-9 years)	EP	Long-Term ELLs completed	EP	ELL	EP	
Spanish	SIFE		All		Special Education		SIFE		ial tion	0	0
Chinese	SIFE	EP	All		Special Education		SIFE		ial tion	0	0
Russian	7		2		0		0			8	0
Korean	0		0		0		0			0	0
Haitian			37		11		0			9	0
French											0
Other	8		39		11		0			1	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0

### C. Home Language Breakdown and ELL Programs

This Section for Dual Language Programs Only														
Number of Bilingual students (students fluent in both languages):							Number of third language speakers:							
Ethnic breakdown of EPs (Number):														
African-American:					Asian:					Hispanic/Latino:				
Native American:					White (Non-Hispanic/Latino):					Other:				
Russian														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
Arabic														
Spanish	4	14	20	11	25	17								91
Chinese														0
Russian														0
Bengali		1												0
Urdu														0
Arabic														0
Haitian														0
French						1								0
Korean	19	14	13	21	11	7	0	0	0	0	0	0	0	85

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi														0
Polish														0
Albanian														0
Other				3	1	1								5
<b>TOTAL</b>	<b>4</b>	<b>15</b>	<b>20</b>	<b>14</b>	<b>26</b>	<b>19</b>	<b>0</b>	<b>98</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

Our Freestanding ESL program is a majority push-in model with co-teaching. Nearly all students in the ESL program are grouped into one heterogeneous class on the grade and the ESL teachers work with the classroom teacher to adapt and enrich instruction, creating comprehensible input. Our ESL teacher Martha Canales co-teaches with the classroom teachers Marni Lipton of class 304, Sharon O'Grady of class 402, and Kareene Drummond of class 501. In addition, Isabel Aracena provides targeted, small-group instruction for our ELLs in Dawn Bedus's class, class 011 and Alexandra Tory's class, class 104. ESL teachers push into class 104, 304, 402, and 501 for eight 45 periods a week. Ms. Aracena pushes into class 011 five 45 minute periods a week, as all the ELLs in the class are at an advanced level. ESL instruction is delivered through a self-contained model in the second grade by ESL certified teacher, Stephanie Felieu. All of Ms. Felieu's lessons are adapted to plan for language, as well as content instruction.

For our ELL population in self-contained special education classes, ESL instruction is delivered through a combination push-in/pull-out model. Instruction is delivered by ESL certified teacher Andrea Worthington-Garcia. Students are grouped in the pull-out program based on their NYSESLAT levels, as well as their language needs. Ms. Worthington-Garcia has a total of four groups, a group of newcomers, a group of first and second grade students who are beginning or intermediate, a group of third through fifth graders who are beginning and intermediate and a group of advanced students in grades three through five.

The classroom teachers and ESL teachers plan together at least once a month to have continuity during the periods that the ESL teacher pushes in. All instruction is delivered in English; however, students who are transitioning out of a bilingual class or who have literacy in their native language are encouraged to use their native language though writing journals or reading in their native language. All ELL classes have books available in Spanish. During the math period, students who are transitioning out of the bilingual program have the math text book and other materials available for their use in Spanish. Science and Social Studies are taught through inquiry-based projects in English,

and are enriched through hands-on activities, such as science experiments and technology based lessons using interactive white boards. In addition, teachers use realia, modeling with guided practice, graphic organizers and role playing to make content comprehensible for our ELLs. Teachers give students ample time to engage in group work, as ELLs often need to talk about what they will write before putting pen to paper. The ESL teachers help classroom teachers of English language learners to be more thoughtful in their planning. They help them to differentiate their lessons through careful grouping, planning for language and content instruction at the same time, and developing many activities around the same subject. Thematic instruction for ELLs is one of the most effective ways to aid in English language acquisition. When children are exposed to science and social studies in various contexts, learning becomes more fluid and interrelated. "They are reading, writing and thinking about content while building different linguistic skills that help them improve their understanding of academic subject areas. (Garcia, 2008)"

In the bilingual program, bilingual common branch teachers work with a heterogeneous group of students throughout the day. The teacher is constantly grouping and regrouping students to accommodate their various language learning needs. The bilingual teachers are responsible for delivering the required minutes of weekly ESL. In the lower grades, Julissa Olea, teacher of the kindergarten bilingual class and Wanda Llamas, teacher of the first and second grade bilingual class deliver ESL through the content areas of science and social studies. Instruction is inquiry-based and content is made comprehensible by hands-on activities such as science experiments, the use of visual aids and interactive read alouds, and vocabulary development in context. Essentially, the bilingual teachers use the same techniques that ESL teachers use when planning and delivering content instruction. Teaching the content areas through ESL methodologies provided the bilingual students with a total of 225 minutes of ESL. In addition, the lower grade teachers do a total of 90 minutes of targeted small group ESL instruction and 90 total weekly minutes of writing through ESL. This accounts for over 360 total minutes of ESL per week. In the upper grades, the bilingual teachers, Yvelisse Perez and Brenda Diaz, deliver ESL lessons throughout the day in different subject areas in an attempt to prepare the students for the language demands of the New York State Testing Program. Many of the readings on the New York State English Language Arts exam are non-fiction in the content areas of science and social studies. A total of 90 minutes of weekly ESL are taught through the content areas of science and social studies. In addition, several of the required weekly ESL periods are taught through the reading and writing workshop, a total of 90 minutes in reading and 90 minutes in writing. To make English language arts instruction comprehensible for the ELLs in the bilingual program, the classroom teacher uses various approaches such as extensive modeling with plenty of guided practice before students go into independent practice. Finally, once a week, the bilingual teachers in third through fifth grade teach one 90 minute period of math using ESL methodologies. This is a total of 360 required ESL minutes.

