



**PS 307
SCIENCE SCHOOL FOR EXPLORATION & DISCOVERY**

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

**SCHOOL: 10X307
ADDRESS: 124 EAMES PLACE, BRONX, NY 10468
TELEPHONE: 718-601-2632
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 307 **SCHOOL NAME:** Science School of Exploration & Discovery

SCHOOL ADDRESS: 124 Eames Place, Bronx, NY 10468

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

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

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Marcy Schickler & Danielle Hodgson

PRINCIPAL: Luisa Piñeiro Fuentes

UFT CHAPTER LEADER: Farheen Malik

PARENTS' ASSOCIATION PRESIDENT: Elizabeth Agramonte

STUDENT REPRESENTATIVE:
(Required for high schools) NA

DISTRICT AND NETWORK INFORMATION

DISTRICT: 10 **CHILDREN FIRST NETWORK (CFN):** 109

NETWORK LEADER: Maria Quail

SUPERINTENDENT: Sonia Menendez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

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

PS 307 prides itself on the professional development it offers. PS 307 has continued to invest in professional development. The enthusiasm for learning and professional growth among the young staff is an invaluable asset. A strong professional development program has harnessed that enthusiasm, and as a result, our student scores in math and literacy continue to reflect student progress despite lower New York City and New York State averages.

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

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

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

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. X307 - Eames Place								
District:	10	DBN:	10X307	School BEDS Code:	321000010307				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7	11			
	K	√	4	√	8	12			
	1	√	5	√	9	Ungraded	√		
	2	√	6		10				
Enrollment				Attendance - % of days students attended :					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	32	39		95.4	96.6	TBD		
Kindergarten	56	67	59	Student Stability - % of Enrollment :					
Grade 1	63	70	64	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	53	44	49		93.7	90.2	TBD		
Grade 3	36	40	29	Poverty Rate - % of Enrollment :					
Grade 4	32	34	41	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	30	32	39		82.1	89.3	88.2		
Grade 6	0	0	0	Students in Temporary Housing - Total Number :					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		2	5	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number :					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		2	2	2		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	0	1	4	(As of October 31)	2007-08	2008-09	2009-10		
Total	306	320	324		2	2	2		
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
# in Self-Contained Classes	24	23	23	Principal Suspensions	6	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	TBD		
Number all others	3	12	13	Special High School Programs - Total Number:					
<i>These students are included in the enrollment information above.</i>				(As of October 31)	2007-08	2008-09	2009-10		
				CTE Program Participants	0	0	0		
English Language Learners (ELL) Enrollment:				Early College HS Program Participants	0	0	0		
(BESIS Survey)				Number of Staff - Includes all full-time staff:					
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10		
# in Transitional Bilingual Classes	0	0	0	Number of Teachers	23	21	TBD		
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	80	95	83						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	8	10	Number of Administrators and Other Professionals	4	4	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	39.1	47.6	TBD
				% more than 5 years teaching anywhere	26.1	38.1	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	48.0	62.0	TBD
American Indian or Alaska Native	0.0	0.0	0.0		98.3	70.0	TBD
Black or African American	7.2	7.2	6.5				
Hispanic or Latino	84.3	82.5	86.1				
Asian or Native Hawaiian/Other Pacific Isl.	7.2	5.3	3.1				
White	1.3	1.9	1.9				
Male	46.7	48.1	48.8				
Female	53.3	51.9	51.2				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	<u>Phase</u>			<u>Category</u>			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	√			ELA:			
Math:	√			Math:			
Science:	√			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
Students with Disabilities	√	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	4	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	87.5			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	15			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	24.7			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	47.8						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	NR						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{BH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

LITERACY

ECLAS-2 Assessment

		Fall 2009		Spring 2010	
		# of Students	% of Students	# of Students	% of Students
Kindergarten	Level 1	34	58%	7	10%
	Level 2	22	37%	10	15%
	Level 3	3	5%	50	75%
1 st Grade	Level 1	26	41%	6	10%
	Level 2	20	32%	11	17%
	Level 3	17	27%	46	73%
2 nd Grade	Level 1	17	33%	7	14%
	Level 2	19	36%	19	29%
	Level 3	16	31%	16	57%
3 rd Grade	Level 1	14	48%	7	24%
	Level 2	11	40%	18	62%
	Level 3	4	12%	4	14%

ECLAS-2/Summary of Data Analysis/Findings

ECLAS-2 assessments are administered in grades K-3. The reading levels, reading accuracy and comprehension are determined using the Fountas and Pinnell Benchmark Assessment System.

The September 2009 benchmarks results indicate that in Kindergarten 58% were below grade level, in first grade 41 % were below grade level, in second grade 33% were below grade level and in third grade 48% were below grade level. The following percentages reflect the number of English Language Learners who demonstrate limited oral language skills, in Kindergarten 36% (21 students), in first grade 46% (29 students), in second grade 25% (13 students) and in third grade 8% (2 students).

The Fall 2009 ECLAS-2 results demonstrated a high percentage of students in Kindergarten (58%) were below level on the ECLAS-2 Assessment. These results deemed 34 of the students in Kindergarten required academic intervention services. Spring 2010 ECLAS-2 results indicate that 7 of the Kindergarten students are still below level, 10 are on level and 50 are above level.

The Fall 2009 ECLAS-2 results for First Grade demonstrated that 26% were on level 1. These results deemed 26 of the students in First Grade required academic intervention services. The Spring 2010 ECLAS-2 results indicate 6 students in First Grade remain below level, 11 are on level and 46 are above level.

The Fall 2009 ECLAS-2 results for Second grade demonstrated that 33% were on level 1. These results deemed that 17 of the students in Second Grade required academic intervention services. The Spring

2010 ECLAS-2 results indicate that 7 students in the *Second Grade* remain below level, 15 are on level and 29 are above level.

The Fall 2009 ECLAS-2 results for *Third Grade* demonstrated that 48% were on level 1. These results deemed that 14 of the students in *Third Grade* required academic intervention services. The Spring 2010 ECLAS-2 results indicate that 7 students in the *Third Grade* remain below level, 18 are on level and 4 are above level.

Implications for 2010-2011 Instruction

Upon close examination of assessment data, specific strands emerged as deficit areas across grades. These are the same areas that teachers expressed a need for more professional development in the areas of phonemic awareness, phonics and word study.

FOUNTAS & PINELL Reading Assessment / Summary of Data Analysis/Findings

The Spring 2010 Fountas & Pinnell Reading Assessment results for Kindergarten demonstrated that 19% were still at the concepts of print level, 36% were at the beginning or mid-year level and 45% were at or above grade level.

The Spring 2010 Fountas & Pinnell Reading Assessment results for 1st grade demonstrated that 13% were below grade level, 35% were at the beginning or mid-year level, and 52% were at or above grade level.

The Spring 2010 Fountas & Pinnell Reading Assessment results for 2nd grade demonstrated that 14% were below grade level, 52% were at the beginning or mid-year level, and 34% were at or above grade level.

The Spring 2010 Fountas & Pinnell Reading Assessment results for the 3rd grade demonstrated that 31% were below grade level, 48% were at the beginning or mid-year level, and 21% were at or above grade level.

The Spring 2010 Fountas & Pinnell Reading Assessment results for 4th grade demonstrated that 32% were below grade level, 47% were at the beginning or mid-year level and 21% were at or above grade level.

The Spring 2010 Fountas & Pinnell Reading Assessment results for 5th grade demonstrated that 77% were below grade level, 23% were at the beginning or mid-year level and 0% were at or above grade level.

Implications for 2010-2011 Instruction

The Fountas & Pinnell assessments indicate that an overall area of concern is Reading Comprehension. As a school, we will continue to implement metacognitive strategies. These strategies will be monitored in order to determine which specific metacognitive strategies students are employing as readers.

PS 307 will continue our school-wide Read Aloud initiative. For the upcoming school year, the Read Alouds have been correlated to align with our Social Studies curriculum. Teachers will focus on employing think aloud prompts to get students to think aloud and use reading strategies that will help improve comprehension.

ELA/ Summary of Data Analysis/Findings

In April 2010, one hundred and two (102) 3rd, 4th and 5th grade students took the English Language Arts Test.

- Twenty-nine (29) 3rd grade general education students took the test. On this test, 0% scored a level 1, 20% scored a level 2, 59% scored a level 3 and 21% scored a level 4.
- Thirty-six (36) 4th grade students took the test; this number encompasses both general education and special education students. On this test, 3% scored a level 1, 36% scored a level 2, 61% scored a level 3, and 0% scored a level 4.
- Ten (10) of the thirty-six (36) 4th grade students were Special Education students. Of these ten (10), 0% scored level 1, 60% scored level 2, 40% scored level 3 and 0 % scored a level 4.
- Thirty-seven (37) 5th grade students took the test; this number encompasses both general education and special education students. On this test, 11% scored a level 1, 21% scored a level 2, 46% scored a level 3, and 5% scored a level 4.
- Eleven (11) of the thirty-seven (37) 5th grade students were Special Education students. Of these eleven (11), 18% scored a level 1, 46% scored a level 2, 36% scored a level 3 and 0% scored a level 4.

Implications for 2010-2011 Instruction

Most of our students were considered as proficient according to the English Language Arts New York State April 2010 test. In order for our students to progress as readers and writers school wide initiatives will be implemented.

P.S. 307 have inculcated within the culture of the school the inquiry process where assessments will be used analyzed at interim periods of the school year to identify student progress. The school administers school wide simulations three times a year in order to identify student needs and identify performance indicators that need to be addressed. Teachers and staff will collaborate to analyze data, formulate groups, identify materials, and establish a pacing calendar for test sophistication during the day, after-school, and/or a Saturday Academy.

The school has identified language development as being the overall focus for our inquiry work this school year. In order to address this area, teachers will use the newly designated 37.5 minutes for targeted instruction.

MATHEMATICS

Mathematics Assessment Findings

Grade	Computation			Concepts			Problem Solving		
	Fall 2009	Spring 2010	Change	Fall 2009	Spring 2010	Change	Fall 2009	May 2010	Change
1	73%	95%	+22	65%	93%	+28	31%	79%	+45
2	73%	85%	+12	67%	82%	+15	61%	75%	+14
3	61%	84%	+23	65%	88%	+23	58%	78%	+20
4	69%	90%	+21	81%	89%	+8	61%	80%	+19
5	66%	88%	+22	67%	80%	+12	56%	71%	+15

At P.S. 307, we use the Math Achievement Predictors as an in house assessment to make determinations for instruction. Based on our Fall 2009 Baseline as compared to our Spring 2010 End-line the following findings were noted and recorded as a platform for instructional.

It is evident that all grades as a whole showed growth on a lateral level from the Fall to the Spring. All grades 1-5 showed growth in computation, concepts and problem solving.

Summary of Data Analysis/Findings

In **Computation**, Grade 1 had a gain of 22% points, Grade 2 had a gain of 12% points, Grade 3 had a gain of 23% points, Grade 4 had a gain of 21% points and Grade 5 had a gain of 22% points. All grades made significant gains.

In the area of **Conceptual Understanding**, Grade 1 had a gain of 28% points, Grade 2 had a gain of 15% points, Grade 3 had a gain of 23% points, Grade 4 Had a gain of 8% points and Grade 5 had a gain of 12% points. All grades made gains.

In **Problem Solving**, Grade 1 had a gain of 45% points, Grade 2 had a gain of 14% points, Grade 3 had a gain of 20% points, Grade 4 Had a gain of 19% points and Grade 5 had a gain of 15% points. All grades made gains especially the 1st grade.

The grade that stood out as an outlier was Grade 1 in the category of Problem Solving. They had a gain of 45% points. Last year our AUSSIE Consultant worked with our 1st grade teachers in developing problem solving strategies and piloted scaffolding to the open response problems from the EDM Unit Exams. Scaffolding helps students and teachers understand the problems better and thus making them user friendly. Students in the 1st grade made the largest gain in problem solving analyzing best practices used in this grade is key. The Math Predictor Test was given to the 1st graders in groups of 5 or 6 and teachers read to them, therefore indicating that given comprehensive reading of the text in addition to the use of the modified open response questions promoted better understanding and better scores.

Implications for Instructional Program

It is our goal to continue our Problem Solving initiative school-wide. Greater emphasis will be placed on reading and understanding the problem thoroughly. Emphasis will be also made on rich discussions on multiple ways of solving a problem as well as related rubrics and content of written responses. Discussion should also be made on understanding the mathematics involved in the problem. Teachers will continue to focus on the Problem Solving Strategy during their scheduled problem solving period. Emphasis should be made on 100% of the students using the strategy at all times to promote gains in the area of problem

solving. We can also look into modifying EDM Open Response Problem in Grade2 to increase the use of these problems during our problem solving period.

If we look at comparisons across the grades on a vertical level from Grade 1 to Grade 5, in all three categories: Computation, Concepts and Problem Solving, students did not perform as well as the lower grades. It seems that as children became older and the material became more rigorous in terms of content, reading level, math ability and number of problems, students dropped in all three categories. It is important to note that rigorous instruction, close monitoring of progress and interventions in math as well as small group instruction is necessary not only in the lower grades but more so in the upper grades where difficult tasks tend to need more guidance. This is needed to improve understanding of mathematics as children get older and to ultimately continue to make gains. We will continue our Problem Solving Professional Development to analyze misconceptions in student work and focus on strategies that cultivate good problem solving responses.

SOCIAL STUDIES

Summary of Data Analysis/Findings (5th Grade Social Studies - 2009 to 2010)

Throughout the beginning of the 2009-2010 school year, we used a test preparation pre-test (Blast Off, Test A) and the Grade 5 Elementary Level Social Studies Test from November 2002 and 2009 to evaluate student progress toward meeting the standards for the test.

In our 2008-2009 results, we discovered that students starting 5th grade had little previous knowledge of basic 5th grade level social studies skills. In September 2008, out of 30 students, 11.4% (4 students) were working at above grade level on the pre-test (November 2002).

Gradually, students made progress toward meeting or exceeding grade level standards from September to mid-November 2008. The results also demonstrated the importance of data-based question essay results on the actual test, and the achievement of higher overall grades.

As a result of the 2008-2009 conclusions, we began intensive social studies test preparation in early 2009 for our 4th graders which included a Social Studies Saturday Academy with a focus on data-based essay questions. In September 2009, out of 38 5th grade students, 77% (29 students) were working at grade level or above on the pre-test (November 2002). There were a total of 11 students (23%) who were working below grade level, 6 of whom had just started at PS 307.

On the actual November 2009 New York State Elementary Level Social Studies Test, out of 38 students of which 11 were special education, 31 students (82%) met or exceeded grade level standards. Overall, 26% achieved an above grade level score of 4, and 67% achieved a "working at grade level" score of 3. Of the seven students not at grade level, 6 had started at PS 307 in the beginning of 2009, missing our extensive 4th grade program. And, 3 of these were ELL students working with Spanish language and English test editions.

Implications for the 2010 - 2011 Social Studies Instructional Program

In order to maintain and/or increase the percentage of students demonstrating knowledge of 5th grade social studies curriculum at the start of 5th grade, more emphasis will be placed on the curriculum program of 4th grade students during the 2010-2011 school year to include all subjects found within 5th grade social studies test. Progress for 4th grade students will be monitored by an analysis of their standard progress on unit goal related tests throughout the year. In addition, 4th grade students will work on selected sections an actual practice Grade 5 Elementary Level Social Studies Tests in order to develop an action plan to target weakness areas for the students at the start of 5th grade.

SCIENCE

Summary of Data Analysis/Findings (4th Grade Science - 2009 to 2010)

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

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

In September 2009, out of 38 students, including 10 special education students, 63% were working at or above grade level on the pre-test (actual 2004 test used as a pre-test).

In February of 2009, out of 38 students, including 10 special education students, 66% were working at or above grade level on the mid-year evaluation (Spring 2006).

In April of 2009, out of 34 students, including 9 special education students, 98% were working at or above grade level on the mid-year evaluation (Spring 2002).

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

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

Implications for the 2009 - 2010 Science Instructional Program

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

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

PHYSICAL SPACE

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

ENGLISH LANGUAGE LEARNERS

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

COMPLIANCE DOCUMENTS/REPORTS/SURVEYS/PLANS

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

BUDGET CUTS

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

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

TEACHERS/STAFF COMMITMENT TO STUDENT PROGRESS

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

HIGH COMMITMENT TO PROFESSIONAL DEVELOPMENT

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

Our school provides flexible scheduling, common preps and planning time (both grade and cross grade) for our teachers. In addition, ongoing demonstration lessons and PD from consultants are provided. There

are PD opportunities during the school day, as well as, after school and Saturdays in Literacy/ESL, Math, Science, Social Studies, and Technology. PD is not only provided on site by school personnel, but from College/Universities, Dept. of Ed., Network and outside organizations. There is also a strong budgetary commitment for professional development.

FURTHER COMMITMENT TO INTERGARTION OF TECHNOLOGY

We have integrated technology into the curriculum on all grade levels. In Grades K-2, further integration of technology into literacy and mathematics curriculum through use of Starfall Reading, Leapfrog, Ticket to Read, Everyday Mathematics program and various other educational websites. In grades 3, 4 and 5, classes have worked on individual projects which integrate technology into the curriculum. For example, our 4th grade, general and special education students collaboratively wrote and produced Public Service Announcements that integrated technology into the Social Studies/Literacy curriculum.

