



P.S. 310 EDUCATIONAL COMPLEX

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 10X310

ADDRESS: 260 W. KINGSBRIDGE ROAD, BRONX, NY 10463

TELEPHONE: (718) 796-9434

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 310 **SCHOOL NAME:** P.S. 310 Educational Complex

SCHOOL ADDRESS: 260 W. Kingsbridge Road, Bronx, NY 10463

SCHOOL TELEPHONE: (718) 796-9434 **FAX:** (718) 796-9528

SCHOOL CONTACT PERSON: Elizabeth Cardona **EMAIL ADDRESS:** ECardon2

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Maria Colon/Ruben Brosbe

PRINCIPAL: Elizabeth Cardona

UFT CHAPTER LEADER: Keeley Sasseen

PARENTS' ASSOCIATION PRESIDENT: Jocelyn Cueto

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

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

NETWORK LEADER: Maria Quail

SUPERINTENDENT: Sonia Menendez

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Elizabeth Cardona	*Principal or Designee	
Keeley Sasseen	*UFT Chapter Chairperson or Designee	
Jocelyn Cueto	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Maria Colon	Member/Teacher	
Elcilia Taveras	Member/Teacher	
Ruben Brosbe	Member/Teacher	
Mildred Perez	Member/Teacher	
Deborah Mayer	Member/Teacher	
Sheniza Bethune	Member/Parent	
Maria Esparza	Member/Parent	
Margarita Hernandez	Member/Parent	
Surdalis Vasquez	Member/Parent	
Johana Deleon	Member/Parent	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

School Vision and Mission

The vision of the P.S. 310 Complex is a school community where all its members, parents, students, staff and community-based organizations work collaboratively to provide an instructional program that challenges every individual to reach higher standards. The ultimate goal of the Complex is to support the development of students, parents and staff as active and thoughtful learners, able to view themselves as lifelong learners in a multicultural world.

The P.S. 310 mission is based on the belief that all children can and will learn. We value each student, parent, staff member, business and community member and are respectful of each other's differences and build on each other's strengths. The learning and growth of each individual child will be the focus of all activity within the school community with the goal of ensuring that our students are ready to seek higher education in the future and will be prepared for the challenges of the twenty first century. In partnership with parents, students and staff and respecting the needs of each individual student, P.S. 310 will:

- Provide a safe, nurturing, child-centered environment
- Expect students to achieve high academic standards through a rigorous, integrated curriculum
- Recognize that the home/school connection is vital to the success of our children, and
- Be dedicated to the development of our children as productive and thoughtful learners who will become responsible, contributing members of a globe society.

P.S. 310 is located in the northwest section of the Bronx in District 10. The school has an enrollment of 700 students in grades Pre-K-5. Our school is divided into four mini-schools, each with an assistant principal, that offer smaller communities in which the staff can better provide the individualized attention that each child requires. This year we have restructured our organization to accommodate our expanding preschool program. One of our four schools has been designated an Early Childhood Center to ensure that students in our community are provided a positive well developed early start program. The four mini schools within our complex are the following:

- ◆ Early Childhood Center (E.C.C.) is committed to providing a child-centered, early start program for Pre-Kindergarten through first grade students that will develop students' social-emotional, academic and physical skills. Through an integrated curriculum rooted in language development, students will develop readiness skills to become confident learners. Students will be engaged in experiential and hands-on activities that promote thinking and build independence and students' love of learning.
- ◆ Achieving Reading Together Through the Arts (A.R.T.) promotes the theme of language and literacy through the arts and sciences. Through an integrated curriculum rooted in literature, students develop the ability to become creative learners and critical thinkers. By connecting literature with the arts, math and science, students learn the skills of reading and writing and use them to develop the life-long process of communication.
- ◆ Science and Literacy Academy (S.L.A.) promotes science inquiry where students can initiate short meaningful projects or long term inquiry of the world around them. The science curriculum is integrated with our literacy program in which students develop literacy through a holistic approach. The link with hands-on science inquiry, cooperative learning groups and technology helps to develop critical thinking and problem solving skills.
- ◆ Math and Literacy Together (M.A.L.T.) which is committed to providing a child-centered reading, writing and mathematics program that supports problem solving and critical thinking skills. In the MALT Academy teachers provide mathematical instruction that utilizes hands-on instructional strategies and activities that promote thinking and reasoning. Students enjoy mathematics as they build confidence and develop better understanding of mathematical ideas and concepts.

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. 310 Marble Hill								
District:	10	DBN:	10X310	School BEDS Code:	321000010310				
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	32	35	52		93.0	93.7	TBD		
Kindergarten	110	125	101	Student Stability - % of Enrollment:					
Grade 1	103	108	113	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	108	110	105		89.4	92.2	TBD		
Grade 3	125	113	85	Poverty Rate - % of Enrollment:					
Grade 4	108	118	120	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	125	113	118		79.1	83.4	93.0		
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		5	39	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		27	24	24		
Grade 12	0	0	0	Special Education Enrollment:					
Ungraded	0	0	1	(As of October 31)	2007-08	2008-09	2009-10		
Total	711	722	695						
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	31	28	23	Principal Suspensions	5	16	TBD		
# in Collaborative Team Teaching (CTT) Classes	23	43	57	Superintendent Suspensions	4	2	TBD		
Number all others	59	58	51	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		
English Language Learners (ELL) Enrollment:				CTE Program Participants	0	0	0		
(BESIS Survey)				Early College HS Program Participants	0	0	0		
(As of October 31)	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	51	46	13	(As of October 31)	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	0	Number of Teachers	57	65	TBD		
# receiving ESL services only	206	190	186						

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	11	45	Number of Administrators and Other Professionals	15	16	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	2	1	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	98.5	TBD
				% more than 2 years teaching in this school	57.9	64.6	TBD
				% more than 5 years teaching anywhere	45.6	38.5	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)	75.0	75.0	TBD
American Indian or Alaska Native	0.0	0.0	0.1		87.3	96.0	TBD
Black or African American	13.8	12.5	11.7				
Hispanic or Latino	81.2	82.3	81.6				
Asian or Native Hawaiian/Other Pacific Isl.	1.7	2.1	3.2				
White	3.4	3.2	3.3				
Male	55.6	54.0	52.8				
Female	44.4	46.0	47.2				
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:							
	Phase			Category			
	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	√sh	√					
Limited English Proficient	√sh	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	6	6	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	√		
Overall Score:	97.9			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data	√		
School Environment:	11.8			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:	17.2			Quality Statement 4: Align Capacity Building to Goals	√		
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	√		
Student Progress:	59.3						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	9.8						
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

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

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

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

A review of the data indicates that for the last two years our school has received an "A" on our Progress Report. This was a result of consistent progress of our students in both reading and math. This year due to a change in state scale scores, we had significant declines in our performance results in both reading and math. This performance decline was reflective of a state wide trend. Our reading performance was 7% lower than the city average, but our math results were 5% higher than the city average. In science we saw a 12% increase and a 15% increase in social studies.