The teachers in the kindergarten, first and second grade and third grade bilingual classes are following a 60:40 breakdown of language instruction, while the fourth and fifth grade class is following a 50:50 model. In kindergarten through second grade, the reading workshop follows an NLA model five times a week. Reading instruction in English is delivered during targeted small group instruction time twice a week. The other three days a week of small group instruction are done in Spanish. The writing workshop is taught in Spanish three times a week and in English twice a week. Math instruction is delivered in Spanish four times a week and once a week in English. Finally, as stated earlier, all science and social studies instruction is done in English using ESL methodologies.

For class 317, the reading and writing workshops are taught in Spanish three times a week and in English two times a week. Math instruction is done primarily in Spanish, as the students will be tested in that language. One 45 period minute a week is done in English. Ms. Perez uses math games in English to reinforce concepts taught during the week in Spanish. Small group instruction is taught according to the students' language needs. Therefore, the schedule indicates that both native language and ESL instruction are going on in during that 45 minute period five times a week. The content areas are taught in both English and Spanish. Science is taught in Spanish one day and in English the next. As social studies is a less hands-on pursuit in the upper grades and has very specific content vocabulary, two days are taught in Spanish and one day is taught in English.

Class 547 is following a 50:50 model, as the majority of the students fall in the intermediate range. 15 total weekly periods are taught in Spanish and 15 periods are taught in English, using ESL methodologies. Reading and writing workshops are taught in Spanish three times a week and in English two times a week. Small group instruction is taught according to the students' language needs. Therefore, like class 317, the schedule indicates that both native language and ESL instruction are going on in during that 45 minute period five times a week. Math is taught in Spanish only three times a week and in English two times a week. This is to prepare students transitioning to middle school, as our community zoned middle school does not currently offer a bilingual program. Science is taught in Spanish one day and in English the next. Social studies is taught as it is in class 317, two days in Spanish and one day in English.

Transitioning to the next language breakdown normally happens in January. Teachers use the DRA results in Spanish and English in all grades, and teachers use the ELA predictive tests in the upper grades, to determine if students are prepared to make the transition to the next language breakdown. This year, we expect the students in classes 017, 217, and 317 to be ready to transition to a 50:50 language breakdown in late January. In class 547, as the students are already following a 50:50 model, we expect them to be ready to transition to

a 25:75 model in late March. At the time of the transition, the schedules are revamped and revised.

In addition to the work that the bilingual classroom teachers are doing, Ms. Canales and Ms. Aracena also push into the bilingual classes to provide additional ESL support. Ms. Canales does targeted English guided reading instruction in the fourth and fifth grade bilingual class five times a week. Ms. Aracena supports the students in the kindergarten bilingual class and the first and second grade bilingual class with small group ESL instruction.

To differentiate instruction for the various subgroups, ESL and classroom teachers use a variety of methods. It is important to note that effective differentiation always begins with assessment and is content area specific. For example, it is possible to have a newcomer who has instructional needs similar to an ELL who has been here for 4-6 years. However, as a whole the various ELL subgroups do tend to have similar needs as they move along in their years of service.

An essential aspect of educating second language learners is the use of comprehensible input. We use specialized instructional techniques and methodologies that make content comprehensible to students at all English proficiency levels. Teachers define clear content and language objectives at the beginning of the lesson so that students are aware of what they will be learning. Building background knowledge is also essential. This is achieved by using the students' background experience or by linking past learning to new learning and by emphasizing key vocabulary. Teachers are careful to use comprehensible input, conscious of their speech patterns when working with English language learners. They paraphrase and repeat vocabulary multiple times across a variety of contexts. When speaking to students at varying levels of English proficiency levels, teachers differentiate the vocabulary and grammatical structures that are being used with students by using more concrete vocabulary and grammar with students at the lower levels of English proficiency. In addition, all students benefit from clear explanations for academic assignments and activities. When introducing an assignment or task, teachers model for students how they are expected to complete the task. Teachers may show a completed sample products to students so that students will have an understanding of the expectation. In addition to providing oral directions, teachers also use written directions and visuals with the oral directions. This provides more language support. Teachers use a variety of strategies that are explicitly taught to the students. Students are given the opportunity to use them, either independently or in groups. Students also benefit from group work as this is an opportunity for interaction. The knowledge that students learn during the lesson is applied through hands-on practice in activities that integrate language skills and knowledge. Also, teachers regularly assess student progress and understanding informally throughout the lesson and using formal assessments.

In addition, to make content comprehensible, scaffolding is done throughout all subgroups. The ESL teacher aids the classroom teacher in making these lesson adaptations. All ESL lessons include a language and content objective. ESL and classroom teachers work together to develop language objectives that fit into the overarching objective of the lesson. Bilingual teachers develop these objectives on their own. An effective language objective may include vocabulary instruction, grammar structures, or language forms. Continuous and ongoing explicit vocabulary instruction is essential when working with ELLs. Successful vocabulary instruction includes five essential components: intentional word instruction, direct instruction in word meaning, modeling strategies or processes for learning new words, multiple exposure to the new words and a system to track new vocabulary. Following these five components ensure a systematic approach to vocabulary instruction. In addition, teachers constantly link new learning to background knowledge. Activating prior knowledge is essential to link new learning to prior learning. Current brain research supports this fact showing "that learning is increased when the students can directly relate new concepts and skills to something they already know or have had some experience with. (Welch, 2009)" Teachers not only use shared classroom experiences to link new learning to prior knowledge, but they also tap into students' personal backgrounds and experiences.