SUCCESSFUL BOOK FAIRS

Through reading inventories teachers discovered that many of their students did not have home libraries or were not reading a diversity of genres. As a result, many of our struggling readers had not developed a "love" for reading or the ability to converse about books. Their reading comprehension was also influenced by this lack. To help remedy this situation, our school now sponsors two book fairs over the course of the school year to provide students and their families the opportunity to purchase books and build home libraries. Both book fairs are scheduled during the week of Parent Teacher Conferences and this ensures that both our students and their families are able to browse and purchase books. In addition, students donate "Loose Change" as a community service and this loose change enables ALL students to buy and own at least one new book.

SIGNIFICANT GAINS

During the school year 2009-2010, PS 307 made exemplary proficient gains in closing the achievement gap in both ELA and Math for Special Education Students. In addition, 77.3% of students in the lowest third citywide and 72.7% of Special Education Students were in the 75th growth percentile or better in ELA, and 43.8% of English Language Learners and 63.6% of Special Education Students were in the 75th growth percentile or better in Math based on NYC Dept of Education Progress Report findings.

SECTION V: ANNUAL SCHOOL GOALS

Literacy Goals

Goal 1 (Writing): To improve the quality of student writing K-5, by developing teachers' expertise in the explicit of writing.

- By June 2011, 95% of classrooms teachers will record the assessment of each student using the Writing Rubric 3X a year. Grade Level and Class Reports from the AUSSIE Database for each reporting cycle will be used to monitor and report student progress (individual, class, grade level and some targeted groups e.g. ELL students)
- By June 2011, a minimum of 70% of classroom teachers will develop an increased understanding in the explicit teaching of Writing.

Goal 2 (Reading Comprehension): To improve reading performance and comprehension of students by developing the teacher's capacity to ask challenging questions of readers as a part of the Reading Workshop (i.e.: Read Alouds, Mini-Lessons, Guided Reading, Shared Reading and the Conference Process).

- By June 2011, 90 % of classroom teachers will record 3X's the assessment of each student using the F&P Benchmark Assessment System and AUSSIE Comprehension Reading Assessment Rubric
- By June 2011, a minimum of 75 % of students will make improved reading progress in their reading level and their comprehension score as measured by the Fountas & Pinnell (F&P) Benchmark Assessment System, and the AUSSIE Reading Comprehension Database Indicators.
- By June 2011, 60 % students on grade level and below grade level will make at least one year's progress
- By June 2011, Grade level and Class Reports from the AUSSIE Database for each reporting cycle will be used to monitor and report student progress (individual, class, grade level and targeted groups e.g. ELL students)
- By June 2011, develop a Schoolwide Specialized Read Aloud Theme Calendar. Identify and/or purchase books to support this Initiative. Develop Sample Challenging Questions for books for at least 2 to 3 Read Aloud Theme Baskets.

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

- The overall number of K-2 students who are proficient in areas of Phonemic Awareness and Phonics will increase from the beginning of the year to the end of year as measured by the Phonemic Awareness and Phonics strands of the ECLAS-2.
 - By June 2011, 65% of Kindergarten students will meet or exceed benchmark Level 2 in the Phonemic Awareness and Phonics Strands of the ECLAS-2 Assessment
 - By June 2011, 65% of 1st grade students who attended K at PS 307 will meet or exceed benchmark Level 4 in the Phonics Strand of the ECLAS-2 Assessment
 - By June 2011, 65% of 2nd grade students who attended K & 1st grade at PS 307 will meet or exceed benchmark Level 6 in the Phonics Strand of the ECLAS-2 Assessment

Math Goals

Goal 1: Development of a Visual Assessment Model to clarify and develop a greater understanding of formative and summative assessments as measurements of student growth.

- By Sept 10, 95% of all classroom teachers and Math AIS providers will participate in Professional Development to gain a better understanding of various types of assessment and their uses. A visual model will be designed.
- By Dec 10, 95% of all classroom teachers will participate in Professional Development to work vertically, across grade-levels to examine differences and similarities in assessment protocols by grade-level.
- By Jan 11, 95% of classroom teachers and Math AIS providers will participate in Professional Development to work collaboratively to develop a whole school Visual Assessment Model.
By May/June 11, 95% of all classroom teachers and AIS providers will revisit visual models for revisions and effective development/impact on instructional planning

Goal 2: To refine and deepen teacher understanding and use of vertical planning data to promote problem solving strategies whole school, specifically focused on increasing vocabulary usage and content area writing in grades 3 - 5.

- By Sept 10, 95% of all classroom teachers and Math AIS providers will participate in Professional Development to review Problem Solving Strategy for grades PK - 5.
- By Oct 10, 100% of all classroom teachers will post the Problem Solving Strategy and use the strategy in their lesson plans during their problem solving period, once a week.
- By May 11, 90% of students will use the Problem Solving Strategy in solving problems
By June 11, 95% of all classroom teachers and Math AIS providers will participate in Professional Development to engage in a final review of student work and data analysis to determine effectiveness, make modifications when necessary and expand/refine the Problem Solving Strategy from 10 - 11.

Goal 3: To identify and consistently utilize research-based strategies that target ELL and SWD populations.

- By Sept. 2010, 100% of our ELL and SWD in grades 3-5 will be identified tested and a data analysis document will be created.
- By Oct. 2010, 95% of classroom teachers and AIS providers will participate in Professional Development on research-based instructional strategies that have shown to be successful with ELL and SWD populations.
- By Oct. 2010, 100% of our targeted ELL and SWD will be receiving small group instruction and individual instruction for differentiation and intervention
- By Dec. 2010, 100% of our ELL and SWD will be retested (midline) and our data analysis document will be updated.
- By Dec. 2010, 95% of classroom teachers and AIS Providers will participate in Professional Development, to receive additional training via modeling/demonstration lessons.
By May 2010, 100% of our ELL and SWD will be retested (midline) and our data analysis document will be updated. Progress will be measured.

Social Studies Goal

Goal 1: To strengthen the implementation of the Social Studies Curriculum Calendar (K to 5) in order to enhance student learning.

- By June 2011, the PS 307's Draft of the Social Studies Curriculum Pacing Calendar aligned with the NYC DOE Social Studies Scope and Sequence will be revised and modified for grades K-5 to include Social Studies Unit Goals.
- A New Unit on "New York State History" will be added (as a mini-pilot) to the PS 307's Social Studies Curriculum Pacing Calendar to 2 additional grades to enhance and further assist student understanding of the features and/or government of New York State.
- A minimum of 65% of 5th grade students who have been with our school at least 2 years will meet or exceed grade level standards on the Grade 5 Elementary level NYS Social Studies Test (November 2010) or (November 2009).
- By June 2011, a minimum of 50% of 4th grade students who have been with our school at least 2 years will be able to score at least a level 2 (approaching grade level standards) on the written section of a practice NYS Grade 5 Elementary Level Social Studies Test.
- By June 2011, K to 5th grade students will demonstrate a visual recognition and awareness of at least 3 to 5 NYC/NYS Landmarks.

Science Goals

Goal 1: To enhance the implementation of our Science Curriculum (K-5)

To increase overall academic achievement and student understanding of the natural world through scientific investigations in grades K to 5

- All PS 307 Science curriculum map overviews in grades K to 5 will be revamped and enhanced to include: a "Good Health" unit focusing on nutrition and exercise to keep students healthy.
 - 75% of all 5th grade students will complete small group science fair projects in addition to the 2 class projects per grade.
 - Starting in May 2011, 100% of all 3rd grade students will practice for the Grade 4 Elementary Level Science Performance Test.
 - A minimum of 30% of 3rd grade students will meet or exceed grade level standards for a practice Grade 4 Elementary Level Science Test administered in May 2011.
 - A minimum of 30% of student families will attend Science Family Curriculum Nights and the school-wide Science Fair.
 - A minimum of 80% of 4th grade students will meet or exceed grade level standards for the NYS Grade 4 Elementary Level Science Test.
- Developed per grade, a PS 307 K-5 test in science pre-test, mid-year and final tests will be developed and administered to track student progress on understanding unit goals.

SECTION VI: ACTION PLAN

Literacy (Writing) To improve the quality of student writing K-5, by developing teachers' expertise in the explicit teaching of writing.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June 2011, 95% of classrooms teachers will record the assessment of each student using the Writing Rubric 3X a year. Grade Level and Class Reports from the AUSSIE Database for each reporting cycle will be used to monitor and report student progress (individual, class, grade level and some targeted groups e.g. ELL students) • By June 2011, a minimum of 70% of classroom teachers will develop an increased understanding in the explicit teaching of Writing.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Professional development will be provided to all staff to develop pedagogy and understanding of writing. This shall include: <ul style="list-style-type: none"> ○ writing genre indicators ○ the writing process and its application to the various genres ○ conducting strategic writing conferences with students to lift the quality of writing ○ instructional practices to support writers and foster independence ○ developmentally appropriate strategies to support writers ○ Ongoing conferring notes and observations ○ Genre specific writing rubrics will be developed to assess writing within the writing Units of Study • Specialists will continue to further support teachers in the use of the AUSSIE writing rubric and further develop rubrics for varied genres • Ensure consistency across the grades by reviewing curriculum planning and maps across the school • Data from the AUSSIE writing rubric to be recorded by classroom teachers three times per year onto the AUSSIE database • Review of the analytical reports (graphs and spreadsheets) for each classroom is to be conducted individually, grade level and across grade groups e.g. K-2 and 3-5 • Student performance reports will be available for reporting to parents
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Staff:</p> <ul style="list-style-type: none"> • AUSSIE Consultants • Classroom Teachers & Specialty Teachers (K-5) • Schoolwide Literacy Committee (depending on availability) • Out of Classroom AIS, EGCR & F Status Teachers (depending on availability) • Principal and/or Assistant Principal

	<p>Scheduling:</p> <ul style="list-style-type: none"> • Professional Development (PD's) by the AUSSIE consultants to all staff including: <ul style="list-style-type: none"> ○ Early Fall PD Kick-off ○ Monthly Monday Literacy Volunteer PD Workshops ○ Half day PD Workshop on Election Day (November 2010) ○ On-going professional development throughout the year including: <i>Grade Level Team Meetings, Early Morning and/or After-school Meetings, Classroom Coaching and Planning Meetings</i> ○ Common Prep planning meetings for sharing of student work ○ Demo Lessons and Intervisitations (when needed) ○ Monthly Voluntary Literacy Lunch and Learn sessions <p>Funding: (Depending on Final Budget Allocation)</p> <ul style="list-style-type: none"> • Tax-Levy • Contract for Excellence • Title I SWP • Title II, Part A • Title I, Part A (ARRA) • Title III, Part A
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Data generated statistics, graphs and spreadsheets throughout the year from the AUSSIE Writing Rubric Database • Periodic monitoring and reporting throughout the year of student progress from data collected • AIS Student Groups identified for intervention when they have not demonstrated adequate progress • Student Portfolio Writing Samples inclusive of rubrics will be identified and passed on to the student's teacher for the next school year • Informal and Formal observations by School Administrator(s) • Informal feedback from AUSSIE Literacy Consultants/Literacy Committee Members and AIS Literacy Providers • Literacy Learning Walks Feedback Sheet • Pre & Post Teacher Survey on the Explicit Teaching of Writing • Intervisitation and Demo Lesson Log posted on Literacy Bulletin Board

SECTION VI: ACTION PLAN

Literacy (Reading Comprehension) To improve reading performance and comprehension of students by developing the teachers' capacity to ask challenging questions of readers as a part of the Reading Workshop (i.e.: Read Alouds, Mini-Lessons, Guided Reading, Shared Reading and the Conference Process).

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By June 2011, 90 % of classroom teachers will record 3X's the assessment of each student using the F&P Benchmark Assessment System and AUSSIE Comprehension Reading Assessment Rubric • By June 2011, a minimum of 75 % of students will make improved reading progress in their reading level and their comprehension score as measured by the Fountas & Pinnell (F&P) Benchmark Assessment System, and the AUSSIE Reading Comprehension Database Indicators. • By June 2011, 60 % students on grade level and below grade level will make at least one year's progress • By June 2011, Grade level and Class Reports from the AUSSIE Database for each reporting cycle will be used to monitor and report student progress (individual, class, grade level and targeted groups e.g. ELL students) • By June 2011, develop a Schoolwide Specialized Read Aloud Theme Calendar. Identify and/or purchase books to support this Initiative. Develop Sample Challenging Questions for books for at least 2 to 3 Read Aloud Theme Baskets.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • Professional Development (i.e. Monday Literacy PD/Lunch & Learn/Grade & Cross Grade Level Conferences/Common Prep Periods) will be provided to staff to develop & enhance teacher-questioning techniques. This shall include: <ul style="list-style-type: none"> ○ identifying types of questions to promote meta-cognition ○ analysis of Reading Level Indicators - discussions of strategies for moving students to the next reading level and developing a tool belt of types of questions we need to ask ○ conducting reading conferences with students using strategic questioning ○ using Schoolwide Theme Related Read-Alouds, (i.e.: Holidays/Cultural Awareness, Save the Earth, Endangered Animals, Bullying, Good Touch/Bad Touch and other identified themes), to foster schoolwide community and inquiry and encourage the development of effective Questioning Techniques • Professional development of the AUSSIE Reading Comprehension Rubric will be further enhanced to include strategic questioning by the teachers • Professional development on developing grade level and small group SMART Goals for Reading and Comprehension will be provided • Professional development will be provided on assessing student responses to teacher questions and recording student data

	<ul style="list-style-type: none"> • Review of the Analytical Reports (graphs and spreadsheets) for each classroom will be conducted • individually, grade level and across grade groups (e.g. K-2 and 3-5)
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Staff:</p> <ul style="list-style-type: none"> • AUSSIE Consultants • Classroom Teachers & Specialty Teachers (K-5) • Schoolwide Literacy Committee (depending on availability) • Out of Classroom AIS, EGCR & F Status Teachers (depending on availability) • Principal and/or Assistant Principal <p>Scheduling:</p> <ul style="list-style-type: none"> • Professional Development (PD's) by the AUSSIE consultants to staff including: <ul style="list-style-type: none"> ○ Early Fall PD Kick-off ○ After-school Workshop in September 2010 ○ Monthly Monday Literacy Voluntary PD Workshops ○ Half day PD Workshop on Election Day (November 2010) ○ On-going professional development throughout the year including: Grade Level Team Meetings, Early Morning and/or After-school Meetings, Classroom Coaching and Planning Meetings ○ Common Prep Planning Meetings ○ Demo Lessons and Intervisitations (when needed) ○ Monthly Voluntary Literacy Lunch and Learn sessions <p>Funding: (Depending on Final Budget Allocation)</p> <ul style="list-style-type: none"> • Tax-Levy • Contract for Excellence • Title I SWP • Title II, Part A • Title I, Part A (ARRA) • Title III, Part A
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Reading Comprehension Data generated Statistics, graphs and spreadsheets, throughout the year, from the AUSSIE Reading Comprehension Database • Fountas & Pinnell (F&P) Benchmark Assessment System - Reading Levels • Periodic monitoring and reporting throughout the year of student progress from data analysis • Student Group Lists identified for Academic Intervention Services (AIS) if they have not demonstrated adequate progress • Formal and/or Informal observations by School Administrator(s) • Literacy Learning Walk(s) Feedback • Intervisitation and Demo Lesson Log posted on Literacy Bulletin Board • Monday Literacy PD Agendas and Attendance Sheets • A minimum of 2 to 3 School-wide Read Aloud Theme Baskets with an identified Resource Book for each

grade (K-5) will be organized with sample challenging questions that correlate to each of the books selected.

- A Pilot School-wide Specialized Read Aloud Theme Calendar will be developed in collaboration with teachers/AUSSIE Consultants/Literacy Committee and AIS Providers by June 2011.