Trends:

- For two years in a row we have received an A on our School Progress Report.
- We have had a 19% decrease in our English Language Arts (ELA) scores for the 2009 academic year.
- We have had a 4% decrease in Special Needs students and a 20% decrease in English Language Learner (ELL) students not meeting grade standard.
- We have had a 26% decrease in our mathematics scores for the 2009 academic year, moving from 85% at Level 3 or above to 59%.
- We have had a 16% decrease in the number of Special Needs students in mathematics meeting grade level and a 29% decrease in ELL students meeting grade level.
- In 2009, 80% of our 5th grade students scored at or above grade level in the Social Studies test, a 15% increase from 2008.
- In 2010, approximately 77% of our 4th graders scored at or above grade level in science, a 12% increase from 2009.
- 76% of P.S. 310 students showed progress on English Language Arts state test.
- 74% of P.S. 310 students showed progress on Math state test.
- There appears to be a growing gender gap between the performance of girls and boys on the English Language Arts test. Girls are outperforming boys by 19%.

Accomplishments:

- Further development of after school enrichment programs to include collaboration with Midori and Friends providing students with instrument instruction.
- Further development of school inquiry team and the development of inquiry teams in each mini school.
- Significant increase in parent participation rates.
- Increased use of technology in our classrooms, for example: teleconferencing with Australia.
- Opening of school park.
- Increase in celebrations around student work.
- Expanded Kindergarten program.

- Increase of highly qualified English as a Second Language and Special Education teachers.
- The implementation of goal setting practices in mathematics and reading, for school wide.
- The study of Multiple Intelligence Theory (MIT) to support at-risk students.
- The study of infusing robust vocabulary into the content area.
- Further development of our anti-bullying program.
- The development of effective systems for timely analysis of data.
- The increase of teacher sharing of best practices, during lab sites and intervisitations and video.
- Parent participation in English as a Second Language parent class.
- P.S. 310 did better than 84% of all elementary schools in New York City.

Barriers:

- Special education students are bused to the school, thereby making it harder for them to attend after school and Saturday programs designed to help them to improve.
- Having to test students who have been in the country for only one year and do not have sufficient English language development to perform proficiently on state tests.
- Providing differentiated instruction for Special Needs students while still meeting grade level standards.
- Student mobility: students take early and/or extended vacations.
- Decrease in resources and funding to support supplemental programs.

SECTION V: ANNUAL SCHOOL GOALS

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

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

Goal#1: By June 2011, students will approach, meet or exceed performance standards in the area of literacy with an emphasis on the development of critical thinking to further student comprehension skills. The goal will be measured by a 10-12% improvement in English Language Arts state test results and or a 10-12% increase in students reaching grade-appropriate Fountas & Pinnell levels. Additionally, we strive to decrease the number of level 1 students by 8%.

Goal #2: By June 2011, students will approach, meet or exceed performance standards in the area of mathematics by emphasizing goal setting, problem solving, mathematical reasoning and communication. The goal will be measured by a 10-12% improvement in state test results or simulated results and a review of student portfolios.

Goal #3: By June 2011, all Special Education and English Language Learner students will approach, meet or exceed English Language Arts performance standards by further development of all four strands of communication with an emphasis on writing to demonstrate understanding. This goal will be measured in the following ways:

1. Achievement of Individualized Education Plan
2. A 5-10% increase in Special Education and English Language Learner students meeting grade level standard, as measured by Fountas & Pinnell levels and or state test

Goal #4: By June 2011, 100% of teachers will be involved in professional development focused on the use of data and goal setting to differentiate instruction and through further mini school inquiry work or reading, as measured by agendas, monthly walkthroughs, differentiated lesson plans, student goal setting logs, and school presentations.

Goal #5: By June 2011, there will be a 30% increase in parent participation in the learning community as measured by sign-in sheets and agendas.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students will approach, meet or exceed performance standards in the area of literacy with an emphasis on the development of critical thinking to further student comprehension skills. The goal will be measured by a 10-12% improvement in English Language Arts state test results and or a 10% increase in students reaching grade-appropriate Fountas & Pinnell levels. Additionally, we strive to decrease the number of level 1 students by 8%.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: Grades Pre-K-5 Timeline: September 2010-June 2011</p> <p>Actions:</p> <ul style="list-style-type: none"> • Coaches will support teachers with unit development using performance indicators as a guide. • Coaches will support teachers in utilizing core standards for curriculum development. • Teachers will administer parent, student and teacher surveys to selected students in order to assess multiple intelligences. • Teachers will use reading assessments such as Fountas & Pinnell, Early Childhood Literacy Assessment System (ECLAS-2), Early Performance Assessment in Language Arts (E-PAL), English Language Learners Periodic Assessment, Developmental Reading Assessment (DRA-2), Acuity and weekly comprehension assessments to monitor students’ progress. • Teachers will use the writing continuum as a guide to monitor students’ writing progress. • Teachers will use conferencing as a time to set goals with students using performance indicators. • Selected classes in grades 3-5 will be adopted by a staff member that will work with small groups as well as support teachers in analyzing data. • Identified students in grades 3-5 will participate in the after school program for targeted instruction. • Through guided reading, teachers will use effective questioning strategies to increase students’ comprehension. • Teachers in Pre-K-3 will develop a system to track basic sight words as a way of building student vocabulary. 	<p>Responsible Staff: Coaches, Assistant Principals, AIS staff, and teachers</p>