The general needs of the newcomer ELLs focus more on oral language development. First and foremost, teacher attitude is essential when working with newcomer ELLs. Teachers must work to lower the affective filter and to create a risk free environment where the students feel comfortable and will be more willing to participate. Teachers achieve this by showing a genuine interest in their students, their language and culture. Teachers plan for plenty of structured group work where the newcomer students will have a chance to work with English proficient students or ELL students who have been in the country for more than four years. By pairing students in this manner, newcomers have an opportunity to improve the basic interpersonal communication skills, as well as develop oral academic language. In the structured group work, teachers provide students with sentence frames to lower anxiety around speaking, to give students grammatically correct language, and to encourage academic conversations. If need be, students are allowed to verbalize in their native language first and then work with in their partnership to translate their responses. Also, if the teacher speaks the child's native language, they can accept the verbalization in the native language. Grammatical and pronunciation errors are not over-corrected, allowing students to feel more confident in their productive skills. To correct spoken or written errors, teachers model appropriate language usage at all times. Students can use gestures, pantomime or drawings to respond to questions. Teachers work with the class to encourage an atmosphere of acceptance, where students feel comfortable sharing their cultures and backgrounds.

For those ELLs who have four to six years of service, instruction is differentiated in various ways. Nearly all of the ELLs who fall into this category are in an ESL program and are at an intermediate or advanced level, with a proficient or advanced level in listening and speaking. Students receive extensive preparation for the NYSESLAT exam during the school day using the Empire State NYSESLAT materials from Continental Press. We expect this program to begin in late November once the materials have arrived in the school. In addition, like the newcomer group, students are provided with extensive opportunities for structured group interactions. Even at this level, students need to verbalize what they want to write before putting pen to paper.

Overall, ELL students with four to six years of service need extensive support in developing reading and writing skills. To support students in reading, teachers do guided reading during the literacy block. Guided reading provides time during the school day for direct reading instruction, focusing on reading strategies. During the guided reading period, students develop as individual readers as they are given the opportunity to develop and use reading strategies. They have a chance to experience success in reading for meaning and learn how to problem solve with the new text independently. Teachers also benefit from the guided reading time as they are able to observe individual students as they problem solve new texts and have a chance to assess individual students using running records.

In addition to guided writing, teachers use various reading strategies to attack tricky texts. Teachers follow the before reading, during reading and after reading model. Proficient readers use this model every time they interact with a text. Interacting with the text before reading allows readers to evoke relevant thoughts, memories, and associations which will help them to comprehend the text. Before reading activities may include activating prior knowledge through a question about a personal experience, making a brainstorming web based on a story's title, or a preview and predict strategy. An adept reader is constantly interacting with a text during reading, creating an ongoing dialog with the author to mentally paraphrase what the author is saying. They check and monitor understanding through imagining, inferring, predicting, and confirming. Finally, new information learned is linked with prior knowledge, which leads to real learning. During reading, students can use the GIST summarizing strategy, make connections, use visualization, or practice self-monitoring strategies. After reading, strategic readers summarize and reflect on what they have read. They also apply new ideas from the text to broader world perspectives. After reading activities include reflections and responses. Children can respond to a text by rewriting the ending, designing a new cover, or writing a letter to the author.

To support students with the productive skill of writing, teachers use process writing in a variety of genres. Using genres is essential when teaching writing to ELLs because each genre has its own characteristics: a specific purpose, an overall structure, and specific linguistic features. These characteristics of each genre are shared and understood by the members of the culture (Gibbons 2002). When the students are immersed in the specific genres, their understanding of the writing is enhanced, as specific writing skills are all taught within an explicit context. The writing process is used because "it puts the learner at the center of the learning process (Gibbons 2002)." The context of the writing is further embedded in the students' minds, increasing comprehension around the genre in which the students are writing.

To scaffold genre process writing successfully, teachers of ELLs use modeled, shared and guided writing practices. In these approaches the teacher and children work together to compose the specific writing piece. Children provide the ideas and the teacher supports the process as a scribe, typically writing about a shared class experience whenever possible. The teacher provides full support, modeling and demonstrating the process of putting children's ideas into written language. In this way the text becomes richer, as the entire class is working on the piece together. Then, students used the skills learned in a particular lesson to apply them to their own writing pieces.

We currently provide ESL services to one long-term ELL with a total of seven years of service. His instruction is adapted in much the same way as it is for the students who have four to six years of service. Particular attention is placed on writing instruction with this student. He is in an ESL pull-out group of advanced learners where the current focus is writing. The ESL teacher helps the students through the stages of the writing process, paying particularly close attention to conferring. Students' writing improves through careful writing conferences, focusing on craft and mechanics. This student also receives support and enrichment throughout the school day to effectively prepare him for the NYSESLAT.

All of our 18 SIFEs are in the bilingual program. Differentiation for the SIFEs is handled at the classroom level, by the bilingual teacher. Much like the classroom adaptations for the newcomers, teachers lower the affective filter, creating a risk free environment. Teachers also help students to adjust to school life through creating regular classroom routines. During our LAP planning meetings at the end of school year 2011-12, we plan to improve our SIFE education plan by examining the work of Dr. Margarita Calderon of Johns Hopkins University.

ESL services for our ELLs in the special education program are adapted based on the students' needs as per their IEPs. They are provided English language services through an ESL push-in/pull-out program. Differentiated instruction includes development of listening, speaking, reading and writing skills in English through guided reading and writing groups, heterogeneous group work, and scaffolding the academically rigorous curriculum. All self-contained classes participate in the Wilson reading program. In addition, students in the self-contained program kindergarten through third grade use the AWARD reading program. It is a comprehensive program for teaching and

assessing literacy, with a strong technology component. The AWARD Reading program successfully provides individualized instruction using technology to improve the literacy of the digital native. In fourth and fifth grade, the teachers use the Read 180 program. With more than 10 years of research showing its effectiveness with students in a special education program, it is producing quantifiable gains with our population. It is an all-encompassing program that features assistive technology, differentiated instruction, and educational materials that engage students at all levels.