SECTION VI: ACTION PLAN

Literacy (Phonemic Awareness and Phonics) To continue to increase student reading achievement in grades K-2 by integrating systematic and explicit instruction in Phonemic Awareness and Phonics.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>The overall number of K-2 students who are proficient in areas of Phonemic Awareness and Phonics will increase from the beginning of the year to the end of year as measured by the Phonemic Awareness and Phonics strands of the ECLAS-2.</p> <ul style="list-style-type: none"> ○ By June 2011, 65% of Kindergarten students will meet or exceed benchmark Level 2 in the Phonemic Awareness and Phonics Strands of the ECLAS-2 Assessment ○ By June 2011, 65% of 1st grade students who attended K at PS 307 will meet or exceed benchmark Level 4 in the Phonics Strand of the ECLAS-2 Assessment ○ By June 2011, 65% of 2nd grade students who attended K & 1st grade at PS 307 will meet or exceed benchmark Level 6 in the Phonics Strand of the ECLAS-2 Assessment
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Strategies:</p> <ul style="list-style-type: none"> • a) By September 2010, PS 307 will have a draft of a Phonemic Awareness and Phonics Pacing Calendar that integrates monthly Phonics and Phonemic Awareness Goals. • b) The Literacy Task Force Sub-committee will continue to revise and adjust the pacing and scope of The Phonemic Awareness and Phonics Pacing Calendar in consultation with teachers, AUSSIE Consultants and Administrators. This will allow us to integrate best-practices from the Reading First Initiative into our Balanced Literacy program. • By October 2010, identified K-2 teachers will receive additional PD on: Phonemic Awareness & Phonics Goals/Assessment/Differentiated Instruction. This Professional Development will be on-going through the SY 2010-11. • New Teachers will be offered and encouraged to complete the Phonics and Phonemic Awareness modules of the NYS Reading Academy Online Course (June 2011). • Baseline beginning-of-year Assessments will be completed by the 3rd week of October 2010 to determine group placement and assist in group assignments with AIS provider(s). • Key staff will continue to be integrated into the "PS 307 Literacy Task Force Team" (i.e., EGCR/AIS Providers, ESL School-wide Coordinator, Reading/Technology Specialist, Data Inquiry Coordinator, Administration...) The Literacy Task Force will meet at least once a month to examine data and create intervention plans. • During the 2010-11 school year, class size will be reduced at least 2-3x's a week during the Literacy Block by utilizing AIS Providers and/or EGCR teaching staff to facilitate targeted small-group instruction. • By mid- to end- October 2010, small, flexible groups based on student performance on benchmark and progress-monitoring assessments will be formed. This will facilitate targeted small-group instruction for students who do not master concepts and/or skills. • By the end of October 2010, one or more of the following scientifically based Intervention Programs (Fountas & Pinnell, Voyager and/or Intervention Station) will be used to support students in need of

	<p>Intervention Services (K-1) or (K-1-2).</p> <ul style="list-style-type: none"> • Progress-monitoring assessments will be <u>formalized</u> and <u>administered periodically</u> to strategic and intensive students who are receiving AIS and/or RtI Services. Results will be analyzed to determine next steps. • By end of November 2010, teachers in grades K, 1 or 2 who agree will be identified to serve as intervisitation sites. K-2 teachers will also be provided with other opportunities to observe exemplary classroom strategies with time to debrief with coach/consultants throughout the school year.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Staff:</p> <ul style="list-style-type: none"> • AUSSIE Consultants • F-Status ELA teacher (depending on availability of funds) • Classroom teachers (K-1-2) • Early Grade Classroom Reduction (EGCR) teacher(s) & AIS Providers • ESL school-wide teacher & F-Status ESL teacher • Reading/Technology Specialist <p>Scheduling:</p> <ul style="list-style-type: none"> • On-going professional development throughout the year including: <i>Grade Level Team Meetings, Early Morning and/or After-school Meetings, Classroom Coaching and Planning Meetings, Common Prep Planning Meetings, Demo Lessons and Intervisitations (when needed) and Monthly Literacy Lunch and Learn sessions</i> <p>Funding: (Depending on Availability and Final Budget Allocation)</p> <ul style="list-style-type: none"> • Tax Levy • Contract for Excellence • Title I SWP • Title II, Part A • Title I, Part A (ARRA) • Title III, Part A
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • ECLAS-2 mid-year and end year benchmark data analysis. • Progress monitoring using a prescribed schedule to be determined by Literacy Task Force (approximately every 2 to 4 weeks). • Increased student achievement on DYO assessments, Fountas & Pinnell assessments, running records. • PS 307's Draft of a Phonemic Awareness and Phonics Pacing Calendar (September 2010) • Revised PS 307's Phonemic Awareness and Phonics Pacing Calendar (June 2011). • PD's Agendas and Sign-in sheets. • AIS Student Grouping Lists • Inter-Visitation Logs on centralized Literacy Bulletin Board

SECTION VI: ACTION PLAN

Math: Goal #1: Development of a Visual Assessment Model to clarify and develop a greater understanding of formative and summative assessments as measurements of student growth.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By Sept 10, 95% of all classroom teachers and Math AIS providers will participate in Professional Development to gain a better understanding of various types of assessment and their uses. A visual model will be designed. • By Dec 10, 95% of all classroom teachers will participate in Professional Development to work vertically, across grade-levels to examine differences and similarities in assessment protocols by grade-level. • By Jan 11, 95% of classroom teachers and Math AIS providers will participate in Professional Development to work collaboratively to develop a whole school Visual Assessment Model. • By May/June 11, 95% of all classroom teachers and AIS providers will revisit visual models for revisions and effective development/impact on instructional planning
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Visual Model Templates will be designed by teachers and lead by AUSSIE Math Consultant • Sept 10 - One-to-One PD Support for New Teachers with AUSSIE Math Consultant • By Oct 10 - Teachers will collaborate within grade-levels to outline and categorize formative and summative assessments utilized at specific grade-levels. • By Jan. 11, a school-wide Visual Assessment Model will be developed. • By Feb 11 - Models will be displayed and shared with the large school community. • By/May June, visual model will be revisited
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Staffing: AUSSIE Math Consultants, EGCR Teacher for Mathematics, AIS Math Provider(s), Administration and Classroom Teachers</p> <p>Scheduling:</p> <ul style="list-style-type: none"> • Sept 10 - Grade Level PD with AUSSIE Math Consultant when necessary • Sept 10 - One-to-One PD Support for New Teachers with AUSSIE Math Consultant • Monday Math Afterschool Professional Development (one mtg. per month) • Participation in Network 109 Math PD Calendar Days (1 per month per grade) • Chancellor's Day (full day professional development - June 10) • Lunch-N-Learns / Lunch-N-Shares • Common Planning (by Grade Level) • Teacher Conferencing with Consultants, ECGR, AIS Math Provider(s) and Administrators <p>Funding:</p> <ul style="list-style-type: none"> • Tax Levy • Contract for Excellence • Title I SWP • Title II, Part A

	<ul style="list-style-type: none"> • Title I, Part A (ARRA) • Title III, Part A
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Drafted Visual Assessment Model Templates. • Development of Draft of Grade-Level Visual Assessment Model and Whole School Visual Assessment Model • Revisions of Grade-Level and Whole School Visual Assessment Model by grade-level. • Professional Development Agendas and Att. Sheets • AUSSIE Consultant Logs • Math Professional Development Binder • Grade level Planning Team Meetings (Lunch-N-Learns / Lunch-N-Shares or Common Preps)

SECTION VI: ACTION PLAN

Math: Goal #2: To refine and deepen teacher understanding and use of vertical planning data to promote problem solving strategies whole school, specifically focused on increasing vocabulary usage and content area writing in grades 3 - 5.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By Sept 10, 95% of all classroom teachers and Math AIS providers will participate in Professional Development to review Problem Solving Strategy for grades PK - 5. • By Oct 10, 100% of all classroom teachers will post the Problem Solving Strategy and use the strategy in their lesson plans during their problem solving period, once a week. • By May 11, 90% of students will use the Problem Solving Strategy in solving problems • By June 11, 95% of all classroom teachers and Math AIS providers will participate in Professional Development to engage in a final review of student work and data analysis to determine effectiveness, make modifications when necessary and expand/refine the Problem Solving Strategy from 10 - 11.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • During Extended Day Math Professional Development, teachers from all grades will review the Problem Solving Strategy for grades PK - 5. Using this as a model, teachers will work collaboratively to select two problem solving tasks to be used for vertical planning. Teachers will review and utilize vertical planning tasks data and analysis from the 09-10 school year set grade-wide and school-wide goals for the 10-11 school year. Use and implementation of math vocabulary from the Everyday Math program in conjunction with the "Suggested List of Mathematical Language by Grade Level," prescribed by the State, will set expectations for math language. • By Sept 10 - June 11 - School wide implementation of the Problem Solving Strategy. • By Oct. 10- Implementation and analysis of the 1st Vertical Planning Tasks in PK - 5. Teachers will use data, including student works samples to guide instruction. • By May 11 - Implementation and analysis of the 2nd Vertical Planning Tasks in PK - 5. Teachers will use data, including student works samples to plan for the 11 - 12 school year. Teachers will compare and contrast student use of vocabulary and written explanations in grades 3 - 5. • By June 11, a final review of student work and data analysis to determine effectiveness, make modifications.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Staffing: AUSSIE Math Consultants, EGCR for Mathematics, AIS Math Provider(s), Administration and Classroom Teacher</p> <p>Scheduling:</p> <ul style="list-style-type: none"> • Sept 2010 - Monday Math Afterschool Professional Development (one mtg. per month) • Sept 2010 - Grade Level PD with AUSSIE Math Consultant when necessary • Sept 2010 - One-to-One PD Support for New Teachers with AUSSIE Math Consultant • Monday Math Afterschool Professional Development (one mtg. per month) • Network 109 Math PD Calendar Days (1 per month per grade) • Lunch-N-Learns / Lunch-N-Shares

	<ul style="list-style-type: none"> • Common Planning (by Grade Level) • Classroom visits, demonstration lessons, and Intra-class Visitations during problem Solving Period • Teacher Conferencing, Planning and Debriefing with Consultants, ECGR, AIS Math Provider(s), and Administrators <p>Funding:</p> <ul style="list-style-type: none"> • Tax Levy • Contract for Excellence • Title I SWP • Title II, Part A • Title I, Part A (ARRA) • Title III, Part A
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Problem Solving Strategies Posted in all classrooms • Utilization of Problem Solving Strategy during Problem Solving Period Identified in Flow-of-the-Day • AUSSIE Math Consultant Logs • Student Work will provide evidence of implementation of Problem Solving Strategy through sequencing of strategies used by students, organization and presentation of student work. • Teacher dialogue with students about strategies used during Problem Solving Period. • Teachers engaging in professional dialogue about student work • Assessments determining students engaging in Problem Solving Strategy will include Kid-Watching, Periodic Assessments, and Vertical Planning Tasks. • Active use of Math Word Walls in all classrooms. • Collection of student writing and problem solving samples as documented in Vertical Planning Task write-ups.

SECTION VI: ACTION PLAN

Math: Goal #3: To identify and consistently utilize research-based strategies that target ELL and SWD populations.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • By Sept. 2010, 100% of our ELL and SWD in grades 3-5 will be identified, tested and a data analysis document will be created. • By Oct. 2010, 95% of classroom teachers and AIS providers will participate in Professional Development on research-based instructional strategies that have shown to be successful with ELL and SWD populations. • By Oct. 2010, 100% of our targeted ELL and SWD will be receiving small group instruction and individual instruction for differentiation and intervention • By Dec. 2010, 100% of our ELL and SWD will be retested (midline) and our data analysis document will be updated. • By Dec. 2010, 95% of classroom teachers and AIS Providers will participate in Professional Development, to receive additional training via modeling/demonstration lessons. • By May 2010, 100% of our ELL and SWD will be retested (midline) and our data analysis document will be updated. Progress will be measured.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • By Sept. 10, targeted students will be identified, Math Assessment Predictor will be given to our target population and Data Analysis spreads-sheet will be created. • By Sept 10, Identification 3 to 5 research-based instructional strategies that have shown to be successful with ELL and SWD populations. • A Push-In/Pull-out model utilizing AIS Math Provider(s) will target small group instruction and individual instruction for differentiation and intervention. • By Sept/Oct 10 Math AUSSIE Consultant will meet with Math Team and Classroom Teachers to develop a Preliminary Plan of Action for Identified Students. • By Oct / Nov 10 - Preliminary Plan of Action will be Piloted. • By Dec 10 - Preliminary Plan of Action will be assessed and revised if necessary. • By Oct 10 - June 11 - Implementation and monitoring of researched-based instructional strategies for ELL and SWD populations. • By Oct 10 - June 11 - Teachers will meet collaboratively to review and discuss data and progress pertaining to targeted populations. Modifications in instruction will be made depending on outcomes of student progress. • By Sept 10 - June 11 - Partner teachers will plan collaboratively utilize identified research-based instructional strategies to differentiated instruction to maintain grade level standards in math.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS</p>	<p>Staffing: AUSSIE Math Consultants, AIS Math Provider(s), Math Team, Administration and Identified Classroom Teachers</p> <p>Scheduling:</p> <ul style="list-style-type: none"> • Monday Math Afterschool Professional Development (one mtg. per month)

<p><i>and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Network 109 Math Calendar Days • AUSSIE Math Consultant Logs • Lunch-N-Learns / Lunch-N-Shares • Common Planning (by Grade Level) • Classroom visits, demonstration lessons, and Intra-class Visitations • Teacher Conferencing, Planning and Debriefing with consultants, Partner teachers, AIS Math Provider(s), and Administrators <p>Funding:</p> <ul style="list-style-type: none"> • Tax Levy • Contract for Excellence • Title I SWP • Title II, Part A • Title I, Part A (ARRA) • Title III, Part A
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Actions Plans to be maintained in file folder. This folder will be accessible to teacher, AIS provider and identified support personnel. • Maintain lessons plans delineating differentiating instruction, conferencing notes and anecdotal records to track student exposure to identified research-based instructional strategies. • Maintain data analysis sheets that contain Math Simulations Exams, Periodic Exams, and Acuity results to monitor student growth. • Collect and analyze data from Unit Exams, Portfolio Tasks, and Problem Solving Initiatives. • Monitor student attendance history.

SECTION VI: ACTION PLAN

Social Studies: To strengthen the implementation of the Social Studies Curriculum Calendar (K to 5) in order to enhance student learning.

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • a) By June 2011, the PS 307's Draft of the Social Studies Curriculum Pacing Calendar aligned with the NYC DOE Social Studies Scope and Sequence will be revised and modified for grades K-5 to include Social Studies Unit Goals. • b) A New Unit on "New York State History" will be added (as a mini-pilot) to the PS 307's Social Studies Curriculum Pacing Calendar to 2 additional grades to enhance and further assist student understanding of the features and/or government of New York State. • A minimum of 65% of 5th grade students who have been with our school at least 2 years will meet or exceed grade level standards on the Grade 5 Elementary level NYS Social Studies Test (November 2010) or (November 2009). • By June 2011, a minimum of 50% of 4th grade students who have been with our school at least 2 years will be able to score at least a level 2 (approaching grade level standards) on the written section of a practice NYS Grade 5 Elementary Level Social Studies Test. • By June 2011, K to 5th grade students will demonstrate a visual recognition and awareness of at least 3 to 5 NYC/NYS Landmarks.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • To review material resources and make recommendations for new OTPS purchases. • To develop baseline, interim and final assessments that measure overall student progress towards meeting Social Studies learning goals for the 5th grade. • To provide students with tasks and project-based activities that follows the 08-09 NYC Social Studies Scope and Sequence. • To utilize multiple trade books and resources that compliments the textbook series. • To incorporate visual arts with Social Studies curriculum in designated grades. • To seek to invite guest speakers who will help to further develop a greater understanding of specific Social Studies Units (i.e. Community Workers). • To identify instructional school trip sites that will support the Social Studies Curriculum. • To utilize and supplement our Social Studies Audiovisual Library in order to enhance visual imagery of American history and further support the needs of our ELL students.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Staffing:</p> <ul style="list-style-type: none"> • Classroom teachers at various grade levels • School-wide Social Studies Committee & Sub-Committee consisting of classroom and out-of classroom teachers and administration • School Leadership Team (Awareness/Involvement & Support)

	<p>Scheduling:</p> <ul style="list-style-type: none"> • Share Overview of 2010-2011 Social Studies Goals and Objectives during pre start up fall PD with teachers • Share Overview of Final Social Studies Goals and Objectives 2010-2011 with the School Leadership Team • Meet with the School-Wide Social Studies Committee and/or Sub-Committee to further enlist their support and ideas in the implementation of Goals and Objectives • Identify and agree upon Common Planning Time • Social Studies Committee Meetings & Sub-Committee Meetings • After School Curriculum Development and Planning • After-school and/or Saturday Social Studies Student Academy <p>Funding: (Depending on Availability of Funds)</p> <ul style="list-style-type: none"> • Tax Levy • Contract for Excellence • Title I SWP • Title II, Part A • Title I, Part A (ARRA) • Title III, Part A
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Updated Social Studies Curriculum Pacing Calendar identifying Social Studies Unit Goals grades K-5 by June 2011 • Updated and revised PS 307's Social Studies Curriculum Pacing Calendar noting a New York State History Unit on 2 additional grades. • Data Analysis of the results from Grade 5 NYS Social Studies Test administered in November 2010 to our 5th grade students. • Data Analysis of the results of the NYS Social Studies Test administered in June 2011 to our 4th grade students (incoming 5th). • Pilot Visual Posting of Social Studies Unit Goals (written in sentence strips) inside the classrooms prior to the implementation of the Unit of Study (grades 1-5). • a) Strategic Visual Posting (in school corridors/hallways and/or stairwells) of the NYC/NYS Landmarks identified by the PS 307 Social Studies Committee • b) Teachers verbally utilizing posted NYC/NYS Landmarks with individual students, student groups and classes throughout the building.