	<ul style="list-style-type: none"> • Teachers will implement the following programs based on appropriateness of grade: Raz for Kids, Soliloquy, Voyager and Ticket to Read. • Teachers will continue to build differentiated reading strategies using research-based practices that were investigated during mini-school inquiry teams. • We will identify and tier students to provide Response to Intervention (RTI). • Teachers will increase focus in reading, by way of inquiry studies. • Teachers will collaborate with Academic Intervention Services providers, Special Education Teacher Support Services providers, school counselors, English as a Second Language teachers and any other specialist. • Teachers will develop critical thinking questions to use during small group reading instruction to monitor comprehension. • Teachers will select literature for grade level read alouds and develop critical thinking questions to focus on improving accountable talk. • Students will respond to literature given a writing prompt. • Grade 3-5 Tier II students will participate in small group intensive guided reading during Extended Day. • Students will be grouped flexibly by level during Extended Day guided reading • Extended Day push-in teachers will develop individual word banks based on words selected from reading and high frequency word lists. • Pilot implementation of Read 180 program in 5th grade inclusion class. • Instructional Specialists will use MIT to further support literacy development in small groups during their multiple intelligence support period. • Classes will continue to remain lower than contractual size. • Vocabulary word of the week: K & 1, 2 & 3, and 4 & 5. • Books Alive activities.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Literacy Coach (Title I) • Writing Coach (C4E) • Supplemental Education Services (SES Provider) • Teacher collaboration with grade level colleagues during common prep • After school teachers (Title I) • Class size (Title II)

	<ul style="list-style-type: none"> • Simulated Assessments – Fall, Winter, Spring • Acuity Tests (1 Predictive Assessments - January and 2 Instructionally Targeted Assessments – November and March) • Conferencing notes tied to student goals • Comprehension quizzes weekly • DRA-2 – (September and June) • F & P - (November, January , April) • ECLAS-2 - September and May • E-PAL – January and May • ELL Periodic Assessment – October and March • Writing Continuum – September, January, June • Portfolio pieces (Every six weeks) • Reflections • Extended Day Tier II students will be monitored every 6 to 8 weeks • Progress Monitoring in January using Established Benchmarks (K-3) <p>Projected Gains: 65% of each class in grades K-5 will reach grade appropriate F & P levels with a 15% increase after each administration of F & P.</p>
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Subject/Area (where relevant): Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students will approach, meet or exceed performance standards in the area of mathematics by emphasizing goal setting, problem solving, mathematical reasoning and communication. The goal will be measured by a 10-12% improvement in state test results or simulated results and a review of student portfolios.</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Target Population: Grades Pre-K-5 Timeline: September 2010-June 2011</p>	<p>Responsible Staff: Coaches, Assistant Principals, AIS staff, and teachers</p>
	<p>Actions:</p> <ul style="list-style-type: none"> • Teachers will use an open-ended question daily. • There will be a minimum of two math investigations for each unit. • Teachers will work after school with students in grades 3-5 for targeted instruction with groups created based on student need. • Students will receive math instruction in Saturday Program. • Teachers will use data from simulated assessments, in-class assessments, and conferencing to 	

	<p>differentiate instruction.</p> <ul style="list-style-type: none"> • Teachers will use standard-based assessments to identify need. • Teachers will create smart goals to introduce unit based on performance indicators. • Teachers will use conferencing as a time to monitor student goals. Students will be able to use goals to become self-managed learners. They will be able to articulate goals and will be able to monitor their progress towards meeting goals through reflection. • Students will use manipulatives and have process charts as available resources. • Kindergarten teachers will create center-based activities around student smart goals for each unit. • Teachers will use math timelines for important supplemental material as well as key ideas to focus on. • Teachers will have students reflect at least 3 times a week. • Weekly quizzes will be given to assess performance indicators taught that week. • Continued development of mathematical rubric and use of rubric to assess students' reflections. • Students will write reflections after investigations and will use rubric to assess their understanding.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<ul style="list-style-type: none"> • Math Coach(C4E) • Supplemental Education Services (SES Provider) • Teacher collaboration with grade level colleagues during common prep • Math Calendar Day
<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"> • Simulated Assessments – Fall, Winter • Conferencing notes – tied to student goals • Portfolio pieces (Every six weeks) • Reflections • 2-ITAs – November and March • 1-Predictive - January • Goals and Unit Assessments – tied to performance indicators <p>Projected Gains: A minimum of a 6% increase on simulated test by winter administration and 12% increase by June administration.</p>

Subject/Area (where relevant): Literacy – Special Education and ELL Students

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, all Special Education and English Language Learner (ELL) students will approach, meet or exceed ELA performance standards by further development of all four strands of communication with an emphasis on writing to demonstrate understanding. This goal will be measured in the following ways:</p> <ol style="list-style-type: none"> 1. Achievement of Individualized Education Plan (IEP) 2. A 5-10% increase in Special Education and ELL students meeting grade level standard as measured
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	by F & P levels and or state test.
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Target Population: Special Education and ELL students Timeline: September 2010 – June 2011</p> <p>Responsible Staff: ESL consultant, all Assistant Principals, ESL teachers , and all classroom teachers</p> <p>Actions for English Language Learners (ELLs):</p> <ul style="list-style-type: none"> • We will develop an inquiry team composed of our Special Education Teacher Support Services (SETSS) and ESL teachers on ELLs and IEP students. • We will develop a team of specialists to explore MIT. • All teachers will use guided reading to support comprehension and vocabulary development for our ELLs. • We will continue to use Raz Kids, Readers Theatre, Soliloquy, Ticket to Read, Voyager, Brain Pop Junior, and Leapfrog. • Levels 1 and 2 children will participate in Extended Day (T. W, Th) and will be invited to participate in after school programs on the same days. • Our ESL teachers will continue to use Fountas & Pinnell, ELL Periodic Assessments, Acuity, and New York State as a Second Language Achievement Test (NYSESLAT) to inform their instruction. • We will continue to provide early language intervention to our Pre-K students. • We will continue to improve communication between ESL teachers and General Education teachers by sharing weekly lesson objectives and data. • We will ensure that all classrooms have an active listening center available to students. • We will implement Kidspiration to support our reluctant writers in organizing their ideas. • We will implement a Title III Program for beginners after school and on Saturday. <p>Actions for Special Education:</p> <ul style="list-style-type: none"> • Periodic meetings for Special Education teachers and Special Education team. • Students will work with the organization Puppetry In Practice for grade 3. • Behavior support plan Instructional Support Team [IST] meetings. • Using technology to differentiate instruction in Special Education classrooms. • Use of Smartboards. • Use of computer programs for math. • Use of grades K-3 Learning A-Z and vocabulary A-Z. • We will increase the amount of push-in services for ELLs. • ELL and SETSS providers will develop vocabulary to encourage student ownership and teach use of new words in all phases of communication. • Extended Day utilizing reading and math intervention programs.