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

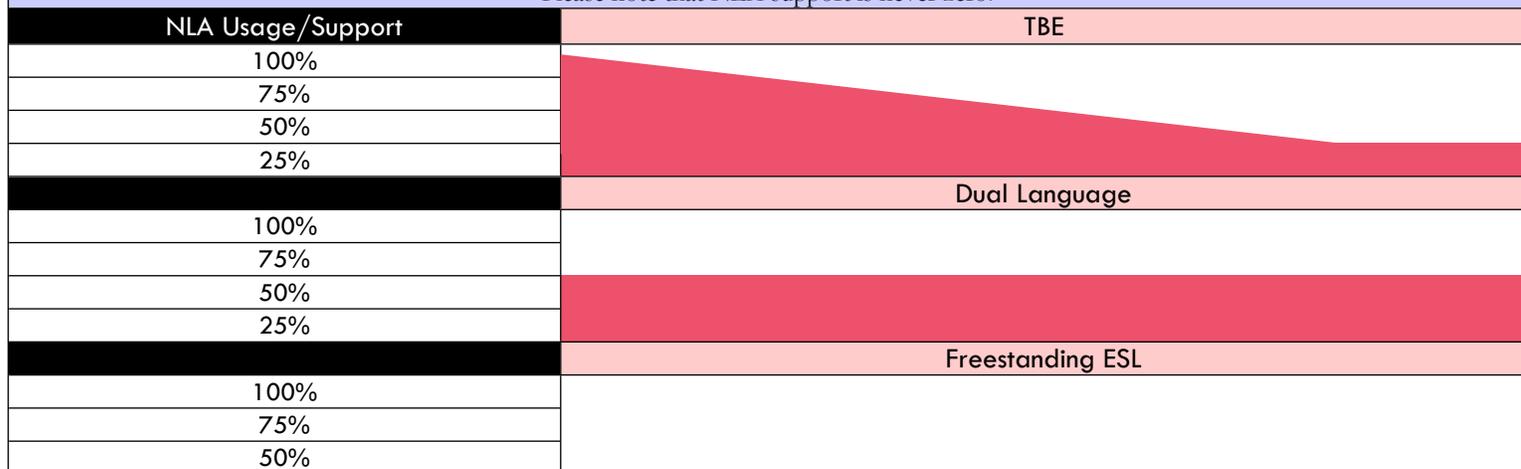
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

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

**Native Language Arts and Native Language Support**

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

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

Our main intervention program for our ELLs in our Title III program. We are offering five different extended day classes to meet the diverse needs of our ELL population. The students in the third grade bilingual class will form one group and the students in the fourth and fifth grade bilingual bridge class will form another group. Another extended day group will be comprised of newcomer students in grades 2 through 5. The last two groups will be made up of third and fourth grade students in the ESL program. They will be grouped by NYSESLAT level, one group of intermediate students and the other group of advanced students. The class will contain approximately 15 students each, for a total of 75 students to be serviced by the extended day program. Each group will meet three days a week for one hour and 30 minutes. The program will start November 16, 2010 and run until May 12, 2011, for a total of 23 weeks or a total of 63 instructional days. All instructors will be New York State Certified as teachers of English to Speakers of other languages or bilingual common branches or have at least three satisfactory years of teaching experience with English language learners.

Each day, students will participate in English language arts or English language development for approximately 55 minutes daily. The mathematics period will run for 35 minutes and will be taught in Spanish to those students in the bilingual program and taught in English to the students in the ESL program. The math period will follow a specific flow of the lesson. Students will engage in an independent problem of the day. Then, students will take part in a five-minute math skill activity, practicing essential computation to develop automaticity. Then, teachers will engage students in a 10 to 15 minute mini-lesson, followed by 10 minutes of guided practice. Then, the children will work independently or in heterogeneous groups to complete the independent practice activities. Then, the entire class will come back together to share for five minutes. The calendar of lesson will be based upon the New York State Mathematics Strands using the September-April performance indicators as a guide. Students will use Test Ready from Curriculum Associates (available in English and Spanish) to develop familiarity with the type of test questions and the test format.

During the literacy block, all of our ELLs will be instructed solely in English. The ELLs who must take the ELA test in May will participate in an ELA block to improve their literacy skills in English. Teachers will first engage students in a thematic book in the content areas from the Language, Literacy and Vocabulary guided reading program from National Geographic/Hampton Brown. The program contains thematic units built around essential key concepts in science, social studies and math. The program offers rich opportunities for learners to build background knowledge, develop vocabulary and oral language, and learn grade level-content. Working in the content areas, students will develop their academic vocabulary skills, as vocabulary development leads to improved writing skills. The teachers will select 10 of the program's 12 themes. One theme will be paced over a two week period. During the first week, on day one students and teachers will read the concept book to build vocabulary and background knowledge around the theme. Teachers will introduce concepts and vocabulary and then model and share the reading. On day two, students will reread the concept book, develop concepts and vocabulary, introduce the comprehension strategy, and participate in small group reading and modeled writing. On day three, students will read the first non-fiction book in the theme, developing concepts and vocabulary from that text. Then, they will participate in small group reading to practice the comprehension strategy and finally participate in shared writing. During week two of the theme, students will further enrich their non-fiction knowledge of the theme. On day one, students will read the second non-fiction book in the theme in a small group using the comprehension strategy and will review concepts and vocabulary. On day two, teachers will engage in individual assessment using running records. Meanwhile, students will reread the non-fiction texts and start the guided writing activity. Finally on day three, students will complete the guided writing activity and engage in various assessment activities as deemed appropriate by the teacher. This portion of the ELA block will take approximately 35 minutes.