SECTION VI: ACTION PLAN

Science: To enhance the implementation of our Science Curriculum (K-5) to increase overall academic achievement and student understanding of the natural world through scientific investigations in grades K to 5

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<ul style="list-style-type: none"> • All PS 307 Science curriculum map overviews in grades K to 5 will be revamped and enhanced to include: a "Good Health" unit focusing on nutrition and exercise to keep students healthy. • 75% of all 5th grade students will complete small group science fair projects in addition to the 2 class projects per grade. • Starting in May 2011, 100% of all 3rd grade students will practice for the Grade 4 Elementary Level Science Performance Test. • A minimum of 30% of 3rd grade students will meet or exceed grade level standards for a practice Grade 4 Elementary Level Science Test administered in May 2011. • A minimum of 30% of student families will attend Science Family Curriculum Nights and the school-wide Science Fair. • A minimum of 80% of 4th grade students will meet or exceed grade level standards for the NYS Grade 4 Elementary Level Science Test. • Developed per grade, a PS 307 K-5 test in science pre-test, mid-year and final tests will be developed and administered to track student progress on understanding unit goals.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • To provide students with tasks and project based activities that follow the 07-08 version of the NYC Science Scope and Sequence • To hold an Annual Science Curriculum Family Night for grades 3 to 5 to educate parents/guardians on how they can best help their children meet science curriculum grade level standards. • To continue expanding our science audiovisual material collection to further support science instruction in all grades • To develop baseline, interim and final assessments to measure overall student progress towards science learning goals • To conduct weekly hands-on experiments within science lessons to teach and reinforce the scientific method • To incorporate literacy skills into science lessons • To develop art projects throughout the school year to support student understanding of the science curriculum • To deepen students understanding of specific Science units through means of guest speakers (i.e.: veterinarians, botanists, nurses) • To incorporate the internet into informational research projects with grades 2 to 5. • To use the scientific method as a guideline when developing whole class and/or individual Science Fair projects

	<ul style="list-style-type: none"> • To enrich the science curriculum through means of school trips, such as local museums, the Bronx Zoo, Bronx Botanical Gardens, the NY Aquarium, Green Meadows Farm, and the Hayden Planetarium • To supplement students science experiences with after-school and Saturday Science Academies for students in grades K to 5 • To utilize our own self-developed Science Performance Test Simulations to enhance students' understanding of test-taking strategies and testing formats
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Staffing: Three full-time science teachers under the direction of the science committee will develop and facilitate individual science lessons in order to achieve the measurable objectives.</p> <p>Scheduling:</p> <ul style="list-style-type: none"> • Common Prep Planning • After-school and Saturday Science Academies • Annual science fair • Grades K to 2 receive 50 minutes of instruction 3 times per week • Grades 3 to 5 receive 50 minutes of instruction 4 times per week Committee will oversee the Completion of the following action plan: <p>Funding: (Depending on Availability of Funds)</p> <ul style="list-style-type: none"> • Tax Levy • Contract for Excellence • Title I SWP • Title II, Part A • Title I, Part A (ARRA) • Title III, Part A
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Instructional Unit Goals posted on sentence strips in all classrooms prior to the implementation of the Unit of study (grades 1-5) • Developed per grade, a PS 307 K-5 test in science pre-test, mid-year and final tests will be developed and administered to track student progress on understanding unit goals. • By September, 2010, All PS 307 Science curriculum map overviews in grades K to 5 will be revamped and enhanced to include: a "Good Health" unit focusing on nutrition and exercise to keep student healthy. • By May, 2011, 75% of all 5th grade students will complete small group science fair projects in addition to the 2 class projects per grade as evidenced by displays at the Science Fair Family Night. • By May, 2011, all 3rd grade students will practice for the Grade 4 Elementary Level Science Performance Test. • By June, 2011, a minimum of 30% of 3rd grade students will meet or exceed grade level standards for a practice Grade 4 Elementary Level Science Test administered in May 2011. • A minimum of 30% of student families will attend Science Family Curriculum Nights and the school-wide Science Fair as evidenced by Sign-in sheets. • By June, 2011, a minimum of 80% of 4th grade students will meet or exceed grade level standards for the NYS Grade 4 Elementary Level Science Test.

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 - NA

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

Part A.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	56	21	N/A	N/A	1	0	0	0
1	46	24	N/A	N/A	2	0	0	0
2	36	18	N/A	N/A	1	0	0	0
3	25	16	N/A	N/A	1	0	0	0
4	22	18	9	9	10	0	0	0
5	27	20	9	9	9	0	0	0

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description
ELA:	We use the following programs/strategies for ELA Academic Intervention Services: Fountas & Pinnell Intervention Kit (Gr. 2-5), Voyager Passport (Kindergarten), Additional Support Activities Harcourt Brace (Gr. 1-5), Buckle Down (Gr. 3 -5) and Read, Write and Listen (Gr. 3-5), the Comprehension Strategies Kit (Grades 3-5) and Abrams Key Links (Gr. K -3). The Academic Intervention Services are provided to our students in a variety of methods - via small group during the school day, the after school program and Saturday Academies. We have Classroom Teachers, Cluster Teachers, EGCR Teachers & F-Status teachers providing these services for students. Different materials/programs are used during the day and in the afterschool programs.
Mathematics:	We use the following programs/strategies for Mathematics Academic Intervention Services: Buckle Down (Gr. 3 -5) and Math Comprehensive Assessment (Gr. 3- 5). The Academic Intervention Services are provided to our students in a variety of methods - via small group, during the school day, in the after school program and Saturday Academies. We have Classroom Teachers, Cluster Teachers, EGCR Teachers & F-Status teachers providing these services for our students.
Science:	We use the following programs/strategies for Science Academic Intervention Services: Buckle Down Science (Gr. 4), Measuring Up Science (Gr. 4) and our own self-developed Science Performance Test (Gr. 4). The Academic Intervention Services are provided to our students in a variety of methods - via small group, during the school day, in our after school program and during Saturday Academies. We have Classroom Teachers & Cluster Teachers providing these services for our students. We also provided an after-school Science Academy for 5 th grade students to enhance their experiences and knowledge of scientific method. Experiments were selected from various middle school level resources. Science cluster teachers provided these services for our 5 th grade students.
Social Studies:	For both the 5 th grade AIS students at the beginning of the school year to prepare for the November S.S. test, and for the 4 th grade AIS students toward the end of the school year to prepare them for 5 th grade, we use the following programs/strategies for Social Studies Academic Intervention Services related to the 5 th grade NYS Social Studies Test; such Social Studies Test Simulations using previous years' tests, creating hands-on models, plays, related test preparation Social Studies materials and DBQ related preparation materials. The Academic Intervention Services are provided to our students in a variety of methods - via small group, during the school day, in our after school program and during Saturday Academies. We have Classroom Teachers & Cluster Teachers providing these services for our students.
At-risk Services Provided by the Guidance Counselor:	NA
At-risk Services Provided by the School Psychologist:	NA
At-risk Services Provided by the Social Worker:	NA
At-risk Health-related Services:	NA

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

Part A: Language Allocation Policy (LAP) – Please see attached copy of 10X307 Language Allocation Policy 2010-2011.

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

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

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

Section I. Student and School Information

Grade Level(s): K-5 Number of Students to be Served: 79 LEP 0 Non-LEP

Number of Teachers 3 Other Staff (Specify): 2 F-Status Certified ESL Teachers

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

The P. S 307 Title III Program includes ELL After School Academy for grades K-5 and a Saturday Academy program.

The first program aimed at helping ELLs to be successful in school that is also a Title III program is the Kindergarten ELL After School Academy. This After School Academy, targeting all English Language Learners in kindergarten and all of the ELL students currently enrolled at P.S. 307 in kindergarten will be eligible to be served in this program. There are currently twenty-seven ELL's in kindergarten at P.S. 307 that will benefit from this academy. English Language Learners of all levels will be served during this Kindergarten Academy. The program will run two days a week for approximately one hour and ten minutes each day. The program will have three cycles, the first cycle lasting for five weeks, the second and third lasting for six weeks of instruction. The ELL After School Academy will have ten sessions during the first cycle and twelve sessions during the second and third cycles. During the first cycle, one ESL certified teacher will be funded through Title III and one general education teacher will co-teach with the ESL certified teacher, but will be funded under a non-Title III budget. During cycles two and three, it is expected that two ESL certified teachers will lead the Kindergarten ELL After School Academy.

During the Kindergarten ELL After School Academies, the teachers will be using the Moving Into English and Voyager programs. In addition, components of Hampton Brown's Avenues program may be included to supplement when needed. The school currently has the materials for Moving Into English, Voyager and Avenues; however we need to purchase an additional supply of the consumables for these programs. We are constantly looking for and researching additional materials to supplement these programs based on what our students need. These programs were selected because they are research based and proven to help improve students' English acquisition. The programs were also chosen for their integration of numerous ESL strategies including but not limited to: pictorial representations, kinesthetic activities, use of songs and poems, use of graphic organizers and activation of background knowledge.

In addition to the Kindergarten ELL After School Academy, beginning in January, P.S. 307 will implement a First Grade ELL After School Academy. The First Grade After School ELL Academy will target all English Language Learners in first grade and all of the ELL students currently enrolled at P.S. 307 in first grade will be eligible to be served in this program. There are currently twenty-four ELL's in first grade at P.S. 307 that will benefit from this academy. English Language Learners of all levels in first grade will be served during this after school academy. The program will run two days a week for approximately one hour and ten minutes each day. The program will have two cycles, both lasting for six weeks of instruction. The First Grade ELL After School Academy will have twelve sessions during each of the cycles. The First Grade After School ELL Academy will be taught by two ESL certified teachers.

Depending on student needs, the First Grade ELL After School Academy will use the Harcourt ELL Intervention Kit, Moving Into English and the Explorations Guided Reading program. These programs were chosen for their research proven strategies for English Language Learners. These programs have also been proven successful within our school in past ELL after school programs. The programs were also chosen for their integration of numerous ESL strategies including but not limited to: pictorial representations, kinesthetic activities, use of songs and poems, use of graphic organizers and activation of background knowledge. While P.S. 307 does have the basic materials for these programs, we do need to purchase additional, supplemental materials as well as replenish our supply of the consumables for these programs.

The next after school academy aimed at helping ELLs to be successful in school is the Title III funded Second Grade ELL After School Academy. This after school institute will be offered to all sixteen ELLs in grade two during the 2010-2011 school year, as well as the five former ELLs in second grade. This institute will serve ELLs of all proficiency levels and years of service in second grade. The Second Grade ELL After School Institute will have three cycles, the first cycle beginning in November and ending in December, for a total of six weeks of instruction. After a short break during which the data and program used during the first cycle will be analyzed, a second cycle will begin in January and will continue through February. The third and final cycle of the Second Grade ELL After School institute will take place during a six week period in March and April. The institute will take place two days per week during each cycle and instruction will take place for one hour and fifteen minutes per session. With each of the three cycles lasting for six weeks, two sessions per week, there will be a total of 54 sessions of the Second Grade ELL After School Institute. This institute will be led by two ESL certified teachers.

During the Second Grade ELL After School Institute, the ESL certified teachers will use the Harcourt ELL Intervention Kit, Avenues and Okapi's Explorations Guided Reading program. These programs have been chosen by the school staff based on their successful integration of ESL strategies that have proven successful with our students in the past, these strategies include: frequent use of pictorial representations, activation of prior knowledge, Total Physical Response (TPR) strategies and music and movement activities. While the school currently has these programs in house, we do need to purchase additional copies of some of the texts as well as a supply of the consumables such as student workbooks.

In order to meet the needs of our ELLs in grades three, four and five, P.S. 307 is piloting a Title III program that serves as a supplement to their current ELA After School Institute. The ELL/ELA After School Academy for Grades Three, Four and Five will be a supplemental program to the ELA After School Institute taking place for all students in these grades. An ESL certified teacher will work with the thirteen ELLs in these three grades one day per week to provide additional, intensive instruction on targeted ELA skills. In the past, the ESL staff has worked in conjunction with the classroom teachers in these grades to assist in integrating ESL strategies into the ELA After School Institute, but the ESL teacher has never taught during the institute. For the 2010-2011 school year, P.S. 307 is planning to form a group of thirteen ESL students- six students from third grade, two students from fourth grade and five students from fifth grade- to serve as a self-contained after school group during the ELA After School Institute. This group will be taught by an ESL certified teacher using the Wilson Just Words program. This program is an explicit, multi-sensory decoding and spelling program that aims to assist students in mastering word structure for reading and spelling. All instruction during this institute will be by an ESL certified teacher trained to use this program and will take place in English. The institute will begin in mid-November and will take place once per week until the end of December at which time the program will be evaluated and continued or replaced. The ELA After School Institute will begin a second cycle in March and continue through May.

There are many purposes of the ELL After School Academies. First, these academies allow for small group instruction for the ELLs. Teachers use this time to target the specific needs of the students in their group. Second, these institutes focus intensely on ESL instruction that is not always addressed in the general education classroom. Finally, it is during this institute that the students are introduced to and become familiar with the NYSESLAT. During this time, the ESL teacher is able to show the students what the exam looks like so that the students will become familiar and comfortable with the format of the exam. This is a small but important component of the ELL After School Academies.

One of the non-Title III programs that we supplement with ELL support at P.S. 307 is the Saturday Academy series. This series provides the third, fourth and fifth graders in the school with additional instruction in areas addressed on state exams. Throughout the year, P.S. 307 will hold Saturday Academy one Saturday a month to address the English Language Arts (ELA) examination. The Saturday Academies begin in November and run through May. All Saturday academies are held from 9:00am until 12:30pm, there will be about seven sessions during which an ESL certified teacher will part integrated into the academy.

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

Parental Involvement

Monies allocated for parent and community involvement compose ten percent of the Title III funds. These funds will be used to purchase refreshments for Parent Workshops, test orientation materials and booklets (Test Success for Your Child) for parental information purposes, picture dictionaries and thesauruses for home use, ESL appropriate books and educational activities for parent raffles at the workshops.

Professional Development Program

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

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

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

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

Section III. Title III Budget

School: 10X307 Science School of Exploration & Discovery **BEDS Code:** 321000010307

According to School Allocation Memorandum No. 65, FY11, dated October 13, 2010 from Annie Finn, Director of School Budget Planning and Operations, "School wide Program (SWP) schools that are 'conceptually' consolidating their federal, state, and FSF/tax levy funds, as described in their school's 2010-2011 CEP, are not required to develop and submit a separate Title III budget."

P.S 307 is consolidating our federal, state, and FSF/tax levy funds and therefore is not, according to the above referenced memo, required to submit the Title III budget form.

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

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

Part A: Needs Assessment Findings

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

Data is acquired through Home Language Surveys and initial registration interviews. We use these surveys to assess our school's written translation and oral interpretation needs. Our Parent Coordinator reaches out to families to further assess written translation and oral interpretation needs. We conduct orientations for English Language Learning families in the beginning of the school year to extend our assistance to them. Staff and parent volunteers often serve as Spanish translators for both parent meetings and written communications that are sent home. Should a family need a translator for a language other than English or Spanish; the school will contact the city's Translation and Interpretation Unit for telephone and/or on-site translation services. Every effort is made to have documents and dates of meetings planned ahead of time to allow for any delay that may take place in the translation of these documents or in the reserving of a translator for scheduled meetings.

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

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

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

identified as speaking Slavic at home; however the home language is actually Spanish. This error has since been corrected and the home language has been adjusted to Spanish.

26.8% of our student population is English Language Learners as evidenced by the LAB and NYSESLAT test results. This percentage, compiled with the results from our Home Language Surveys, provide us with the information needed to identify what the needs of our families are in terms of language translation and interpretation. These findings are reported to the school community at orientations, family workshops/trainings, and Parent Teacher Conferences.

Part B: Strategies and Activities

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

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

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

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

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

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

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

As a school, we will continue to fulfill Section VII of Chancellor's Regulations A-663 (Translations) by providing timely translation and distribution of critical communications, informing parents as to how to obtain a translation or interpretation if it is not readily available, providing interpretation services during school hours to those parents whose primary language is one which our staff and/or parent volunteers can speak, providing parents whose primary language is a covered language and who require language assistance services with written notification of their rights regarding translation and interpretation services, and by posting a sign in each of the covered languages indicating the office/room where a copy of such written notification can be obtained.

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$271,977	\$85,631	\$357,608
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,720	\$856	\$3,576
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$13,599	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$2,720	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 97%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The teacher is currently working completing the coursework to attain Common Branch Status.

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

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

(Reviewed October 2010, Distributed November 2010)

1. School Parental Involvement Policy

1. P. S. 307 will take the following actions to involve parents/families in the joint development of its school parental involvement plan under section 1112 of the ESEA: Through monthly School Leadership Team (SLT) Meetings where we have the required 50% parent representation
 - Through feedback at PTA monthly meetings, Family Involvement Workshops, Family Curriculum Nights, School wide Celebrations, etc
 - The PTA Executive Board members will be in communication with ISC personnel, Office for Family Engagement & Advocacy; CSD 10 for technical support

2. P. S. 307 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - During School Leadership Team (SLT) meetings, Family Involvement Educational Workshops, ongoing Parent Conferences, Parent Teacher Conferences, Promotion in Doubt Parent/Instructional Staff Meetings, etc. Parents have the opportunity to see, review and inquire about the rationale of assessments, develop an understanding of the data and learn about its implications.
 - School holds Family Involvement Workshops to orient parents/families on testing procedures, performance standards, and strategies to support their children at home.
 - Through 1-to-1 meetings with parents/families, Parent Coordinator, Instructional Staff and Administration
 - Selected grades send educational assessment updates to encourage greater family instructional support

3. P. S. 307 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental/family involvement activities to improve student academic achievement and school performance:
 - Literacy, Math and Science Family Involvement Workshops
 - Family Grade Level Orientation Meetings
 - Grade level Mid-winter, Winter, and Spring Homework and Test Review Packets (where applicable)
 - School wide Celebrations (Writing Portfolios, Poetry and Meet the Author, Math Bees, Attendance Recognition & 25 Book Initiative ...etc.)