	<ul style="list-style-type: none"> • We will continue to improve communication between General Education and Special Education Teacher Support Services (SETSS). • Coaches will support teachers with lesson tiering. • Development of scaffolded calendar aligned to state standards and performance indicators. • Piloting READ 180 Program in 4th grade inclusion class.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources:</p> <ul style="list-style-type: none"> • Title I • Inquiry Funds • Fair Student Funds • Title III • Title IIA <p>ELL Professional Development:</p> <ul style="list-style-type: none"> • We will offer more intervisitation opportunities for our ESL teachers to observe best practices. • Teachers who are involved in Inquiry Team activities will turnkey to their peers. • Training on the use of data to differentiate instruction. • ESL teachers to be involved in training on differentiation and lesson tiering. • Training on the New York State English as a Second Language Achievement Test (NYSESLAT) and strategies for improving writing with use of rubric and exemplars • Training on question development to enhance accountable talk – distinguishing between convergent and divergent questioning. • Training on ESL strategies and using multiple modalities to enhance language development. <p>Professional Development for Special Education: Professional development on the following topics:</p> <ul style="list-style-type: none"> • Writing IEPs using technology • Interpretation and use of IEPs • Using IEPs to differentiate instruction • How to write a behavior support plan • Using technology in a special education class • Using data to develop scaffolded lessons (Lesson Tiering) • Effective Collaborative Team Teaching • Periodic meetings with our Special Education teachers regarding Special Education reform

<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"> • IEPs • Low inference observations • NYSESLAT results, ELL Periodic Assessments • Calendars • F&Ps, DRAs, Portfolios, Professional Development Calendars <p>Projected Gains: A 3-5% increase in students achieving grade level standard after each administration of F & P or a 3-5% increase in midyear simulation or predictive.</p>
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Subject/Area (where relevant): Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 100% of teachers will be involved in professional development focused on the use of data and goal setting to differentiate instruction and through further mini school inquiry work or reading, as measured by agendas, monthly walkthroughs, differentiated lesson plans, student goal setting logs, and school presentations.</p>	
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Target Population: Grades Pre-K-5 Timeline: September 2009-June 2010</p> <p>Actions:</p> <ul style="list-style-type: none"> • Weekly grade study meetings, totaling four a month. Meetings will be focused on reading/writing, math, science, and social studies, as well as teacher needs. • Teacher leaders to help facilitate grade study meetings and development of teacher best practices. • Weekly academy meetings where inquiry work will be studied, mini school themes developed. • Morning book clubs on topics that are identified as a school need. Some may focus on conferencing, critical thinking, and RTI. • Professional development on the development of Specific, Measurable, Attainable, Realistic, Time-bound (SMART) Goals. • Instructional Specialists will be trained in different ways to use Multiple Intelligences and guided reading as a way to meet the needs of students. • Turnkeys of outside of school meetings where teachers/coaches/assistant principals attend. • Increasing teachers’ use and understanding of technology and how it can assist with differentiated instruction, as well as student engagement. • Professional development on the use of Acuity to analyze and differentiate instruction. • Use of the Achievement Reporting and Innovation System (ARIS) to form a learning community for the sharing of ideas. 	<p>Responsible Staff: Coaches, Assistant Principals, Principal, all staff, and teachers</p>

	<ul style="list-style-type: none"> • Workshops on the concept of tiering to differentiate instruction. • Teachers will share best practices through labsites, inter-visitations, and at staff conferences/meetings. • Inquiry update from each mini-school will be presented during staff conferences. (Each academy and the core team will be given the opportunity to share two times during the year, in addition to the June professional development day.) • Teachers will participate in professional development on the implementation of reading strategies to support critical thinking activities in the classroom. • Teachers will participate in professional development on how to develop effective questioning using Bloom's Taxonomy. • Teachers to attend the Children First Intensive (CFI) math calendar day.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i>	<ul style="list-style-type: none"> • Literacy Coach grades 3-5 (Title I) • Math Coach grades K-5 (C4E) • Writing Coach grades K-5 (Title I) • Grades K-5 Teacher Leaders • Books (Inquiry) • Professional Development (Inquiry)
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> • Learning walks • Agendas (academy meetings and grade study) • Teacher formal observations • Coaches' summary reports • Progress increase on scores • ARIS Inquiry Portal

Subject/Area (where relevant): Parent Involvement

Annual Goal 5 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2011, there will be a 20% increase in parent participation in the learning community as measured by sign-in sheets and agendas.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<p>Target Population: Parents Responsible Staff: Teacher, Parent Coordinator, Coaches and Counselors</p> <p>Actions:</p> <ul style="list-style-type: none"> • Parents of grades 3-5 focus on ELA & Math tests. • Parent workshops to support parents grades K-2 with reading.