Those students who are exempt from taking the ELA will first participate in an eight week newcomer program to develop basic English vocabulary and language structures necessary for success in school. The program *Carlos Comes to Lakeside Elementary* from National Geographic/Hampton Brown will enable students to develop English vocabulary and concepts, language development and communication skills, and beginning writing ability to prepare them for the rigors of classroom work in English. Students will also use the supplemental program from National Geographic/Hampton Brown called *Reading Basics* to develop phonics, word structure skills, blending and decoding strategies. After the eight week newcomer program, the students will begin work in English in the content areas. Students will also use the Language, Literacy, and Vocabulary guided reading program to strengthen academic vocabulary and background knowledge in the content areas of science, social studies and mathematics. Each lesson includes modeling and guided practice of a comprehension strategy, academic vocabulary development and opportunities to gain reading fluency. Student in the newcomer group will follow the same pacing of the themes as the other groups, using only six of the themes. The first part of the literacy block will take approximately 35 minutes.

Both the newcomer group and the group of ELLs who will be tested will finish their literacy block by engaging in test sophistication for the NYSESLAT. We will order *Finish Line for ELLs: English Proficiency Practice* from Continental Press. This program gives practice in multiple-choice, written-response, and oral-response questions across the five content areas (conversational language, academic language arts, academic mathematics, academic science, and academic social studies) through the listening, reading, writing, and speaking domains. Exposing students to the test format and the type of test question well before the testing day helps minimize test-day anxiety, allowing students more opportunity to display their content knowledge and language proficiency. The program is carefully designed so that the proficiency levels of the questions increase within each lesson to promote advancement. The books are broken into a total of 34 lessons. The reading, listening and speaking lessons will be done one per day and the writing lessons will be broken down into two days. Each lesson will take approximately 20 minutes.

We also offer intervention services during the extended day period. During 37.5 minutes, our ELLs work in small groups of 10 or less students to improve literacy and math skills. In kindergarten through second grade, the ELLs in the ESL program are using the *Foundation* program from Wilson reading, as well as phonemic awareness and phonic components from the *Harcourt Storytown* program. *Foundations* lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. The *Storytown* phonemic awareness component is systematic instruction that teacher children to analyze words at the phoneme level. Each lesson contains teacher modeling followed by independent student practice. Students are allowed frequent practice with blending, segmenting and manipulating phonemes. The phonic component aids student in relating letter to sounds, blending sounds to form words, manipulating sounds to learn the relationship between letter, sounds and word meaning, an encoding tasks that have children break spoken words into sounds.

Bilingual students in the extended day program use the *Estrellita* program and phonemic awareness and phonics activities from the *Villa Cuentos* program. *Estrellita* is an accelerated, systematic, explicit phonics program which aids to accelerate students through the decoding process. Students practice the initial sounds, followed quickly by blending of consonant and vowels. Then, students begin to use syllables to form words. In *Villa Cuentos*, students learn how to hear, identify and manipulate the sound sin spoken words. They do activities with the syllables in Spanish, including isolation, identity, categorization, blending, segmentation, deletion, addition and substitution. During phonics instruction, students work on letter-sound association, word blending and building, reading decodable text, and spelling.

In third through fifth grade, both ESL and bilingual students are working in shared reading activities in English and guided math practice in the appropriate language. One month has a reading focus and the following month has a math focus. During the months where reading is the focus, teachers are using shared reading strategies. Shared reading is a collaborative reading experience in which the teacher and the students join in reading together. It is a widely used technique that allows students to engage in the reading process, regardless of ability. Shared reading builds experience with written text, makes challenging text accessible, and strengthens problem-solving abilities. Not only does the teacher model fluency during these sessions, she also stops periodically to think aloud. Engaging students in strategies that proficient readers are always using aid students in applying these strategies to their own reading.

During those months where the students are engaged in a study of mathematics, students are focusing on various problem solving activities. To reinforce the most effective way to use these strategies, we follow a gradual release model, or “I do, we do, you do.” the gradual release of responsibility “emphasizes...instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise” (Buehl 2009). During this three step process, teachers first provide direct instruction, establish goals, model, and think aloud, while the student actively listens and asks for clarification. Then, during guided instruction the teacher provides interactive instructions, works with students providing checks, clues, and prompts, and provides additional modeling if necessary. Meanwhile, the students are asking and responding to questions, while completing the task alongside their classmates. Finally, during independent practice, teachers provide feedback and evaluate, while students work alone relying on classroom learning to complete the task. By systematically following this process during the extended day period, students will become independent learners and problem solvers.

ELL students who are designated at-risk because of hold-over status participate in a special program where a team of faculty meets to discuss each child’s specific case. The team works together to develop a personalized intervention plan for each child. According to the plan, the child may receive different types of small group instruction during the school day, like guided reading. Typically, they also receive reading intervention through the Wilson reading system. Based on Orton-Gillingham principles, WRS is a highly-structured remedial program that directly teaches the structure of the language to students who have struggled with other teaching strategies.

Our fourth and fifth grade ELL classes, both ESL and bilingual participate in the ST Math program. The ST Math K-5 courseware is a research-proven, comprehensive, grade-level math instructional software program that utilizes Spatial-Temporal (ST) reasoning to teach math concepts that aligned with state standards. Spatial-Temporal reasoning is the innate ability to visualize and manipulate images through a sequence of steps in space and time - a process critical to solving problems in math, science and other curriculum ideas.

Our school is also part of the supplementary educational services program. This year we are partnering with two state-approved providers: UFT Young People’s Academy and School Professionals. The School Professionals program takes place on Saturdays for three hours. The team of teachers is comprised of individuals possessing years of hands-on experience and strong educational backgrounds. The curriculum is customized and responsive to the needs of each student.