4. P. S. 307 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:
 - Pre-Kindergarten & Kindergarten Parent/Family Orientation Workshops
 - Curriculum Workshops

5. P. S. 307 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - Family surveys that will be conducted by School Leadership Team (SLT) members and PTA Executive Board members. The surveys will be distributed to the students to bring home.
 - 100% response rate to the NYC Parent Learning Environment Survey
 - 98% attendance at Parent Teacher Conference Night and/or PTC follow-up conferences
 - 100% attendance at mandated ELL Parent/Family Orientation/Selection Meetings

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

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

- e. P. S. 307 will take the following actions to ensure that information related to the school and parent/families programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Color coded Principal to Family Letters and event flyers (in both English and Spanish) with follow-up telephone calls
 - One-to-one parent conferences (by providing translators on every floor when necessary)
 - Monthly PTA meetings (in both English and Spanish)
 - Family Involvement Workshops and Curriculum Nights
 - School Leadership Team (SLT) meetings and centralized informational bulletin board
 - Strategically located Family Involvement Informational Bulletin Board
 - Regular telephone home outreach by designated Home Outreach Personnel
 - Strategic display of color coded flyers and announcements throughout our school facility

SCHOOL-PARENT COMPACT

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

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

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

DISTRICTO 10 – CHILDREN FIRST NETWORK 109

**ESCUELA: P.S. 307
Empowerment School**

Año Escolar: 2010-2011

ACUERDO ENTRE LA ESCUELA Y LOS PADRES

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

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

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

CHILDREN FIRST – NETWORK 109

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
SEE NEEDS ASSESSMENT SECTION (page 9)
2. Schoolwide reform strategies that:
 - P.S. 307 will provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - a. Students will be grouped based on data in order to meet instructional needs
 - b. Materials will be purchased for instructional intervention and enrichment based on students' needs
 - c. Saturday ELA, Math, Social Studies and Science Academies will provide additional targeted instruction to meet students' needs
 - d. Action plans will developed to provide explicit targeted instruction for at risk students
 - e. Continue the Inquiry Team work to involve the Pilot Satellite Data Inquiry Teams
 - f. Improve Instruction by continuing to provide In-house Professional development for all teachers on Reading and Math strategies, conferring, rubrics, standards, differentiated instruction, portfolio, data driven instruction, looking at student work, performance indicators, Common Core Standards, etc.
 - g. Provide teacher with additional opportunities for Professional Development from external agencies, etc
 - h. Provide teachers with additional professional support via mentors, Literacy and Math AUSSIE consultants, Network liaisons, etc.
 - P.S. 307 will use effective methods and instructional strategies that are grounded in scientifically-based research that:
 - a. Meet the educational needs of our student population through flexible grouping, differentiated instruction and tiering
 - b. Improve reading comprehension through the use of meta cognitive strategies and early reading strategies
 - c. Improve teachers' professional craft through professional development, common preps, common planning and study groups

- d. Improve the quality of Academic instruction through professional development and resources
- e. Improved quality of learning time, such as after-school programs and Saturday Academies where students are grouped across grade classes according to data and needs
- f. Help provide an enriched and accelerated curriculum with materials & resources such as but not limited to, "Making Meaning" (for meta cognition & comprehension), "Reading Strategies" (for early reading strategies), "Teaching the Qualities of Writing", "Heinemann's firsthand Primary Comprehension Tool Kit (K-2, 3-5)" and professional resources such as but not limited to, Stephanie Harvey's "Strategies that Work" and Debbie Miller's "Reading with Meaning".
- g. Help provide an enriched and accelerated curriculum with materials & resources for all content areas
 - by increasing the social studies literature to cover the content based on the new Common Core Standards for Social Studies
 - science testing materials based on the new Common Core Standards and a revised science curriculum pacing calendar
 - by deepening math problem solving throughout the grades
- h. Will increase the Arts by further integrating it into the content areas (i.e.: social studies, science, and literacy) and by further increasing our Arts literature.
- i. Will continue our Art teaching residences with the American Globe Theatre, the Lehman College Art Gallery and our new partnership with Town Hall.
- j. Will continue our Afterschool Visual Arts Enrichment Clubs.
- k. Will continue to seek out and apply for Art Grants to supplement our budgets.

Instruction by highly qualified staff

The school's administration and hiring committee will attempt to ensure that any newly hired teachers are licensed and working within their license area.

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

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

- The school will fund two monthly Monday Professional development sessions (1 Literacy/1 Math) after school and invest in other PD's provided by external organizations. These PD opportunities will help improve teachers' craft and their level of expertise and as a result will influence the quality of teaching. Teachers are encouraged to join Professional Organizations, such as the New York State Reading Association (NYSRA), the International Reading Association (IRA), etc. to further develop their craft.
4. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - The school will work closely with the Network Human Resource Liaison to seek high-quality highly qualified teachers to interview, attend City-wide hiring fairs, and search the Open Market pool for potential candidates.
 5. Strategies to increase parental involvement through means such as family literacy services.
 - The school will schedule Family Involvement grade curriculum nights, during the day and after school workshops that will have carefully selected instructional activities based on student data. These workshops will also include differentiated activities modeled for families to enable them and motivate them to practice at home with their children with materials provided for them as attendance incentives.
 6. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
 - P.S. 307 will continue to have an instructionally rigorous 2 half-day Pre-K Program sessions with a maximum of 18 students in each. The Pre-K classroom environment is child-centered, nurturing and fosters independence. The classroom teacher and educational assistant are supported by a highly qualified literacy expert that provides them with on-site support. In addition, both are included in all Kindergarten Professional Development Planning sessions to ensure high quality, rigorous curriculum.
 7. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - P.S. 307 will continue to maintain certain ritual practices that entice teachers to collectively make decisions about materials and resources used for after-school programs and small group targeted populations. The teacher will also have opportunities to review a wide realm of resources and assessment materials that would be suitable for the instruction of their students. The school will continue data inquiry work in grades K - 5 to build capacity, improve academic performance and collaborate on the betterment of the school's culture about literacy instruction.

8. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 - P.S. 307 will continue to utilize the assessments used to progress monitor the students such as Fountas & Pinnell Benchmark Assessment, NYSESLAT, ECLAS-2, etc, but not limited to, to inform us about the needs. The school will continue to invest in hiring highly qualified and or content specialty teachers to provide Academic Intervention Service (AIS) to assist students set academic goals to ensure progress. The school will continue to seek and maintain a cadre of experienced F-Status teachers to create a balance of instructional expertise in the school due to the constant turnover of new teachers.

9. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
 - P.S. 307 will continue to reach out to Community based organizations, DOE facilitators and Network Liaisons for grants and services that will enable us to provide violence prevention workshops, physical fitness and health awareness programs, parent Learning Leader trainings, etc.
 - PS 307 will continue to utilize existing services and programs in a number of areas. We will work with the NYPD, Safety City, Child Abuse Awareness Program (CAAP), "Yello Dyno" and Network Liaisons to provide students with assembly programs that will build on their knowledge the following; child abuse, bullying, multi-cultural awareness and pedestrian vehicular safety.
 - PS 307 attempts to utilize all available resources to provide workshops for families, and as we continue to assess and refine our program we attempt to seek out new partners for our efforts. In school year 2009-2010, this included:
 - Bronx Health Link Inc. - Asthma, Child Development, Nutrition and Obesity
 - Bronx UFT - Dial a Teacher
 - NYPD Community Affairs & Youth Services
 - Museum of Natural History - Moveable Museum
 - NYCDOE - PTA & SLT Election Process
 - NYCDOE - Making a Difference: Leadership/Volunteers
 - Learning Leaders
 - Network 109's Liaison for Youth Development/Student Support Services

10. 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.

- This information is available on the Needs Assessment Page, pages 9-14.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$271,977	✓	Pages 19-34
Title I, Part A (ARRA)	Federal	✓			\$85,631	✓	Pages 19-34
Title II, Part A	Federal	✓			\$425,654	✓	Pages 19-34
Title III, Part A	Federal	✓			\$15,000	✓	Pages 19-34
Title IV	Federal			✓	N/A	N/A	
IDEA	Federal						
Tax Levy	Local	✓			\$1,602,718	✓	Pages 19-34

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

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school.

0 students

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

PS 307 is a school-wide Title 1 school. The STH population will be provided with Academic Intervention Services (AIS) both during the school day and after school/Saturday Academies/instructional enrichment materials/Family Involvement workshops and Curriculum Nights.

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. X307 - Eames Place					
District:	10	DBN:	10X307	School		321000010307

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	32	39	36		95.4	96.6	95.8
Kindergarten	67	59	65				
Grade 1	70	64	60	Student Stability - % of Enrollment:			
Grade 2	44	49	53	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	40	29	41		93.7	90.2	91.1
Grade 4	34	41	32				
Grade 5	32	39	40	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		82.1	88.2	88.2
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		2	5	4
Grade 12	0	0	0				
Ungraded	1	4	1	Recent Immigrants - Total Number:			
Total	320	324	328	(As of October 31)	2007-08	2008-09	2009-10
					2	2	2

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	23	23	20	Principal Suspensions	6	0	0
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	0	0	0
Number all others	12	13	26				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	23	21	23
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	4	4	5
# receiving ESL services only	95	83	TBD				
# ELLs with IEPs	8	10	TBD	Number of Educational Paraprofessionals	2	2	3

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	100.0	100.0
				% more than 2 years teaching in this school	39.1	47.6	65.2
				% more than 5 years teaching anywhere	26.1	38.1	52.2
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	48.0	62.0	78.3
American Indian or Alaska Native	0.0	0.0	0.3	% core classes taught by "highly qualified" teachers	98.3	70.0	92.7
Black or African American	7.2	6.5	9.5				
Hispanic or Latino	82.5	86.1	82.0				
Asian or Native Hawaiian/Other Pacific	5.3	3.1	5.2				
White	1.9	1.9	2.7				
Male	48.1	48.8	46.6				
Female	51.9	51.2	53.4				

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

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	81.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	12.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	16.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	45						
<i>(Comprises 60% of the</i>							
Additional Credit:	7.3						

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

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

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

**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	María Quail	District	10	School Number	307	School Name	Science School of Ex
Principal	Luisa Piñeiro Fuentes			Assistant Principal	Yolanda Valez		
Coach				Coach			
Teacher/Subject Area	Ashleigh Giangrasso/ESL			Guidance Counselor	none		
Teacher/Subject Area	Laura Ryan/Reading			Parent			
Teacher/Subject Area	Marcy Schickler/Literacy			Parent Coordinator	Liza Ocasio		
Related Service Provider				Other	Debra Springsteen/Literacy		
Network Leader				Other	Yvonne Rivera/Math		

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

C. School Demographics

Total Number of Students in School	294	Total Number of ELLs	79	ELLs as Share of Total Student Population (%)	26.87%
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Part II: ELL Identification Process

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

- 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).
- 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.

Paste response to questions 1-6 here

1. Describe the steps followed for the initial identification of those students who may possibly be ELL's. 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 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 steps taken to annually evaluate ELL's using the NYSESLAT.

In compliance with State and Federal requirements, P.S. 307's bilingual Assistant Principal, one full time ESL certified teacher as well as two part-time F-Status, ESL Certified teachers all help parents/families to complete the Home Language Information Survey (HLIS) when they are registering a student who is new to the NYC public school system. The names of the individuals administering the HLIS are: Assistant Principal Yolanda Valez, full-time certified ESL teacher Ashleigh Giangrasso and part-time F-Status ESL certified teachers Maria Fuentes and Marian Silverstein. In addition, an oral interview with the parent is conducted in English as well as Spanish by one of the individuals named above to determine validity of the information given on the HLIS. An interview is also executed between the Assistant Principal or one of the ESL teachers and the student. If the survey and interviews reveal that the student is required to be LAB-R tested, one of the following ESL certified teachers, trained in administering the LAB-R, administers the test to determine if the student is eligible for ESL services: Ashleigh Giangrasso, Maria Fuentes or Marian Silverstein. If the student's native language is Spanish and the student does not achieve proficiency on the LAB-R, either of the bilingual F-Status ESL teachers, Maria Fuentes or Marian Silverstein or the bilingual Assistant Principal, Yolanda Valez, will administer the Spanish Lab. The initial screening, administration of the HLIS and the administration of the LAB-R as well as the Spanish Lab are all done within the ten days of the date the student was registered at P.S. 307. The school's bilingual ESL staff as well as our bilingual school secretary, Yesenia Diaz are available to translate when/if necessary throughout the initial identification process. Once the Home Language Information Survey and interviews are completed and the necessary testing has taken place, the appropriate parents are invited to the English Language Learners' Family Orientation to view a video informing them of their program options. Throughout this process a staff of bilingual administrators and teachers and our bilingual parent coordinator available to translate all information given orally as well as to translate any conversations taking place.

Throughout each school year, there is ongoing and consistent communication between the ESL staff and main office staff to maintain an updated list of ELL students within the school. The full-time ESL teacher makes contact with the pupil secretary on a weekly basis to get a list of students who have been admitted and discharged. This communication and coordination is extremely important in order to ensure that all new admits are reviewed and, when necessary discharged, so that a list of students with mandated ESL services is kept current at all times. When a new family comes to the school to register their child(ren), a member of the ESL staff is asked to report to the main office to partake in the registration process and to determine eligibility for testing. If a member of the ESL staff is not available, the bilingual Assistant Principal will be the individual responsible for conducting the initial interview. This collaboration becomes increasingly important and necessary right before the NYSESLAT. A team of ESL certified teachers, administrators and office staff members works together to ensure that all required students are identified and tested with the NYSESLAT. In accordance with city and state regulations, all required steps are followed to ensure the security and timely return of NYSESLAT testing materials.

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

This entire process is overseen by our Assistant Principal, who has bilingual certification and educational training, as well as our Testing Coordinator.

Administering the NYSESLAT:

The school takes many steps to prepare and administer the NYSESLAT examination. Well in advance of the testing windows, the ESL staff and school-wide testing coordinator run a school-wide test history report as well as the report of students eligible to take the NYSESLAT in ATS to make sure all eligible ELL students have been identified. The list from ATS will be compared against the ESL department's

existing list of ELLs to make sure all entitled/eligible ELL students will be tested. In addition, with the assistance of the pupil secretary, the ESL coordinator keeps close watch on all admitted and discharged students around the time of the test so that an accurate list of eligible students can be maintained. The ESL Coordinator also checks the IEPs of ELL students who are entitled to testing accommodations. The list of ELLs who have testing modifications listed on their IEPs is distributed to all staff members administering the examination to make them aware of the eligible accommodations for the students they are testing. The ESL certified staff members administering the examination are also given training on what each testing modification requires in relation to the NYSESLAT. The same will apply for any general education ESL student who may need any additional testing accommodations not already provided to ELLs.

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

Once we know the specific test dates of the tests we will begin to make test schedules. The ESL teachers typically make one over-all schedule that shows on which dates the different parts of the tests will be given first.

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

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

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

Communication between the school and families with regard to the NYSESLAT is extremely important to the staff at P.S. 307. When students are admitted to the school and determined to be English Language Learners, their parents are given an overview of the NYSESLAT and the approximate dates on which their student(s) will take the assessment. The parents of those students who are entitled to continue to receive ESL services are notified as such through the Continued Entitlement Letter distributed on the Fall. Throughout the year at various events, such as Parent-Teacher Conferences and Family Workshops the ESL staff provides parents with materials and suggestions for assisting their child(ren) in preparing to take the NYSESLAT. In addition, parents are encouraged to contact the school with any questions they may have with regards to the NYSESLAT and/or our ESL program. In the Spring, before the Speaking portion of the NYSESLAT is administered, all families of ELLs are notified of the exact dates on which their child(ren) will be assessed using the NYSESLAT through a Principal to Family Letter. This letter also reminds parents of the things they can do to help their child(ren) do his or her best on the examination.

2. What structures are in place at your school to ensure that parents understand all three program choices?

At the beginning of the school year, in September, an ELL Parent Orientation meeting is held where The New York City Department of Education Orientation Video for Parents of English Language Learners is shown to parents in their home language, if it's available. This video will inform them of the three options in programming. ELL Family Orientation Meetings are held to inform parents/families of the various program choices, the program that P.S. 307 offers, and information on the curriculum at our school. In addition to the video, the pamphlet titled "Guide for Parents of English Language Learners," provided by the city, is also distributed to the parents in their home language to serve as a written resource for them to refer to at home as needed. All workshops are conducted in both English and Spanish with translation provided by our bilingual Parent Coordinator and/or our Assistant Principal. The ESL Coordinator works with our Bilingual Home Outreach Personnel to follow up with any parents who did not attend the orientation. These parents are contacted via telephone, written notices and in person to ensure that all parents have been informed of their options. As new students are admitted to the school and tested to determine eligibility for ESL services, the ESL Coordinator schedules meetings for the parents of newly admitted ELLs to view the video and to receive the information given at the September Parent Orientation.