	<ul style="list-style-type: none"> • Parent workshop on science & social studies. • Weekly meetings on life skills and academic support for students. • Arts & crafts workshops related to holidays. • Parents invited to assemblies and events, class celebrations and class trips. • Further development of resource lending library for parents. • Parents going on more educational trips. • Training in the use of ARIS. • Process for timely distribution of parent invitations to workshops. • Increase in recruitment of parent volunteers. • Parent participation in evening Tele-conferencing activities. • Development of parent support group. • Selection of class representative to support parent communication. • Parents are members of the School Leadership Team (SLT) and participate in the monitoring of the Comprehensive Educational Plan (CEP).
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Resources:</p> <ul style="list-style-type: none"> • Community organizations (i.e. hospital) • Coaches, counselors conduct workshops • Title I – After School • Title III – Saturday Program • Teachers, Coaches, Assistant Principals
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Instruments/Periods of Review:</p> <ul style="list-style-type: none"> • Parent/teacher conference sign-in sheets summary • Parent Surveys • Parent Monthly Calendars • Parent Coordinator’s bi-yearly attendance summary report <p>Other Forms of Documentation:</p> <ul style="list-style-type: none"> • Agendas and sign-in sheets after each meeting <p>Projected Gains: 30% increase of parents across the spectrum of parent involvement opportunities based on a review of the Parents’ Association attendance, workshop attendance and parent/teacher conferences participation.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	28	28	0	0	9	1	6	3
1	53	53	0	0	5	0	8	0
2	69	69	0	0	6	7	10	3
3	50	50	0	0	11	6	6	1
4	56	37	56	56	13	8	6	1
5	71	46	71	71	13	10	10	1
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<ul style="list-style-type: none"> • Academic Intervention Specialist and other support personnel will provide AIS in reading and writing during the school day. AIS Specialist will work with Levels 1 and 2 students in groups of 5 to 6 students utilizing programs that target students’ academic needs. Programs such as: Voyager Passport, Great Leaps and Ticket to Read on-line, Ladders to Success, Soars to Success, Soliloquy, Classroom Connections Skills Bag, Foundations, and Wilson will be utilized to support our at-risk students. • Teachers will provide additional literacy and mathematics instruction in an extended day program three times a week to support Levels 1 and 2 students. Students will be engaged in guided reading during Extended Day twice a week (Tuesdays and Wednesdays). Teachers will provide instruction through an integrated approach aligned with the regular school day program. • ESL and bilingual teachers will provide daily ESL instruction to eligible English Language Learners. Program such as: Harcourt Intervention, Kidspiration, and English Language Learners Trophies. • Teachers will provide additional literacy instruction during the afterschool three times a week to support Levels 1 and 2 students utilizing Targeted Reading and Math Intervention Programs. • Several after school classes on Saturday will be targeted to support English Language Learners for intermediate and advanced students. • All Levels 1 and 2 students were invited to attend the Afterschool Program. The students will receive support in reading comprehension as well as writing. • Teachers will provide literacy instruction to Title III classes for beginner ELL students in grades 1-5.
Mathematics:	<ul style="list-style-type: none"> • Teachers will provide literacy and mathematics instruction in an Extended Day Program (during after school Tuesday, Wednesday and Thursday) to support Levels 1 and 2 students. • Teachers will provide instruction through an integrated approach aligned with the regular school day program. Fast Math Program on-line will be utilized to support our at-risk students. • Teachers will provide math instruction to Title III classes for beginner ELL students in grades 1-5.
Science:	<ul style="list-style-type: none"> • Classroom teachers will provide small group instruction in science by integrating content area throughout the curriculum. • The science teachers will use the scientific method to provide hands-on instruction. • The 3rd-5th grade science teacher will provide science in the science lab. • Higher order thinking skills will be infused throughout the curriculum. • The 4th grade students will participate in a hands-on science intensive practical test preparation.

Social Studies:	<ul style="list-style-type: none"> • Use of teleconferencing to enrich 3rd and 4th grade curriculum. • 4th and 5th grade teachers will utilize the social studies Houghton Mifflin Harcourt Program during the day to support our at-risk students.
At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • Guidance Counselor will provide small group counseling support once a week to students who exhibit social and emotional difficulties. • Peer Mediation.
At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • School Psychologist works one-on-one with students who are at risk which includes building up their coping skills and consulting with teachers. Main focus is testing and evaluation of initial triennials and re-evaluation of cases.
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • Offers individual support to at-risk children with academic, social and emotional needs as per our 201 and 214 reports. Parent contact is essential as well as providing referrals to outside agencies to request services of support. • Offers one-on-one counseling to address behavioral issues that impact school performance.
At-risk Health-related Services:	<ul style="list-style-type: none"> • School nurse provides health services to students as needed.

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information

Grade Level(s) After School Gr. 1-5 & Saturday Gr. 3-5 Number of Students to be Served: 110 (total) LEP _____ Non-LEP _____

Number of Teachers 8 Other Staff (Specify) 1 Assistant Principal

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

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

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

P.S. 310 is committed to supporting our English Language Learners to further develop their literacy skills. A review of our ELL Periodic Assessment data showed that a majority of our students (97%) were in level 2 and 3. Students showed deficiencies in the area of reading and writing area. These findings were consistent with our NYSESLAT data, which also showed a weakness in these two areas. A review of our English Language Learners' performance on last year's ELA showed that only 13% of our ELLs were on grade level with the majority of our ELLs being on level 2. In mathematics our ELLs were at a 42% above grade level. In mathematics we need to continue to support our ELL students to articulate their mathematical thinking particularly in writing. To support our students to meet grade level standard, we will create an after school program for Beginners and a Saturday program for our intermediate and advanced students.

The after school program will service 30 Beginner students from grades 1-5. Two cross grade classes will be formed (Gr. 1-2 and Gr. 3-5). The goal of our after school beginner class will be to support students with their language development. Students will be involved in activities to strengthen all four strands of communication: listening, speaking, reading and writing. In addition, students will receive homework help.

- Read Aloud – mini lesson (40 minutes) – comprehension storytelling with vocabulary development using Text Talk program
- Small Groups – Guided Reading – using Every Day Math Games
- Homework Help

Program start date: October 26, 2010 through April 28, 2011 (three days a week: Tuesday, Wednesday, & Thursday from 3:30-5:30 p.m.) for our intermediate and advanced students.

Starting February 5 through April 30, 2011, from 8:30-11:30 a.m. the Saturday program will focus on increasing students' English Proficiency using ESL strategies to build students' listening, speaking, reading and writing skills with special attention to preparation for the New York State English Language Arts Test. Students will be involved in listening, vocabulary development, guided reading and test preparation work in English. 90 English Language Learners in grades 3-5 will participate.