The UFT Young People's Academy uses the Voyager Passport Time Warp intervention program from Cambium Learning. Teachers deliver instruction to the students in the five essential components of reading, including systematic, explicit instruction in small groups. Motivational, high-interest content and hands-on adventures and engaging instructional materials create excitement about learning. The learning framework contains five components that aid in the comprehension of ELLs: context, knowledge and skill development, discovery-based, problem-solving and collaboration.

Support our former ELLs as they move from an advanced to a proficient level is considered on a case-by-case basis. Our former ELLs in the ESL program complete one more year in the heterogeneous ELL class on their corresponding grade. It is in this way that the push-in ESL teacher, either Ms. Canales or Ms. Arecena can support that student with whatever language learning issue that they may experience. Students in the bilingual program transitioning from English learner to English proficient are moved from the bilingual class to the ELL class on their corresponding grade. In this setting, students are offered more instructional scaffolding and additional support from push-in personnel. Materials for math instruction are provided in Spanish. In addition, some students require a little extra support when transitioning from math instruction in Spanish to instruction in English. These students go to the bilingual class for their math instruction. As students feel more comfortable with math instruction in English, they can transition fully into the English program.

All former ELLs are provided with testing accommodations for the first two years of their proficiency. The testing accommodations include a time extension, the use of bilingual dictionaries and glossaries, the simultaneous use of English and alternative language editions, third reading of listening selection, writing responses in the native language and oral translations of lower incidence languages. We also proctor exams to ELLs in the optimal testing environment.

When the LAP team meets in May and June, the efficacy of our current programs will be reviewed. Team members will use formal and informal assessments, student and teacher reflections, and first hand experience with the program to determine what programs shall continue and which programs will be discontinued.

We also offer several enrichment programs to our school's ELL population. When an enrichment program is brought to the school, every effort is made to include classes of ELLs. The Teachers & Writers Collaborative (T&W) is a creative writing program led by professionally published writers. T&W writers partner with classroom teachers to design and implement writing programs that build upon and extend the literacy programs at the school. The T&W writers find creative methods to supplement and enhance all areas of curricula and help teachers address learning standards in new ways.

Working with a T&W writer gives students the opportunity to develop writing strategies and critical-thinking skills, give voice to their ideas in writing, and build confidence as they participate in each stage of the writing process. Students read and discuss classic and contemporary literature from a diverse range of cultures with the guidance and support of an inspiring professional writer. The T&W writers will begin working with the students in February and will focus on poetry. The participating classes will participate in a culminating activity at the end of the program. A handsome, professionally published anthology of student writing and art will be created for exhibition at the end of the program.

Our school also participates in the Armani Elementary Arts Institute. This special 2-year program is intended to help improve, expand and/or enhance arts education in selected high-needs elementary schools in the Bronx, and to promote articulation with neighboring middle and high schools in order to ensure a more effective continuum of arts services across schools levels. The Armani Arts Institute will also contribute to helping transform participating schools and communities through the power of collaborative, project-based arts learning.

Vickie Fremont – a renowned Harlem-based visual artist and instructor at the Arts Horizons LeRoy Neiman Arts Center – is our artist for the residency. Working with class 201, Stephanie Feliu's self-contained ESL class, they will create puppets, masks, and collages, and participate in music education through West-African drumming. They will use the arts to help develop stories about themselves and their communities and then about their dreams and goals. The first half of the project will culminate in students sharing their stories with their parents and peers. Parents will also have the opportunity to experience art-making first hand through a special parent/student workshop that will take place in May.

In our school, we are currently using various, enriching curricula and instructional materials. Our ELLs follow the same curricula as the English proficient students. In math, we currently use New York Mathematics from Scott Foresman and Addison Wesley available in English and Spanish. This is a fully research-based program, designed and compiled by an experienced authorship team and is completely aligned with the New York Core Curriculum Standards. The proven effectiveness of Scott Foresman's previous math programs provided a longitudinal research base that spans more than 100 years. Longitudinal classroom studies further validated the efficacy of the program. Starting in kindergarten, the program develops and extends mathematical thinking through stories, games, and center activities. Students grow to understand the concept of numbers, numeracy, and equality. The program includes daily assessment, differentiation for all learners, extensive problem solving and customized intervention.

Our reading and writing workshop is taught through the use of the research-based developmental literacy program Storytown and Villa Cuentos. The programs reflect current, confirmed research by prioritizing and sequencing essential skills and strategies into an organized model for instruction. Lessons include explicit, systematic instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension and writing. The foundation of the program is its high-quality children's literature and informational texts. Students are regularly exposed to a variety of genres, allowed for ample practice and application of skills, using a variety of meaningful tools and activities. All instruction and activities are adaptable to accommodate all types for learners. All materials are available in both English and Spanish. There are extensive components for intervention, differentiation and reteaching. Through the use of these elements, ESL and classroom teachers are able to reach all learners.

Our content areas are delivered using the core curriculum materials from the Department of Education. For science, we currently use the Delta FOSS kits and science modules and Harcourt Science text books in fourth and fifth grade. FOSS engages students in the inquiry process allowing students construct an understanding of scientific concepts through their own investigations and analyses. Students use laboratory equipment, readings, and interactive technology to exercise logical thinking and decision-making skills appropriate to their age level. The FOSS kits are available in both English and Spanish. In kindergarten through second grade, the bilingual classes are doing science instruction in English, adapting the lessons to make them as hands-on as possible. In third through fifth grade, instruction in science is delivered both in English and in Spanish. The English lessons are taught using ESL methodologies.