The initial workshop takes place in September after all of the students admitted up to that point have been tested to determine eligibility. After the September initial workshop, the ESL Coordinator, Pupil Secretary and Parent Coordinator meet informally to identify parents of newly admitted students who need to receive the information about the three types of programs. Then all three along with a member of administration will plan and implement a parent orientation for the new parents within ten days of their child(ren) being admitted to the school.

Parents are notified of the ELL Parent Orientation through a flier sent home notifying them of the date, location and time of the workshop. In addition, Home Outreach Personnel in the Main Office will work with the ESL Coordinator to contact the identified parents to ensure that they have received the flier and to answer any questions and/or concerns that they may have about the workshop. Should a parent choose a program that P.S. 307 does not currently offer, the ESL Coordinator, Parent Coordinator and Assistant Principal will identify a school in the area that does have the program available and contact that school to inform the other school of the situation. The staff at P.S. 307 does everything in their power to ensure a smooth, successful transition for the family at the new school. Finally, should fifteen or more parents with children in two consecutive grades choose the bilingual option, P.S. 307 will need to form a bilingual class for these students.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned. At the beginning of the school year, during an ELL Parent Orientation meeting, the parents view The New York City Department of Education Orientation Video for Parents of English Language Learners which informs them of the three programming options. Once the video has been viewed the Entitlement Letters, Parent Survey and Program Selection Forms are distributed to the parents in both English and their Native Language(s) and are completed by the parent before leaving the orientation. The ESL Coordinator together with the Parent Coordinator contact those parents who did not attend the ELL Parent Orientation to ensure that they come to the school to view the video, be informed of their options and complete all the forms. As new students are admitted, parents are asked to accompany their child to school on the first day, so that the parent may learn about the three options, view the video and complete the forms. The school procedure requires that parents complete the Parent Survey and Program Selection forms during ELL Parent Orientation and to hand the completed form to a member of the staff which ensures that these forms are collected in a timely manner. The ESL Coordinator makes photocopies of these forms, files the originals in the student's cumulative file and keeps the copies in a file folder in the ESL office. For ELLs who are currently enrolled in the school and are not new admits, Entitlement letters are given to parents at dismissal on the earliest day possible to ensure that they receive the document. Should an individual other than a parent come to pick-up a student, the parent will be contacted by the school Home Outreach personnel via telephone and be invited to come into the school to pick-up the letter. Copies of all letters distributed to parents are kept in a file in the ESL office.

Home outreach and communication with families whose home language is not English is facilitated by our Principal, Assistant Principal, Parent Coordinator, and our Bilingual Home Outreach Personnel. These human resources assist us in maintaining open lines of communication between school and home. If a parent speaks a language other than those spoken by the staff at the school, then the school will contact the Translation Office to arrange for a translator to accommodate the parent's needs.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs. Since P.S. 307 only has a Freestanding ESL Program, all students are placed in this program, unless the Parent Selection form dictates otherwise. If a parent chooses a program that P.S. 307 does not currently offer, then the ESL Coordinator, Parent Coordinator and Assistant Principal will identify a school in the area that has the requested program available and contact that school to inform them of the situation. The staff at P.S. 307 will do everything possible to ensure a smooth, successful transition for the family into the child's new school. Finally, should fifteen or more parents with children in two consecutive grades choose the bilingual option, P.S. 307 will need to form a bilingual class for these students.

When P.S. 307 receives the NYSESLAT scores in the Fall, the data is used to identify which students are eligible for continued ESL services and to place them in an ESL self-contained classroom with a certified ESL teacher or in a General Education classroom serviced by ESL certified push-in teachers. In the Fall of each school year, after the certified ESL teachers have finished identifying and testing required students using the LAB-R to determine ESL service eligibility, the parents of students who are newly identified as ELLs are invited to our ELL Parent Orientation. At the ELL Parent Orientation, families are shown the Chancellor's video that explains the different program options for ELLs. At this meeting, the ESL staff and bilingual Parent Coordinator explain the program and curriculum at our school, and families fill out and submit their Program Selection Forms.

Based on families' Program Selection Forms, we incorporate students whose families selected Freestanding ESL into our program. While we have yet to encounter a family requesting an alternative program option, should we encounter a family who selects a Dual Language or Transitional Bilingual program we will help the family find schools that can accommodate their preference. All conversations between families and school staff are in the family's native language if that language is Spanish. If a family speaks a language other than Spanish at home and does not have a friend or family member who is able to translate for them, then the school will contact the Office of Translation Services to request a translator for the meeting.

In Kindergarten, entitled students are placed in two of the three Kindergarten classrooms. Students are placed either with a self-contained ESL certified classroom teacher, or with a Common Branch certified teacher. Entitled students in Kindergarten who are identified as having a beginner or intermediate level of proficiency are placed in the self-contained ESL classroom in Kindergarten. The remaining Kindergarten students who are entitled and are performing at an intermediate or advanced proficiency level are placed in a class together with a Common Branch certified teacher. The ELL students who are not serviced by an ESL certified classroom teacher receive their mandated ESL services through a push-in program by a certified ESL teacher and a certified ESL F-Status teacher.

ELL students in first grade are grouped heterogeneously based on English proficiency level and placed into classrooms with general or special education teachers and receive the mandated ESL services through a push-in program by a certified ESL teacher and a certified ESL F-Status teacher. In second grade, all ESL students (with the exception of one student) are in a self-contained ESL class and are taught by a certified ESL teacher. The one ESL student who is not in the self-contained ESL class has been placed in the other second grade class as per parent request as his sister is in the ESL class. This student is served his ESL minutes by an ESL certified teacher through a push-in ESL program.

In grades three through five, students are grouped heterogeneously based on English proficiency level and placed into classrooms with general or special education teachers and receive the mandated ESL services through a push-in program by a certified ESL teacher and a certified ESL F-Status teacher.

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?

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

6. Are the program models offered at your school aligned with parent requests? How will you build alignment between parent choice and program offerings?

We have reviewed our Parent Surveys and Program Selection Forms for the past several years and have found that 100% of the parents (who completed the Parent Survey Forms at P.S. 307) have opted to have their children participate in a free-standing ESL program. Based on the 100% request rate for a free-standing ESL program, the model of ESL instruction that P.S. 307 currently offers does align with parent requests. If a parent chooses a program that P.S. 307 does not offer, the ESL Coordinator, Parent Coordinator and Assistant Principal will identify a school in the area that does have the program available and contact that school to inform the school of the situation. The staff at P.S. 307 will do everything in their power to ensure a smooth, successful transition for the family at the new school. Finally, should fifteen or more parents with children in two consecutive grades choose the bilingual option, P.S. 307 will need to form a bilingual class for these students.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/>
Check all that apply	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"/>

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

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

Dual Language (50%/50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Push-In	1	3	1	2	1	2	0	0	0	0	0	0	0	10
Total	2	3	2	2	1	2	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	79	Newcomers (ELLs receiving service 0-3 years)	76	Special Education	13
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	76	0	12	3	0	1	0	0	0	79
Total	76	0	12	3	0	1	0	0	0	79

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	25	24	15	6	1	5	0	0	0	0	0	0	0	76
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	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
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	1	0	0	0	1	0	0	0	0	0	0	0	0	2
TOTAL	27	24	15	6	2	5	0	79						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. How is instruction delivered?

a. What are the organizational models?

As can be seen from the ELL Program Breakdown chart above, the ELL Program at P.S. 307 is a Push-In and Self-Contained model. In Kindergarten, there is one self-contained ESL class and one Push-In class. In first grade, there are three Push-In classes, in second grade, there is one Self-Contained class and one Push-In class. In the third and fifth grades at P.S. 307, we have two Push-In classes on each grade, while in fourth grade we have one Push-In class. The number of periods that these classes receive ESL Push-In services per day varies throughout the week and depends on the proficiency level of the students in the class. For students classified as Beginners or Intermediates, as per the LAB-R and NYSESLAT, our school complies with CR-PART 154 and provides these students with two units of ESL instruction or 360 minutes of ESL instruction under the guidance of a certified ESL teacher per week. Those students who have been identified as Advanced level or former ELLs receive one unit, or 180 minutes of ESL instruction with a certified ESL teacher per week. Each of the identified groups completes these minutes each week through 50 minute long periods, in their general education or special education classroom.

In the Push-In model, English as Second Language teachers push-in to work with students from the same grade level who have been identified as English Language Learners. When the ESL teacher pushes into the classroom, she may pull her group of ELLs aside to work with them or support them within the context of the whole class. The decision about which model to use during a push-in period is one that is made after collaboration between the classroom teacher and the ESL teacher. There are two exceptions to this model this year, one in kindergarten and one in second grade. In kindergarten, students identified as beginning or intermediate as per the LAB-R are grouped together and placed in a self-contained ESL class and served by an ESL certified classroom teacher. This class also benefits from the added support of a push-in ESL F-Status teacher three periods per week to provide additional language support. In second grade, all ELLs with the exception of one ESL student, are placed in a self-contained class and are taught by an ESL-certified classroom teacher. This second grade, self-contained ESL class also benefits from the additional services of an out of classroom push-in ESL teacher three periods per week.

b. What are the program models?

In Kindergarten, the students in the self-contained ESL class are heterogeneous in proficiency level as they are Beginners or Intermediates. In the second Kindergarten class, the proficiency levels are homogeneous as they are all at an advanced level of English proficiency. In the

three first grade classes, the two second grade classes, the two third grade classes, the one fourth grade class and the two fifth grade classes, the English proficiency level is heterogeneous since the ELLs in these grades are performing at different levels of English proficiency. Each period of service is 50 minutes in length and is delivered in English by a certified ESL teacher.

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?

Currently, P.S. 307's staff consists of three full-time certified ESL teachers and two F-Status certified ESL teachers. In Kindergarten, ELLs are placed in two of the three Kindergarten classrooms. Students are placed either with a self-contained ESL certified classroom teacher, or with a General Education Kindergarten teacher. In first grade, the ELLs are placed in the two General Education classrooms, as well as in a Special Education first grade classroom. In second grade, the ELLs, with the exception of one student, are placed in a self-contained ESL classroom and are taught by an ESL certified classroom teacher. The student who was not placed in the self-contained ESL classroom, as per parent request, is served through a push-in/pull-out program by a certified ESL teacher. In Kindergarten, first grade, and second grade, ELL students who are not serviced by their ESL certified classroom teachers, receive the mandated ESL services through a Push-In program in which instruction is delivered in English by a certified ESL teacher and two certified ESL F-Status teachers. Students who fall in the beginning and intermediate levels of language proficiency receive two units of ESL instruction for a total of 360 minutes weekly. Students who fall in the advanced level of language proficiency receive one unit of ESL instruction for a total of 180 minutes. A schedule of the periods in which these ESL teachers work with ELLs in each class is kept on file in the Assistant Principal's office and in the ESL office. This schedule is updated as needed to ensure that all students in these grades are receiving their mandated number of ESL minutes according to their proficiency level.

General Education ELLs in grades three, four and five are placed into General Education or Special Education classrooms and receive their mandated ESL services through a Push-In program by a certified ESL teacher and a certified ESL F-Status teacher. Students who fall in the beginning and intermediate levels of language proficiency receive two units of ESL instruction for a total of 360 minutes weekly. Students who fall in the advanced level of language proficiency receive one unit of ESL instruction for a total of 180 minutes. A schedule of the periods in which these ESL teachers work with ELLs in each class is kept on file in the Assistant Principal's office and in the ESL office. The schedule is updated as needed to ensure that all students in these grades are receiving their mandated number of ESL minutes according to their proficiency level.

P.S. 307 ensures that all ELL students receive their mandated minutes by constantly reviewing the schedules of all ESL teachers to ensure they are reaching all of the ELLs they are to service. If an ESL teacher feels that she is unable to meet with all of the ELLs she is responsible for servicing, then schedules are re-evaluated to ensure all students are receiving their mandated minutes. When scheduling conflicts arise (assemblies, field trips, etc.) the ESL teachers work with the administration as well as the classroom teacher to rearrange schedules for the day to ensure that the ELL students receive as many of their mandated minutes as possible on that day.

To address the regulation requiring 180 minutes of ELA instruction for those students at the advanced level of English proficiency, each classroom teacher teaches 2-3 periods of Reading and Writing per day for 50 minutes each period, totalling 100 to 150 minutes of ELA instruction per day. During many of these periods of Reading and Writing instruction, an ESL certified teacher is present to push-in to the classroom to work with the ESL students at an advanced level during their ELA instruction. In Kindergarten, P.S. 307 has placed the ELLs in two of our three Kindergarten classes. The advanced ELLs in Kindergarten are in one class and are given their 180 minutes of ELA instruction by their classroom teacher as well as through a push-in program in which Marian Silverstein, an F-Status ESL certified teacher, provides 187 minutes of ESL support during classroom ELA instruction. In first grade, we have three advanced ELLs who are in the same class and are given explicit ELA instruction by a first grade classroom teacher for 100 to 150 minutes per day, with ESL push-in support for 187 minutes per week from two ESL certified F-Status teachers, Maria Fuentes or Marian Silverstein, as well as our full time ESL certified teacher, Ashleigh Giangrasso. In second grade, all of our advanced ELLs are in a self-contained ESL class, taught by an ESL certified teacher, Jelena Djuric, with the exception of one student. The students in the self-contained ESL class are served their ELA minutes by their ESL certified classroom teacher for 100-150 minutes per day with the support of one of our F-Status ESL certified teachers, Maria Fuentes or Marian Silverstein or our full time ESL certified teacher, Ashleigh Giangrasso, for 150 minutes per week. The one student who is not in this class is given his ELA minutes by his classroom teacher as well as through joining the ESL self-contained class during ELA periods or ELA intervention periods for 187 minutes per week to receive instruction from either the ESL certified classroom teacher, Jelena Djuric, one of the two ESL certified F-Status teachers, Maria Fuentes or Marian Silverstein, or the full time ESL certified teacher, Ashleigh Giangrasso. In third grade, both of our ELL's performing at an advanced proficiency level are in the same class and receive 100-150 minutes of ELA instruction per day from their classroom teacher and throughout a typical week, 350 of these minutes include push-in support from our full-time ESL certified teacher, Ashleigh Giangrasso, or our F-Status ESL certified teacher, Maria Fuentes. In fourth grade, we have one ELL performing at an advanced level of proficiency who, receives 100 to 150 minutes of ELA instruction per day from her classroom teacher, 300 of these minutes per week are minutes in which Maria Fuentes, an F-Status ESL certified teacher or Ashleigh Giangrasso, a full-time ESL certified teacher pushes into the classroom to provide ESL support. Finally, in our fifth grade, there are two students performing at an advanced level of proficiency. These fifth grade ELLs receive explicit ELA instruction for 100-150 minutes per day from their classroom teacher. During 200 of these ELA minutes per week, Maria Fuentes, an F-Status ESL certified teacher or Ashleigh Giangrasso, a full-time ESL certified teacher pushes into the

classroom to provide ESL support.

Three of our five ESL certified teachers are also bilingual and are able to provide Native Language support to our ELLs, when absolutely necessary, to ensure that our ELLs are receiving all instruction and information in a manner that allows them to comprehend the material.

3. Describe how the content areas are delivered in each program model.

In order to meet high academic standards, ELL students benefit from the same curriculum as their English proficient counterparts. Across the grades in writing, this is implemented through the balanced literacy program. All grades utilize the writing workshop model in order to meet NYC standards. Reading instruction is executed via a workshop model of teaching that includes daily read-alouds, shared reading, guided reading, independent reading, and word study. In Kindergarten and first grade, the balanced literacy program is supplemented with Harcourt Trophies, as well as Month by Month Phonics and/or Words Their Way, depending on the targeted skill. In our first grade special education class, the Foundations program is also used. In grade two, the Words Their Way and Earobics programs are used to supplement the balanced literacy approach. In grades three through five, an emphasis is placed on grammar since this is an area that data has shown needs additional attention. In addition, the Just Words program is also used with a targeted group of students who have been identified through data analysis as needing the additional instruction that this program provides. All instruction is aligned with the New York State and New York City Curriculum Standards to assist students to meet grade level benchmarks.

During the instructional day, the Push-In program uses the Harcourt Intervention ELL Kit to supplement the core instruction for the ELLs in Kindergarten through third grade, and in fourth and fifth grade when appropriate. The ELL Intervention Kit provides opportunities for the students to practice the literacy skills introduced in their classrooms, while developing and strengthening their reading, writing, listening and speaking skills. In grades 4 and 5, the Avenues program is used as a supplement to the core curriculum being taught in the classroom. In addition, ESL teaching strategies are infused into the school's reading and writing curriculum maps, so that students receive the additional scaffolding they need, while still learning the same skills and information as their English proficient classmates. ESL certified teachers provide the ELL students with additional vocabulary instruction as well as bilingual glossaries and bilingual books to supplement the instruction occurring in the students' classroom.