Students will receive a 2-hour Literacy Block:

- Read Aloud – Listening with Purpose
- Mini Lesson – Comprehension Strategy and Vocabulary Development Using Comprehension Skills Bags by Benchmark
- Small Group Work (Guided Reading)
- Sharing
- Test Sophistication
 - Writing for the ELA, use of graphic organizers to develop writing pieces
 - Preparing for the NYSESLAT

Students will also receive one hour of intensive math instruction using the following workshop model:

- Mini Lesson – with active engagement and opportunity for accountable math talk and vocabulary development
- Small Group work (Guided Practice and Independent Work)
- Sharing

Teachers will use ESL strategies to develop students' mathematics skills by way of focusing on accountable talk and writing in this content area. Math literature and math manipulatives will be used to support the further development of all four communication strands and to support students with explaining their mathematical thinking. Students will work on explaining the process of their mathematical thinking and writing as well as in writing using **I-Ready Mathematics** materials. 75 English Language Learners in testing grades will participate in the Saturday program.

Parental Involvement

In addition, parents (approximately 25) will be invited to attend ESL classes for beginners during the time that their children are involved in our program. ESL workbooks will be used to support instruction. ESL class will meet from 3:30-5:00 p.m. Tuesdays and Wednesdays starting November 10, 2010. The course will be provided by a certified ESL teacher.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

All ESL teachers involved with this program will have a 2-hour study group session to discuss English Learners Academic Literacy & Thinking by Pauline Gibbons. In addition, Title III teachers will meet for one half hour prior to each Saturday session to ensure appropriate preparation.

Section III. Title III Budget

School: P.S. 310

BEDS Code: 321000010310

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
After School Per Session	\$9,579.52	2 teachers @ \$49.89 an hour for 1 1/2 hours a day (3 days a week) $\$49.89 \times 1.5 \text{ hours a day} = \$74.84 \times 2 \text{ teachers} = \$149.68 \times 64 \text{ days} =$
Saturday School Per Session	\$7,483.50	10 Saturdays 5 teachers @ \$49.89 an hour for 3 hours each Saturday $\$49.89 \times 3 \text{ hours a day} = \$149.67 \times 10 \text{ Saturdays} = \$1,496.70 \times 5 \text{ teachers} =$
Parent ESL Class Per Session	\$3,068.44	1 teacher @ \$49.89 for 1 1/2 hours a day (2 days a week) $\$49.89 \times 1.5 \text{ hours a day} = \$74.84 \times 41 \text{ days} =$

Purchased services - High quality staff and curriculum development contracts.		N/A
Supplies and materials	\$10,868.54	<ul style="list-style-type: none"> • I-Ready Mathematics • Empire State English Language Arts • Guided Reading Books
Educational Software (Object Code 199)		N/A
Travel		N/A
Other		N/A
TOTAL	\$31,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
 - Parent Coordinator serves as liaison with parents in identifying translation needs
 - Parent Surveys provide further information
 - Parents on the SLT also offer input
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.

All written communication to the home is translated by the secretary into Spanish, as 18% of our population is Hispanic.

- Parents appear to be well satisfied with the written communications in Spanish
- Translation is provided in all school meetings and conferences
- The availability of translation for all meetings and conferences is regular
- Parent Coordinator works together with PA President to communicate information to parents
- Assistant Principals, Guidance Counselors and School-Based Support Team also provide translation services during conferences when needed

Part B: Strategies and Activities

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

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 translation will be offered at meetings by bilingual parents, school aides, Assistant Principals, guidance counselors and School-Based Support Team
 - During parent/teacher conferences, an out-of-classroom bilingual teacher is stationed on every floor to assist in translations, as needed
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>.

Informational posters were placed in strategic entrance locations in areas throughout the building informing parents about translation interpretation services. In addition, flyers were available in information display in school's lobby.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	663,608	185,534	849,142
2. Enter the anticipated 1% set-aside for Parent Involvement:	6,636	1,855	8,491
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	33,180	*	
4. Enter the anticipated 10% set-aside for Professional Development:	66,360	*	

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

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

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

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

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

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

Parental Involvement Policy:

I. General Expectations

PS 310 agrees to implement the following statutory requirements:

- The school will implement programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format, and including alternative formats upon request, and to the extent practicable and in a language parents understand.
- The school will involve the parents in decisions about how 1% of Title I funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in meaningful communication involving student academic learning and other school activities, including to ensure—
 - That parents play an integral role in assisting their child’s learning;
 - That parents are encouraged to be actively involved in their child’s education at school;
 - That parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA; and
 - The school will inform parents and parental organization of the purpose and existence of the Parental Information and Resource Center in the State.

II. Description of How School Will Implement Required Parental Involvement Policy Components

1. PS 310 will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA:
 - Parent Coordinator will meet with the Parent Association (P.A.) board, get input and bring it to School Leadership Team
2. PS 310 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - An orientation meeting will be held early in the fall for parents to inform them of the Title I Comprehensive Education Plan (CEP, No Child Left Behind Legislation (NCLB), the School Budget and other school-wide project initiatives)
 - Parents will be provided with information about standards and assessment during parent meetings
3. PS 310 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Preparing your child for the 5th grade social studies exam
 - Meeting your child's social and emotional needs
 - Making Reading Fun Workshop
 - Preparing your child for the ELA
 - Childhood Obesity Workshop
 - Parent Math Workshop
 - Preparing your child for the NY State Math Test
 - Help Your Child Stay Healthy/Immunization
 - Child Abuse Prevention
 - Science Workshop
 - Cooking With Your Children
4. PS 310 will coordinate and integrate Title I parental involvement strategies with the following other programs:
 - Early Childhood Center will engage in student inquiry on how to increase meaningful parental involvement in Pre-K and Kindergarten
 - Pre-school
5. PS 310 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the 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. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
 - We will create annual bilingual family surveys
 - We will analyze the survey results and present them to School Leadership Team meeting
 - Survey results will be presented at P.A. meeting
 - Large parent calendar for door