In social studies, we follow the scope and sequence guidelines from New York City. In kindergarten through second grade, students begin to develop awareness about self, family, neighborhoods, and communities large and small. In third through fifth grade, they are introduced to the diversity of world communities, the historic development of New York State, and the similarities and differences among the nations that make up the Western hemisphere. The early grade teachers use authentic literature, songs and chants, shared experiences and hands-on activities to engage students in higher order thinking about important social studies concepts. The bilingual teachers deliver ESL through social studies in kindergarten through second grade. In third through fifth grade, the bilingual classes engage in social studies learning in both languages, doing hands-on activities and review on English days.

Instruction in all these curricula is enhanced through the use of technology. ELLs have access to the same technology as the rest of the school population. Collaboration and interactivity with digital technology help improve student learning outcomes. Currently, all classes with ELLs have an interactive whiteboard in their classroom. The use of SMART boards with ELLs enhances instruction, making it more interactive and engaging. Scott Foresman Mathematics, Storytown, and Villa Cuentos all contain an interactive whiteboard component in their programs. In addition, students in second through fifth grade have access to notebook computers. The technology specialist, Annette Lopez also has many other technological enhancements available to teachers of ELLs in the school's technology lab. Teachers can use ELMO projectors, Flip cameras, digital cameras, camcorders and iPods to add technology into lessons and student projects.

### 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)?

Paste response to questions 1-5 here

### 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.

Our professional development program will be extensive and ongoing. All teachers of English language learners will be included in the professional development opportunities. The team of ELL teachers and administrators will meet on a monthly basis for an hour and 45 minutes each time. During school year 2010-2011, we will hold total of 10 meetings. The first two meetings will focus of adjusting and improving the language allocation policy. The last eight meetings will focus on instructional strategies, such as writing, academic vocabulary development, higher-order questioning strategies, and additional topics as the teachers feel needs arise.

Several of our teachers of ELLs will also participate in various workshops offered through the Office of English Language Learners and the BETACs at our nearby universities, including Fordham University, Hunter College and New York University. Teachers will attend workshops on their own and then turnkey the information with all of the teachers of ELLs.

In addition, a cohort of six teachers of ELLs will continue their partnership with Oswego State University of New York as part of the Project Smart Teacher Leader Quality Partnership (TLQP) State Education grant. The teachers will work with a professor to develop their own course. This year, the course is focused around the theme of multicultural education and teaching for social justice. Teachers will plan collaboratively in their monthly meetings to develop thematic units that focus on teaching for social justice through the content areas. Teachers will focus on environmental education during the science period, the true meaning and history behind holidays during social studies and other topics as they arise during our work through the school year. The goal of the course is to help the school community begin to relate and understand histories, cultures and languages that are different from their own. The ultimate purpose of true multicultural education is to "encourage academic excellence that embraces critical skills for progressive social change (Lee, et al. 2002)."

To assist staff as our fifth grade ELLs graduate to M.S. 331, this year we will be providing the ESL staff at M.S. 331 with all essential

paperwork that follows our ELLs. Photocopies of the program selection forms are available in the the students' cumulative records, but we will also forward on the original program selection forms for the middle school ESL staff. In addition, we will provide the digital copies of the paperwork, to make their record keeping easier.

To help students as they transition from one school to the other, Ms. Maelhum, the ESL teacher at M.S. 331 invites our fifth grade ELLs students to participate in an orientation session at the end of the school year. Students have a chance to meet the different teachers, learn about changing classes, school rules and policies, etc.

To ensure that all of our staff (excluding ESL and Bilingual certified teachers) received the minimum 7.5 hours of mandated ELL training as per the Jose P. ruling, we will provide three professional development sessions. Two of the sessions will take place during the once monthly faculty conferences (final dates to be determined) and the third session will be held during the professional development day, June 9, 2011. The first meeting will cover topics such as identification of English language learners, the intake process, and determining continued entitlement. The second meeting will cover the stages of language acquisition and the characteristics of students at each stage. The last date will include instructional strategies that classroom and cluster teachers can be used across all subject areas to foster language development. Teachers are required to sign-in at each session. In addition, teachers will be furnished with a certificate upon the completion of the 7.5 hours. Photocopies of the sign-in sheets and the certificates will be kept on file in the office of the ESL/Bilingual Coordinator, Ms. Worthington-Garcia. In addition, a photocopy of the certificate will be placed in the teachers' personell files. For school year 2011-2012, only new staff who do not have a record of the mandated 7.5 professional development hours will be required to participate in the professional development sessions.

## 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?

As part of our work with the Project Smart Teacher Leader Quality Partnership (TLQP) State Education grant through the State University of New York, Oswego, the teachers will be holding a series of workshops for parents regarding parents rights and responsibilities. The topics will include helping with homework, state testing, school volunteerism, using ARIS and school curriculum. The meetings will be held monthly from December to April, beginning with helping with homework in December.

In addition, for the first time, we will start a study group for parents. It will be limited to 20 participants and will be facilitated by two ESL teachers. The study group will meet once a month, from December to May, for an hour each time for a total of six meetings. It will be done bilingually to accommodate as many parents as possible. We will order 5 English copies and 15 Spanish copies of The Ten Basic Principles of Good Parenting by Laurence Steinberg. This book will serve as the foundation for our study group. For one hour each session the facilitators will focus upon one of the principles of the book, starting with a synopsis and then following a protocol to engage the parents in a discussion. The goal is to encourage parents to come up with practical strategies to incorporate the principles into all the good ways they are already rearing their children. Another book the facilitators will refer to as a reference is Parenting with Love and Logic/Ser Padre con Amor y Logico by Foster Cline and and Jim Fay. This book will be used in a few meetings to reinforce specific important points that we want parents to understand, such as teaching children to take responsibility for their own education and helping their children to develop their self-esteem. As it is only a reference guide, not the foundation of the group, we will only order 2 copies in English and 2 copies in Spanish. We will also order 5 English copies and 15 Spanish copies of Help Your Children Succeed in School/Ayude a su hijo tener exito en la escuela by Mariela Dabbah to use as a guide for directing parents when it comes to becoming more involved in the school community and academic issues their children may face.