When an ESL certified teacher pushes into a classroom, she co-teaches with the classroom teacher and provides additional support in the lesson to support the ELLs in the class. If the students are working on an independent or group activity, the ESL certified teacher pulls the ESL students aside into a small group within the classroom setting to work on the material with the small group. The teacher uses ESL strategies, as well as scaffolding and differentiation, to ensure that the ELLs master the material at hand. In this model, the ESL certified teacher and the classroom teacher look at the lesson together before it is taught to discuss how to deliver the material to reach all learners. The ESL teacher works to incorporate methods to ensure the instruction is reaching the ELLs in the classroom.

In our self-contained Kindergarten and second grade classrooms, the classroom teacher is certified in ESL and is responsible for delivering the mandated minutes to the ELLs in the classroom. In addition to all day instruction with an ESL certified teacher as the classroom teacher, students in these classrooms receive additional minutes, beyond their mandated minutes when a certified ESL teacher pushes in to support the classroom teachers three to four periods per week. The purpose of these additional minutes is to provide intensive, targeted ESL instruction to these students as well as to provide additional scaffolds and differentiation in the context of the whole class.

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

Since P.S. 307 only has a Free Standing ESL program, all instruction is delivered in English. Content is made comprehensible to ELLs using many different approaches. Grade-level content is delivered in whole class, small group and one-on-one groupings. Classroom teachers have received professional development on ESL instructional strategies to incorporate into their instruction. English Language Learners also benefit from the availability of bilingual glossaries with content specific vocabulary. In addition, the ESL teachers and classroom teachers are in constant communication about the needs and progress of the ELLs in order to ensure each student is receiving the interventions necessary to be successful academically. Explicit vocabulary instruction is delivered to the ELLs during Push-In periods in order to ensure that they have the vocabulary necessary to access the grade level materials they are presented with in the classroom. In addition, since the classroom and ESL teachers are in constant communication with each other, if there is a particular area in which an ELL is struggling in the general education classroom, the ESL teacher will work to incorporate that material into the ESL lessons to ensure the student has multiple and diverse opportunities to access the material.

4. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE

We currently do not have any SIFE students at P.S. 307. However, if a SIFE student should be admitted to the school, we will perform the following steps: assess to identify areas of strength and need, place the student based on those strengths and weaknesses, employ additional intervention services which include, but are not limited to, ongoing assessment to monitor progress. As with all students at P.S. 307, differentiated instruction will be implemented to ensure that the SIFE students' needs are met. In addition, should P.S. 307 admit a SIFE student or group of SIFE students, these students will be a part of a Breakfast Academy where if necessary socialization skills and appropriate school behavior will be introduced. Finally, each of these students will be matched with a buddy in the classroom who has the same home language, if possible and will serve as a friend and resource for the SIFE student.

b. Describe your plan for ELLs in US schools less than three years. Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.

Newcomers at P.S. 307 receive the mandated number of minutes as per their proficiency level. Instruction during these Push-In periods is based on student needs as per data from various assessments given throughout the school year. These ELLs are closely monitored by their classroom and ESL teachers to ensure they are progressing academically. Both the classroom teacher and the ESL teacher examine the students' data, make observations of the students and conference with the students to assess their needs. Once the students' needs are identified, the ESL teacher works with the classroom teacher to formulate an intervention plan. Progress is constantly monitored and if the intervention does not seem to be working, the teachers will meet to reassess the instructional plan. These students typically become a part of the Response to Intervention (RTI) groups in the areas that the data shows they are lacking and they receive targeted instruction during our extended day periods if their data shows it is necessary.

Now that NCLB requires ELA testing for ELLs after one year, extra attention is paid to ELA content during ESL instruction. P.S. 307 has implemented ELA simulations at various points throughout the school year, data from these simulations is examined and analyzed to determine areas of need for ESL students. Once the areas of need are identified from the ELA simulation data, ESL teachers, classroom teachers and AIS providers work with the administration to formulate a plan of action for these students. In addition, a certified ESL teacher is a part of the teaching staff during the ELA after-school institute as well as during the ELA Saturday Academy series. During these periods, the ESL teacher instructs the newcomers using scaffolding and differentiation in order to assist them in their academic progress on the ELA. As with any educational plan, student progress is monitored and the plan is reevaluated periodically to ensure that it is effective in assisting students in progressing academically.

c. Describe your plan for ELLs receiving service 4 to 6 years.

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

d. Describe your plan for Long-Term ELLs.

While P.S. 307 does not have any long-term ELLs at the moment, we do have experience in working with these ELLs. P.S. 307 places great emphasis on providing rigorous academic intervention services to students who are identified as long term ELLs. Depending on their proficiency level, and their individual needs, long term ELLs will have their data reviewed and analyzed by an in-house Data Inquiry committee. Within the mandated amount of minutes for the student's proficiency level, ESL strategies and alternative academic interventions will be applied. Progress is constantly monitored and if the intervention does not seem to be working, the teachers will meet to reassess the instructional plan.

e. Describe your plan for ELLs identified as having special needs.

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

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

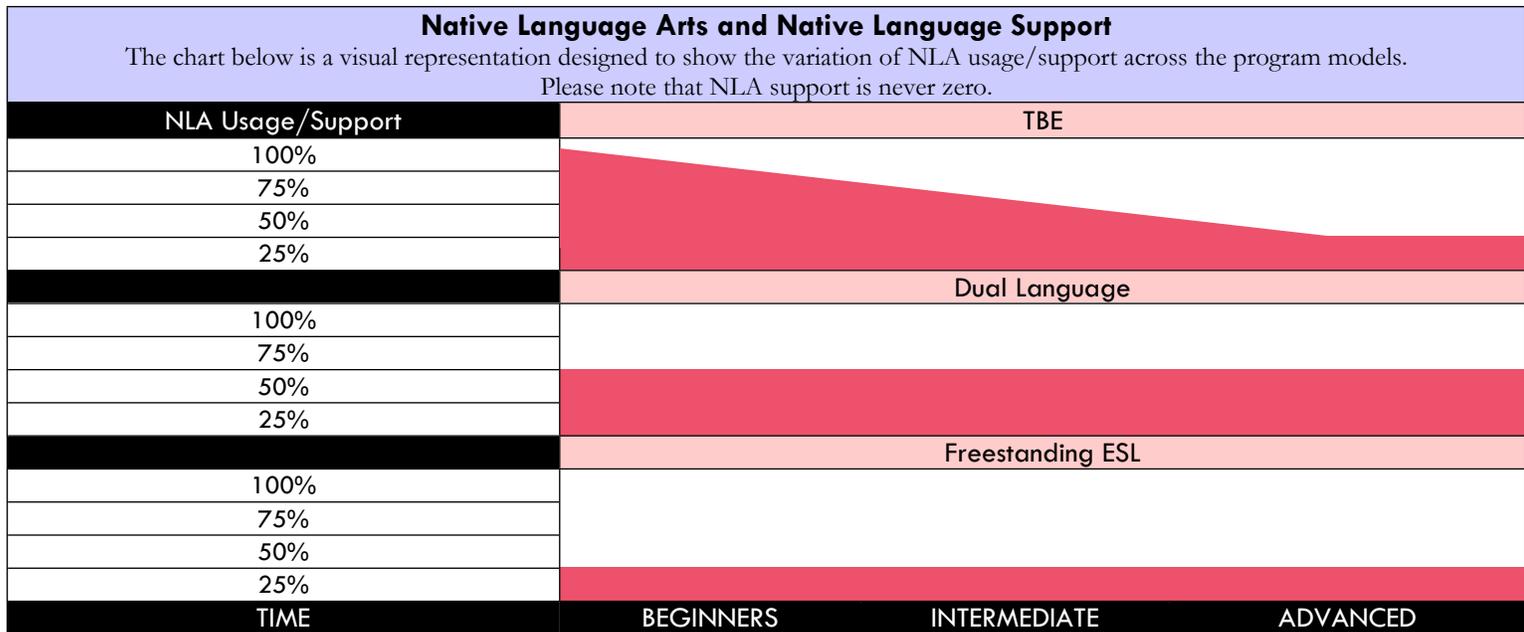
Beginning

Intermediate

Advanced

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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?

Paste response to questions 5-14 here

5. Describe your targeted intervention programs for ELLs in ELA, math and other content areas. Since our current program is a free-standing ESL program, all content area material is delivered in English. Below is a description of the targeted intervention programs used for ELLs in ELA, Math, Science and Social Studies. Through ESL Professional Development programs, all of our staff have learned to implement proven ESL strategies and techniques such as the use of music, pictorial representations, activating prior knowledge, building background, kinesthetic activities, and body language in order to help students succeed academically. All ELLs are eligible for all of the Academic Intervention Services offered based on their academic needs. We use the following programs/strategies for ELA Academic Intervention Services: Harcourt Intervention (Gr. K – 3), Harcourt ELL Intervention (Gr. K-3), Fountas & Pinnell Intervention Kit (Gr. K-5), Additional Support Activities Harcourt Brace(Gr. 4- 5), Buckle Down (Gr. 3 -5) and Test Sophistication (Gr. 3&4). The Academic Intervention Services are provided to our students in a variety of methods – via small group during the school day, the after school program and Saturday Academies. We have Classroom Teachers, Content Specialty Teachers, ESL Certified Teachers, EGCR Teachers & F-Status teachers providing these services for students. AUSSIE consultants also provide services based on student needs in grades PK-5. The AUSSIE consultants work in collaboration with the classroom teachers to analyze student data and formulate small groups to work on targeted skills for identified students. Across the grades in literacy we find that our ELL students struggle the most with literacy. As the result of this observation, our AIS providers work with groups of students comprised mostly of ELLs in an effort to assist these students in successfully achieving their literacy goals. P.S. 307 uses the following programs/strategies for Mathematics Academic Intervention Services: Buckle Down (Gr. 3 -5) and Math Comprehensive Assessment. (Gr. 3- 5), and the Everyday Math built in differentiation lessons. The Academic Intervention Services are provided to our students in a variety of methods – via small group, during the school day, in the after school program and Saturday Academies. We have Classroom Teachers, Content Specialty Teachers, EGCR Teachers & F-Status teachers providing these services for our students. AUSSIE consultants also provide services based on student needs in grades PK-5. The AUSSIE consultants work in collaboration with the classroom teachers to analyze student data and formulate small groups to work on targeted skills for identified students. ELLs are targeted during these intervention sessions based on their mathematics performance data. P.S. 307 has three full-time Science specialty teachers who push into all of our classrooms to provide Science instruction. These teachers will teach the class alone or will co-teach with the classroom teacher. In the subject area of Science, we also use the following programs/strategies for Science Academic Intervention Services: Buckle Down Science (Gr. 4), Measuring Up Science (Gr. 4) and our own self-designed Science Performance Test (Gr. 4). The Academic Intervention Services are provided to our students in a variety of methods – via small group, during the school day, in our after school program and during Saturday Academies. We have Classroom Teachers & Content Specialty Teachers providing these services for our students. We also provide an after-school Science Academy for 4th and 5th grade students to enhance their experiences and knowledge of the scientific method. Experiments were selected from various middle school level resources. Science specialty teachers provided these services for our 5th grade students. In grades K-3, the Science teachers work with the students to research and create Science fair projects to display at our Family Science Fair Night. In addition, Saturday Family Science workshops are offered to provide our students and their families with further Science exposure and instruction. For both 5th grade, at the beginning of the school year in preparation for the November Social Studies test, and for the 4th grade toward the end of the school year to prepare them for 5th grade, we use the following programs/strategies for Social Studies Academic Intervention Services related to the 5th grade NYS Social Studies Test in addition to the core Social Studies curriculum being taught across the grades: Test Simulations using previous years' tests, creating hands-on models, role plays, related test preparation Social Studies materials and DBQ related preparation materials. The Academic Intervention Services are provided to our students in a variety of methods – via small group, during the school day, in our after school program and during Saturday Academies. We have Classroom Teachers, ESL

certified teachers and Cluster Teachers providing these services for our students.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

Our plan for continuing transitional support for ELLs reaching proficiency on the NYSESLAT is to continue to provide them with ESL services at an advanced proficiency level. An ESL teacher will Push-In to the classroom to provide ESL strategies and differentiation in the context of the whole class setting and as a supplement to the core curriculum. In addition to continued service, the ESL teachers will conference with classroom teachers to identify specific student needs to be addressed during ESL instruction. In addition to the above described interventions, all former ELLs who have reached a level of proficiency on the NYSESLAT are entitled to testing accommodations for up to two years. To ensure each former ELL receives the accommodations they are entitled to, a list of former ELLs is kept along with the list of current ELLs. The students on this list are given the accommodations along with the current ELLs during any and all examinations on which they are entitled to the accommodations. All former ELLs are eligible for extended time, separate location, a third reading of listening passages on the ELA, bilingual testing glossaries, and translated copies of eligible exams.

7. What new programs or improvements will be considered for the upcoming school year?

One of the major program changes this year at P.S. 307 is the structure of our extended day intervention minutes. The 37 ½ minute periods for intervention will take place on Tuesday, Wednesday and Thursday mornings. During this time, ESL students will be served in grades K, 1 and 2 by an ESL certified teacher. In grades 3, 4, and 5, the ESL students will be grouped together as the result of their common need for decoding and spelling and will receive instruction from a reading intervention teacher. During the 2010-2011 school year, P.S. 307 will implement the Just Words literacy program to assist those students, including ELLs who are struggling with applying phonics skills to their writing. The Crystal Springs Intervention Kits for grades K-2 and 3-5 will also be used during ESL instruction and the 37 ½ minute intervention periods to address targeted skills for ESL students. The school also plans to add an ESL certified teacher to the ELA after school academy this year to assist our ELLs in the testing grades. Finally, the second grade ELL After School Institute will begin earlier this year than previous years as many of our students in second grade are showing that they need this intervention immediately.

8. What programs/services for ELLs will be discontinued and why?

The ELL Breakfast Academy will be discontinued this year. This program is being discontinued because the students who composed the targeted group that participated in this program last year have either graduated or have improved significantly in the targeted skill areas. A new target group, a group of second grade ELLs, has been identified and these students will receive instruction during a Second Grade ELL After School Institute. In addition, P.S. 307 is no longer a Reading First school and therefore the Reading First program and schedule will be discontinued. However, some of the materials and components of the Harcourt Trophies program are still being utilized. At this time, none of the other programs implemented last year are being discontinued. All of the other programs in place for ELLs have been reviewed and the LAP team has not chosen to discontinue any of these programs.

9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

In terms of school programs, ELLs are offered the same programs and activities as their peers. All after school programs, Saturday programs, workshops, school clubs, field trips, etc. are offered to ELLs in the same manner as their peers. P.S. 307 does have ELL after school and supplemental services that are available only to ELLs. English Language Learners benefit from the same curriculum as their English proficient peers, as well as the same access to physical education, music education and participation in the Arts programs in the school. For example, ELLs fully participate in the Shakespeare performance each year that is presented by the school in partnership with the American Globe Theatre.

An After School ELL Institute funded by Title III was piloted during the 2006-2007 school year, and has been expanded into the 07-08, 08-09, 09-10 school years. The after school institute will be implemented during the 2010-2011 school year as well.. Moving Into English (part of the Reading First program for ELLs), Reading First's Voyager program, NYSESLAT test sophistication materials and Avenues, are utilized to provide additional reinforcement for ESL and literacy instruction. Students meet by grade, two to three times a week for an hour to an hour and fifteen minutes, for this extra ESL and literacy instructional time. The focus of the after school programs vary by group and grade: grade-level and ESL teachers collaboratively analyze student data (i.e. LAB-R and NYSESLAT scores, ECLAS, DIBLES, and Fountas & Pinnell) to group students and identify an after school focus based on students' needs. Some examples of after school groups' focuses include, but are not limited to: decoding and phonics, guided reading, comprehension, word-attack skills, and vocabulary. We offer this after-school institute to all students in grades K-2 eligible as per LAB-R and NYSESLAT test results. In grades 3-5, ELL students participate in a non-Title III funded after school program focused on literacy and mathematics. During the literacy institute an ESL teacher focuses on targeted skills based on student data with the ELLs in grades three, four and five. These students are also grouped by grade and areas of need. Also during the 2009-2010 school year, P.S. 307 began implementing ESL certified teachers into the Saturday Academies for students in grades 3-5. An ESL certified teacher worked with the ELLs in these Saturday Academies to supplement the classroom teacher's instruction with additional scaffolding, visual representations and vocabulary instruction. The implementation of an ESL certified teacher during these

Saturday Academies will continue during the 2010-2011 school year. The presence of an ESL certified teacher will also extend into the ELA After School Institutes.

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

P.S. 307 does not currently have a dual language program and therefore questions 1-5 do not apply to our school.

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.

Paste response to questions 1-3 here

1. Describe the professional development plan for all ELL personnel at the school.

Instructional personnel who service ELL students, including common branch teachers, subject area teachers, paraprofessionals and special education teachers will be provided with professional development early in the school year on issues that pertain to the ELL population.