- Parent reminder upon entering in the morning
 - Email and website development
6. PS 310 will build the school's and parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership with the community in order to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
 - The State's academic content standards
 - The State's student academic achievement standards
 - The State and local academic assessments including alternate assessments
 - how to monitor their child's progress
 - 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.)
 - Orientation Meeting
 - Parent Support Calendars for Grades 3, 4, & 5
 - b. The school will provide materials and training to help parents 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: (List activities.)
 - Saturday Parent Academy (ESL)
 - Parent Workshops
 - Social Studies
 - Science
 - English Language Arts
 - Math
 - c. The school will implement and coordinate parent programs to build ties between parents and the school. The school will also educate its teachers, pupil services personnel, and other staff in how to reach out and work with parents by:
 - Staff Meetings
 - Career Day
 - Peace Day
 - Violin Recital
 - Open School Week/Book Fair
 - Classroom Celebrations
 - First Grade Family Celebration
 - Student of the Month Recognition
 - P.A. meetings
 - September Orientation Meetings
 - Multicultural Fair

- Assemblies/Year-End Performance
- d. The school will coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Pre-school Youngsters, Parents as Teachers Program, Public Pre-school and other programs, and conduct other activities, such as parent resource centers that encourage and support parents in participating in the education of their children, by:
- Parent Resource Center in Library
 - Outreach to Marble Hill and other local pre-schools
 - Meetings with Pre-school Parents
- e. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format:
- Flyers will be translated
 - Website content will be available in Spanish
 - Ticket to Read Program

III. Discretionary School Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) or the ESEA:

- Involving teachers in the training of parents to support students;
- Providing necessary literacy training for parents from Title I, Part A funds;
- Paying reasonable and necessary expenses associated with parental involvement activities and child care costs, to enable parents to participate in school-related meetings and training sessions;
- Training parents to enhance the involvement of other parents;
- In order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting at-home visits by school family worker;
- Adopting and implementing model approaches to improving parental involvement;
- Developing appropriate roles for community-based organizations and businesses in parental involvement activities; and
- Providing other reasonable support for parental involvement activities under section 1118 as parents may request.

IV. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by School Leadership agendas. This policy was adopted by the PS 310 on 10/20/08 and will be in effect for the period of 2010-2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before 10/20/10.

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

School Parent Compact

PS 310, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school parent compact is in effect during school year 2010-2011.

Required School Parent Compact Provisions

School Responsibilities

PS 310 will:

1. Provide high-quality curriculum and instruction by ensuring that all teachers are well versed with state learning standards in all areas of the curriculum for the grade they are teaching. All teachers will be provided with continuous staff development to ensue that all units of study are aligned to state standards. In addition, teachers will use the workshop model to deliver instruction that support students in their learning by delivering instruction that includes opportunities for modeling, practicing, small group differentiated instruction, sharing and reflection.
2. Hold parent/teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held in November and March.
3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:
 - Progress Report – twice a year (January and May)
 - Phone calls – as needed
 - Notes home – as needed
 - Behavior reports – as needed on a weekly or daily basis

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Before school begins
 - During prep periods
 - At lunch time
 - After school
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Classroom celebrations
 - Field trips
 - Assemblies
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School-Wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs. Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs will be explained to parents. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide information in a timely manner about Title I, Part A programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet parents of participating children.
11. At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide an individual student report about the performance of their child on the State assessment in at least math, language arts and reading to each parent.
13. Provide timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Monitoring attendance;
- Making sure that homework is completed;

- Monitoring amount of television my children watch and the content of television viewing;
- Monitoring amount and content of video games used
- Monitoring usage of computers;
- Volunteering in my child’s classroom;
- Participating, as appropriate, in decisions related to my children’s education;
- Promoting positive use of my child’s extracurricular time;
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate; and
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the School Improvement Team, the Title I Policy Advisory Committee, the District-wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, I will:

- Do my homework every day and ask for help when I need to;
- Read at least 30 minutes every day outside of school time;
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day; and
- Come to school prepared to learn.

Signatures:

School	Parent(s)	Student
Date	Date	Date

(Please note that signatures are not required)

OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities (revise as appropriate to grade level)

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

- *Do my homework every day and ask for help when I need to.*
- *Read at least 30 minutes every day outside of school time.*
- *Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.*

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact)

The P.S. 310 Complex will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any schoolwide program plan in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The meeting will convene at a convenient time for parents. A flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practically possible.
7. Provide an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Optional School Responsibilities

To help build and develop a partnership with parents to help their children achieve the State’s high academic standards, the P.S. 310 Complex will:

1. Recommend to the local educational agency (LEA), the names of parents of participating children of Title I, Part A programs who are interested in serving on the State’s Committee of Practitioners and School Support Teams.
2. Notify parents of the school’s participation in Early Reading First, Reading First and Even Start Family Literacy Programs operating within the school, the district and the contact information.
3. Work with the LEA in addressing problems, if any, in implementing parental involvement activities in section 1118 of Title I, Part A.
4. Work with the LEA to ensure that a copy of the SEA’s written complaint procedures for resolving any issue of violation(s) of a Federal statute or regulation of Title I, Part A programs is provided to parents of students and to appropriate private school officials or representatives.

School	Parent(s)	Student
Date	Date	Date

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

***This sample template of a School-Parent Compact is not an official U.S. Department of Education document. It is provided only as an example.**

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

As part of the planning process the CEP, City Quality Review, Learning Walks and Progress Reports were reviewed. In addition, staff reviewed Acuity Data, current student test results, the Annual School Report Card, ECLAS-2 scores, DRA results, Running Records, Reading First monitoring report, and student portfolios. School-wide and grade-specific strengths and weaknesses were identified.