At the end of the school year, parents will be sent a survey by mail to determine what additional needs or support they may wish to see for the following school year. These surveys will be sent out in June of 2011 and analyzed upon their return to determine what types of parental professional development we should plan for the 2011-2012 school year.

## 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)	10	18	11	8	6	7								60
Intermediate(I)	2	6	13	16	17	9								63
Advanced (A)	11	5	9	11	14	10								60
Total	23	29	33	35	37	26	0	0	0	0	0	0	0	183

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	1	7	1	2	2	3							
	I	0	5	2	6	4	0							
	A	0	9	14	8	4	3							
	P	0	5	9	17	24	17							
READING/ WRITING	B	1	17	3	8	4	3							
	I	0	6	12	15	17	10							
	A	0	2	7	10	13	10							
	P	0	1	4	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	13	12	1	2	28
5	6	11	2	0	19
6					0
7					0
8					0
NYSAA Bilingual Spe Ed	0	0	0	1	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1								1
4	3	6	11	8	4	0	1	0	33
5	2	0	10	5	4	1	0	0	22
6									0
7									0
8									0

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

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)	1	8	6	6				
Chinese Reading Test								

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

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

In the all grades this year we will continue to use the DRA-2 and the EDL-2 to assess students reading and comprehension skills. This assessment in comprehensive and takes the place of the E-CLAS and the EL-SOL thanks to the inclusion of a word analysis component in the assessment. In Kindergarten, students are administered the alphabet recognition assessment at the beginning of the school year. Then, once Kindergarteners have received several months of reading instruction, they are administered the reading and comprehension component of the DRA-2 or EDL-2. If students are performing below a level 1 at this time, they are administer the word analysis component. Teachers use this data to form guided reading groups and to inform instruction in shared reading and reading strategy mini-lessons. The teachers in first and second use the DRA and EDL the same way as the kindergarten teachers, but they only have to administer the word analysis component and the alphabet recognition if the children are reading below a level 1. First and second grade teachers also use the DRA and EDL to inform lesson planning and to make guided reading groups. In the upper grades, teachers use this tool as a way to assess students reading levels to make guided reading groups. They may also use the data to help students during reading conferences or to plan for mini-lessons, if most of the class is deficient in one area.

After reviewing the NYSELAT data, there is a trend that shows that the older the student is the better they will do on the test. Overall, most of our ELLs fall at an intermediate level, 63 of 183 or approximately 34% of the total ELL population. However, reviewing the other proficiency levels show that 32% fall at the beginning level and 32% fall at the advanced level. In a review of the overall proficiency level, as the students move up in the grades, they move up to a more advanced level. This is mainly due to the fact that our older students have more experience with testing than our kindergarten, first and second grade students do. To help our younger students prepare for the NYSESLAT, they will use Empire State NYSESLAT preparation books and they will be administered at least one practice version of the test.

In a review of the NYSESLAT modalities, most students perform at an advanced or proficient level in listening and speaking and at an

When examining the English language arts test, the majority of our ELL population is scoring below grade level. In the fourth grade, 46% scored a level 1, 43% scored a level 2, 4% scored a level 3, and 7% scored a level 4. In the fifth grade, 31% scored at a level 1, 58% scored at a level 2, and 11% scored at a level 3. This is due in part to the recent mandate that ELLs must take the ELA exam after one year of instruction in an English language school system. To aid students to prepare more effectively, please review our proposed plan for ELLs who must take the ELA for the first time. It is found in the programming and scheduling section.

When considering the math exam, our ELL population did slightly better. In fourth grade, 27% scored a level 1, 58% scored a level 2, 12% scored a level 3 and 3% scored a level 4. When considering the native language version of the test, 43% of the students tested in Spanish scored a level 1 and 57% of the students scored at a level 2. In fifth grade, 9% of the students scored at a level 1, 68% of the students scored at a level 2 and 23% of the students scored at a level 3. On the native language version, 83% of the students tested in Spanish scored at a level 2 and 17% of the students scored at a level 3. Our Title III ESL Academy will aid students to improve performance on the math test in the native language. For more information, please see the description in the programming and scheduling section.

### 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.

Our LAP team also includes several other classroom teachers not listed in the first section of the document. They are Wanda Llamas, first and second grade bilingual teacher, Marni Lipton, 3<sup>rd</sup> grade teacher, and Kareene Drummond, 5<sup>th</sup> grade teacher.

#### Sources Cited

- Buehl, Doug. Classroom Strategies for Interactive Learning. Newark, DE: International Reading Association, 2009. Print.
- Garcia, Anne U. "ELL Integrated Thematic Learning: Creating Consistency for Language Acquisition in Primary Grades." Suite101.com: Online Magazine and Writers' Network. 30 Mar. 2008. Web. 25 Oct. 2010. <<http://www.suite101.com/content/integrated-thematic-instruction-a49271>>.
- Gibbons, Pauline. Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom. Portsmouth, NH: Heinemann, 2002. Print.
- Lee, Enid, Deborah Menkart, and Margo Okazawa-Rey, eds. Beyond Heros and Holdiays: A Practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development. Washington, D.C.: Teaching for Change, 2002. Print.
- Welch, Stephanie. "Current Brain Research and Education." Associated Content - Associatedcontent.com. 3 Mar. 2009. Web. 26 Oct. 2010. <[http://www.associatedcontent.com/article/1527778/current\\_brain\\_research\\_and\\_education\\_pg4.html?cat=72](http://www.associatedcontent.com/article/1527778/current_brain_research_and_education_pg4.html?cat=72)>.

## 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		