Professional development will occur during classroom teacher's common prep periods, pre and post observation conferences with administration, during lunch shares, during professional development days such as Election Day, and after school. P.S. 307 offers Professional Development on most Mondays after school for all staff. Professional development for instructional personnel who service ELL students is completed in many ways including, but not limited to, in-house by employees of the school, in-house by outside professionals and outside of the school. The Assistant Principal and Parent Coordinator also attend these professional development sessions. During the 2009-2010 school year, non-certified ESL classroom teachers attended ESL focused professional development outside of the school at sites such as Fordham for BETAC trainings. The resources and information these teachers received was then turn-keyed to the remaining staff at P.S. 307. ESL certified teachers also attended off site professional development such as the NYSTESOL Conference in White Plains, a workshop at Hunter College and a conference at Columbia University. Again, all resources and information gathered at these sessions were taken back to P.S. 307 and turn keyed to the rest of the staff. P.S. 307 will continue to seek out these professional development opportunities for both ESL certified and non-ESL certified staff members. The school frequently checks the websites of the New York City Office of English Language Learners, the Bronx BETAC at Fordham University and Teacher's College for these opportunities.

Professional development is offered by the administration as well as the ESL Coordinator on Election Day, in-house, to explain the LAB-R and NYSESLAT tests and how the scores can help to further expand teachers' understanding about the tests their students are required to take and how to use the ESL data to drive instruction. A segment on ESL strategies essential for ELL students will give staff members the ability to embed various ESL strategies into their planning so that teaching and learning can be most effective.

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

Finally, any and all information pertaining to ELLs obtained at network meetings and/or other professional development events that pertains to the numerous tasks performed by our school secretaries, such as ATS functions, the intake process and recording keeping, turn-keyed by the attendee to the secretaries as soon as possible. For example, after attending a network meeting during which it was made clear that an ESL certified teacher or administrator must administer the HLIS and perform the initial informal interview, our ESL coordinator met with the secretaries to turn-key this information to them. This constant communication and meeting keeps all staff members on the same page to ensure clarity of procedures.

As with all professional development opportunities attended by staff members at P.S. 307, the attendees of an ESL Workshop will discuss the contents and topics of each workshop attended with an administrator to evaluate the quality and usefulness of the material and to

determine when/if the material will be turn-keyed to the rest of the staff. The turn-key of important information pertaining to ELLs takes place during Monday professional development sessions, lunch shares, Election Day Professional Development and/or Chancellor's Conference Day Professional Development depending on the time of year. For example, after attending a network meeting on the LAB-R and NYSESLAT examinations in September, our ESL Coordinator turn-keyed the information during the Election Day professional development periods as it was the next opportunity to do so. Agendas and sign in sheets for these in-house professional development workshops are kept on file in the ESL room as well as the main office.

The ultimate goal of our professional development is to assist all staff members in equipping ELL students with the skills necessary to meet English proficiency on the NYSESLAT examination and current promotional grade criteria. This will afford them opportunities to be high academic achievers as they progress in their school career. Should a teacher or other staff member come across an issue pertaining to ELLs of which he or she is not knowledgeable, all efforts will be made by the administration and ESL staff to assist that staff member in learning the skills it takes to address the issue or to locate a professional development opportunity that will address the issue.

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

To respond to the needs of our ELL students transitioning to middle school, P.S. 307 hired an F-Status ESL certified teacher who was a middle school ESL teacher for many years. This F-Status teacher works with our upper grade teachers and their ELL students to help to prepare them for the changes the students will encounter when transitioning to middle school. In addition, our bilingual Parent Coordinator works with parents and upper grade staff members to ensure all middle school applications are completed and submitted. The Parent Coordinator and the F-Status ESL teacher are also available to answer and address any questions or concerns the parents may have about their child's transition to middle school.

3. Describe the minimum 7.5 hours of ELL training for all staff as per Jose P.

P.S. 307 constantly seeks opportunities for ESL targeted professional development for our teachers and staff. These opportunities have included workshops and institutes through the Bronx BETAC, the Office of English Language Learners, Teacher's College and when applicable the Westchester Reading Council. The administration and ESL staff at P.S. 307 diligently seeks out these opportunities for our staff in order to allow them to not only meet and exceed the required 7.5 hours, but also to allow them to become more knowledgeable and confident in their teaching of ELLs. This year the school has one new staff member who will need to complete these 7.5 hours and we hope to find meaningful opportunities through the above listed organizations through which this goal can be achieved.

Records of the Jose P. training hours are maintained in the school-wide Professional Development binder located in the Assistant Principal's office. Also in this Binder is a record of every workshop attended by P.S. 307 staff member, including ESL trainings.

E. Parental Involvement

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

1. Describe parental involvement in your school, including parents of ELLs.

Parents of ELLs are given equal opportunities to participate in any and all family activities and programs that P.S. 307 offers. Families are involved through a variety of venues. Initially, ELL Family Orientation Meetings are held to inform parents and families of the various program choices they have, the program that P.S. 307 offers, and information on the curriculum. In the Fall of each year, each grade holds a Family Curriculum Institute with the goal of providing families with opportunities to learn about the Literacy, Mathematics, Science and Social Studies units and how to support their children at home. There will also be workshops to inform them about the New York State Standards in Reading, Writing, Mathematics, and Science so that parents become familiar with the measures utilized to determine student progress and promotion. Family orientations/workshops devote segments to possible modifications and/or enhancements required for ELL students. Presentations and handouts are provided in both English and Spanish to assist families in accessing workshop content.

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

During the 2008-2009 school year, we piloted Science Family Nights during which parents participated in science experiments similar to those their students experienced during the school year. Experiments were provided at every grade level. The parents received detailed

information on the expectations of the New York State Science Test and the importance of exposing students to all the areas of Science. As with other family workshops, Science Curriculum Night presentations and handouts were provided in both English and Spanish to assist parents in accessing the workshop content. Science Curriculum Nights will again be provided during the 2010-2011 school year. Parents are also involved through a variety of other venues. Family workshops are held throughout the year to address such issues as: asthma, hygiene, healthy eating, safety, and the state math and ELA tests. As in past years, families of ELL students will be invited to attend, and translators and bilingual materials will be provided. Throughout the year, during the school day and on Saturdays, Family Institutes/Workshops will also be held in order to maximize parent and family participation. These institutes afford parents opportunities to learn a variety of literacy and mathematics skills and strategies and how to support their children at home. Through the skills of our bilingual Parent Coordinator, parent volunteers, and our PTA executive board, presentations and materials are provided in both English and Spanish to assist parents and families in accessing workshop content.

During the 2009-2010 school year, P.S. 307 partnered with Lehman College to implement a Saturday "Parents As Art Partners" program. During this program parents of both ELLs and non-ELLs at all grade levels were invited to the school to do art with their children. The group made art projects focused around animals and their diets. The group of parents, students and staff even had the opportunity to travel to the Bronx Zoo to participate in art through observing the animals at the zoo. This program will be continued once again during the 2010-2011 school year in order to continue to enrich our students' love of the arts.

All ELL parents are offered equal opportunities to participate in all of the activities mentioned above as well as any additional trips, performances and presentations done within the school. Parent and family participation is further encouraged by providing participants with gift bags of instructional materials, resources (such as tape recorders and books-on-tape), and manipulatives that will assist them in reinforcing concepts with children at home. The success of these workshops is measured by the parents' enthusiasm, positive comments and desire for additional workshops. Any and all workshops, programs and materials are offered in a bilingual format to ensure all parents are being reached.

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

The school has worked in conjunction with many agencies to bring workshops and experiences to the parents in our school community. We will continue to work with these agencies to ensure the parents of our students are receiving the information they need. The school has worked with agencies such as: Child Abuse Preventive Program (CAPP) to present a child abuse workshop, the NYPD to learn about cyber safety, NYC Learning Leaders to inform parents of the school and involve them in the school community, the Bronx Health Link to present information on asthma, and the Administration of Child Services to present information on abuse and neglect. The school also worked with the UFT and Dial-a-Teacher to inform parents of resources available to them for homework assistance and The Center for Arts Education's Parents As Art Partners Grant to involve parents in their students' art education. Through this grant, the school partnered with Lehman College Art Gallery and parents and children worked together on four Saturdays, with a visual arts teaching artist and several staff members, to create visual art pieces on Saturdays. The visual art projects were tied into the Science curriculum and parents and children visited the Botanical Gardens to observe plants to integrate into their art. In addition to the workshops and presentations that other organizations have helped the school to present, our Bilingual Parent Coordinator is always available to parents to assist them in locating any resource or organization they may need.

3. How do you evaluate the needs of parents?

The P.S. 307 staff is very involved in speaking with the parents frequently as well as listening to what the parents are asking for. Our bilingual parent coordinator speaks with parents to assess what they need support with and works diligently to meet the needs of our parents. Parent concerns are also heard and addressed to the best of our ability during Parent Teacher Conferences. During these conferences a translator is available to all teachers and parents. Should any parent needs or concerns arise during this time, the staff at P.S. 307 will work to address the concern or to meet the need of the parent. In addition, should any issues arise in the school that need to be addressed with parents, the school staff works to find resources and materials to present to the parents through workshops. For example, when cyber safety became an issue in the school, the staff at P.S. 307 worked in conjunction with the NYPD to put together workshops on cyber safety for parents and students to attend. All communication before, during and after Parent Teacher Conferences and any workshops is offered in both English and Spanish. Should a translation in a language other than English or Spanish be necessary the school will contact the Office of Translation Services and request translation in that language.

In addition to the conversations with parents, the school pays close attention to parent responses on the parent survey distributed each year by New York City. The feedback given on these Parent Surveys is an invaluable resource to P.S. 307 in finding out what our parents need and how we can adjust our current practices to better serve our parents and students. The school's parent coordinator, administration and bilingual staff is available to assist any parent who has questions about the school survey.

4. How do your parental involvement activities address the needs of the parents?

Since the staff of P.S. 307 is constantly listening to the parents of our students and having conversations with them about what they need and want we are meeting the needs of our parents through the numerous workshops, orientations and activities carried out in our school as

well as outside of the school. For example, when the parents of students in grades 3-5 began asking the staff questions about the state tests their children were required to take, the school worked diligently to put together and present parent workshops to inform the parents of what exactly the exams involved and what they could do at home to support their children. If a parent has a need that we do not have the resources to meet, the staff at P.S. 307 works diligently to locate the information and to assist the parent in meeting their needs.

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)	11	7	2	2	0	2	0	0	0	0	0	0	0	24
Intermediate(I)	3	13	4	2	1	2	0	0	0	0	0	0	0	25
Advanced (A)	13	4	9	2	1	1	0	0	0	0	0	0	0	30
Total	27	24	15	6	2	5	0	0	0	0	0	0	0	79

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	2	0	0	0	0	1	0	0	0	0	0	0	0
	I	3	0	1	0	0	2	0	0	0	0	0	0	0
	A	9	9	1	0	2	4	0	0	0	0	0	0	0
	P	7	20	9	2	6	5	0	0	0	0	0	0	0
READING/ WRITING	B	8	5	2	0	1	2	0	0	0	0	0	0	0
	I	10	3	4	1	2	3	0	0	0	0	0	0	0
	A	2	13	3	1	0	6	0	0	0	0	0	0	0
	P	1	8	2	0	5	1	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	1	1	0	2
4	0	3	3	0	6
5	2	4	4	0	10
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math					
	Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3	0	0	1	0	1	0	0	0	2
4	0	0	4	0	4	0	1	0	9
5	2	0	5	0	5	0	0	0	12
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	4	0	2	0	4	0	1	0	11
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	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				

New York State Regents Exam

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

Native Language Tests

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

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

- 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.

Paste response to questions 1-6 here

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs. What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan?
 P.S. 307 employs ECLAS-2 and Fountas and Pinnell to assess the early literacy skills of our ELLs. The data from these assessments shows us that our ELLs typically perform lower than their proficient classmates when early literacy skills are assessed. In addition, we have found while there are many visual references in these early literacy assessments aimed at assisting the students, many of our ELLs are not familiar with the vocabulary for the visual, causing them to struggle to answer the question. For example, a student is shown a picture of a ball and asked to say what sound the word starts with. If the student does not know the vocabulary word "ball" he will struggle to produce the first sound of the word. We have also noticed that many of our ELLs in the early grades struggle to master the concept of letter/sound relationships. To combat these areas of weakness. ESL instruction will be tailored to include intensive instruction in these areas. The daily routines of ESL

The data gathered from both NYSESLAT and LAB-R results, provides us with an opportunity to recognize patterns across proficiency levels and grades. In kindergarten, we find that most of the LAB-R eligible students who have attended Pre-Kindergarten at P.S. 307 score at an advanced or proficient level on the LAB-R. Those Kindergarteners who are new arrivals to the country or who have not had a Pre-Kindergarten experience with P.S. 307, tend to score at a beginner or intermediate level on the LAB-R. Across the proficiency levels in Kindergarten, these students all tend to struggle more with the reading portion of the exam than the listening and speaking portion. In first grade, students who were in Kindergarten at P.S. 307 tend to increase about one proficiency level from the LAB-R at the beginning of their Kindergarten year to the NYSESLAT during the Spring of their Kindergarten year. There are, of course, a few exceptions where the students' proficiency level decreases from the LAB-R to the NYSESLAT. In first grade, the ESL teachers work diligently to pinpoint the skills that the ESL students struggled with on the previous years NYSESLAT in order to address these areas of weakness in the students' proficiency. As with our Kindergarten students, we find that across the proficiency levels in first grade, students all tend to struggle more with the reading and writing portion of the exam than the listening and speaking portion. We have also noticed that some of our students achieved an advanced level score in the first grade, only to fall back to an intermediate level in the second grade. To reverse this trend, our certified ESL teachers are diligently working with both classroom teachers and with students not making progress in using the re-teaching materials from Moving Into English and the ELL Intervention Kit. In addition, these students are receiving other AIS services and interventions by experienced F-Status teachers. By second grade, many of the students who have attended P.S. 307 since Kindergarten have achieved a level of proficient or advanced on the NYSESLAT. However, those who have achieved at an advanced level seem to get stuck at that level and struggle to make progress according to the NYSESLAT in second and third grade. To address this issue the ESL teachers as well as the classroom teachers are working together alongside the administration to identify targeted strategies that can be used by both the classroom and ESL teachers to assist these students in both reading and writing (the identified areas of need) with the aim of assisting them in achieving English proficiency. In third grade, we see some improvement in the proficiency level based on the NYSESLAT, while in fourth grade we find that the majority of students who have been with our school for more than two years achieve proficiency on the NYSESLAT. In fifth grade, those students who have been enrolled at P.S. 307 for more than one year tend to improve a level or to achieve proficiency. Again in second, third, fourth and fifth grade, we notice that across the grades and proficiency levels, our ELL students perform higher on the Listening/Speaking section of the exam than on the Reading/Writing section. Our certified ESL teachers are working along with the administration and the classroom teachers as well as our literacy coach to identify and address the areas of weakness in each modality in order to provide more support in these areas. Since the weakness in Reading/Writing is across the grades, the intervention to address these weaknesses will be across the ESL program.

3. How will patterns across the NYSESLAT modalities- reading/writing and listening/speaking- affect instructional decisions?

When examining the NYSESLAT data in terms of the separate modalities, it can be seen that across the grades and across proficiency levels, our ELL students are scoring on higher levels in the listening and speaking portions of the assessment than they are in the reading and writing portions of the assessment. With this knowledge P.S. 307 will adapt our instruction to include more reading and writing activities into daily instruction. This additional reading and writing instruction will allow ELL students to strengthen the skills necessary to perform more effectively in the reading and writing portion of the assessment. Since the weakness in Reading/Writing is across the grades, the intervention to address these weaknesses will be across the ESL program. In addition to the increased focus on reading and writing within our instruction, ESL teachers will be pushing-in to the classrooms across the grade during reading and writing periods in order to assist the classroom teachers in addressing the individual needs of each student. The addition of an ESL certified teacher during the ELA After School Institute in grades three, four and five will also add to the additional targeted instruction in these areas. We added leveled listening libraries in all classrooms in grades K-2 and supplementary listening libraries in grades 3-5 for the ELLs.

4. For each program, answer the following:

a. Examine student results, what are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

Since P.S. 307 has only a Free Standing ESL program, students typically only take assessments in English. Students are provided with a copy of the assessment in their native language if available, however, we have noticed that many of our students rely more on the bilingual testing glossaries than the translated copy of the assessment. All of our students who are provided with the translated copy of the assessment choose to use the English version of the assessment. Since our students are not taught or assessed on a regular basis in their native language and the students choose not to use the translated copies, these assessments in the native language are not used in data analysis.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

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

c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

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

5. For dual language programs, answer the following...

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

6. Describe how you evaluate the success of your programs for ELLs.

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

Next, ongoing and constant assessment is also performed throughout the year to ensure that students are receiving appropriate instruction to assist them in achieving academic progress. Again, if the data shows that the ELLs are not making sufficient progress; current instructional methods are evaluated and reconsidered. For example, if an Advanced level ELL student is not showing sufficient progress in an all push-in program, the team may decide that the student would benefit from being pulled out with the Intermediate ELL students two times a week for small group instruction. This new setting would be evaluated for its effectiveness in assisting the student in making academic progress. Finally, the NYSESLAT is used to measure the success of our programs for ELLs. When NYSESLAT scores are received the Data Inquiry Team at P.S. 307 examines the data to ensure our programs are meeting the needs of our ELL students. If the programs are not meeting the students' needs, areas of need are identified and addressed.

Additional Information

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

Paste additional information here

None applicable.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
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	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other <u>Literacy AIS Provide</u>		
	Other <u>Math AIS Provider</u>		
	Other		
	Other		