The School Leadership Team participated in a workshop to review CEP priorities, monitor the current year's success at implementing the current CEP, and then analyzed statistics from the 2008 tests to set new priorities for 2008-09.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

The following methods and strategies are offered:

- Voyager – Passport (intervention for at risk students)
- Trophies/Trofeos – Harcourt Reading First
- Wilson Reading Program (intervention for our Special Needs Students)
- Great Leaps (intervention for our at risk students)
- After school(test prep for at risk students)
- SES Provider (Huntington Learning Center) (after school program for K-5)
- Small group math (for levels 2 and 3 students)
- Extended Day (reading and math support for at risk students)

- Soar to Success (AIS, SETSS)
- Enrichment through
- Music/Instrument

3. Instruction by highly qualified staff.

Instruction by highly qualified teachers:

P.S. 310 is committed to providing instruction by highly certified teachers. Working collaboratively with local universities and colleges, P. S. 310 has been able to develop a recruitment network. Currently, we have two schools that have sent student teachers to intern with us for a semester. This gives us the opportunity to support these colleges, as well as find potential highly qualified candidates to fill our vacancies. In addition, teachers participate in ongoing professional development at the school during and after school throughout the year. The P.S. 310 Curriculum Team has developed school wide curriculum calendars to support teachers in providing consistent and comprehensive instruction aimed at ensuring that students meet state and city standards. During teacher study groups, teachers work collaboratively to look at student work against the state and city standards and to discuss the implications for teaching.

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

P.S. 310 is committed to providing high quality professional development to all teachers. Literacy and Math Coaches will provide professional development activities for the staff which are designed to meet the literacy and math needs of students. There will be training demonstrations and workshops conducted on a weekly basis for classroom teachers and continuous on-site training and support for staff members. Outside consultants will provide additional professional development on implementing literacy and math instruction. Professional development will support teachers with in-class demonstration lessons, observation and conferencing. Study groups will provide teachers with opportunities to reflect on their practice and to share expertise with new and experienced teachers. Teachers participate in LAB sites and participate in discussions regarding observation of best practices and implications for their own instruction.

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

- Offer parent ESL program (Tuesday and Wednesday)
- Implement a family resource lending library
- Provide parents opportunities to evaluate and provide feedback on school related issues through surveys, checklists and questionnaires
- Revise and implement the Parent Handbook
- Continue a Parent Volunteer Program with parent sign-ups for appropriate time slots
- Present a homework policy to parents that incorporates a Parent Responsibility section and defines ways that parents and teachers should monitor and provide feedback on homework
- Have weekly meetings on various topics to include life skills and how to support their children with academic work.

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

P.S. 310 has developed a relationship with the preschool programs that send students to its Kindergarten classes. Parents and children are invited to a Parent Orientation session which includes classroom visit in May during pre-registration. In addition, the Assistant Principal who supervises the registration process attends a Parent Information session at the neighboring preschool sites.

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

In all content areas, teachers are being trained how to use assessment data results to drive instruction and to develop differentiated lessons to meet the needs of specific subgroups and individual students

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

In all content areas, teachers are being trained how to use assessment data results to drive instruction and to develop differentiated lessons to meet the needs of specific subgroups and individual students

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

The school principal in collaboration with the School Leadership Team has the responsibility of ensuring that the federal Title I monies, state and city funds are integrated with other resources to serve all students.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

At risk students are offered guided reading, small group instruction, after school and Saturday classes.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The school principal in collaboration with the School Leadership Team has the responsibility of ensuring that the federal Title I monies, State and city funds are integrated with other resources to serve all students. The school has a teacher coordinator to work collaboratively with the SES provider to ensure alignment of program goals with school goals. School personnel work to ensure all compliance documentation is kept up-to-date for the nutrition program. In addition, our conflict resolution specialist works to implement anti-violence/anti-bullying lessons in all classrooms. The school nurse leads the Open Airways program for students with asthma. Parents participate in a Saturday ESL program.

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

Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			557,430		31-46
Title I, Part A (ARRA)	Federal	✓			183,678		31-46
Title II, Part A	Federal	✓			383,834		13
Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal			✓			
Tax Levy	Local	✓			3,159,542		

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

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

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

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
 - We were identified for Special Education students and English Language Learners.
 - The requirement that students are now being tested after only one year in the country has negatively impacted on the scores of the ELLs.
 - Most of our Special Education teachers have less than 5 years of experience.
 - Special Education students are bused in, making it difficult for them to stay after school for extra help.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.
 - We will continue to focus our Inquiry Studies on our English Language Learners, both school-wide and on a mini-school level.
 - Our Core Inquiry Team will focus on Guided Reading practices, specifically focusing on developing effective questioning to develop comprehension skills for our English Language Learners.
 - We will continue our interventions, including Guided Reading, Soliloquy, Voyager and Readers Theater.
 - Levels 1 and 2 children will participate in Extended Day (T, W, Th) and will be invited to participate in After-School Programs on the same days.
 - Saturday Program is offered for English Language Learners, levels 1 and 2 students and Special Education students.
 - Our ESL teachers will become trained in the use of assessments such as DRA, Running Records and Acuity Data to monitor student progress and target instruction.
 - We will continue to provide early language intervention to our Pre-K students.
 - Special Education students in grades 4 and 5 will have one or more of the following interventions: Wilson Program, Soar to Success, Ladders to Success, Voyager Program.

School Under Registration Review (SURR)

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
 - (a) Provide the following information: 2010-11 anticipated Title I allocation = \$663,608; 10% of Title I allocation = \$66,360.
 - (b) Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
 - Title I funds will be used to have an in-house literacy coach.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - Teacher mentoring is provided by in-house coaches.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
 - Parent notification letter sent in English and native language of parents/guardians
 - Parent Association meetings
 - School Leadership Team meetings
 - Communication from the Parent Coordinator

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

As of October 23, 2010, we have 4 students identified as living in temporary housing.

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

Students are identified as living in a shelter upon registering with the secretary, on the computer, or by way of parental notification. The school secretary will contact our school counselor to provide the following supports:

- Counselors will meet with parent to provide assistance with the following:
 - Transportation (bus passes)
 - Making contact with community agencies
 - Provide student with counseling support if needed
 - Provide basic school supplies
 - Enroll student in afterschool program for academic support

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

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

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

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 310 Marble Hill					
District:	10	DBN:	10X310	School		321000010310

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	35	52	46		93.0	93.7	93.5
Kindergarten	125	101	143				
Grade 1	108	113	102	Student Stability - % of Enrollment:			
Grade 2	110	105	123	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	113	85	100		89.4	92.2	89.9
Grade 4	118	120	92				
Grade 5	113	118	122	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		79.1	93.0	92.7
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		5	39	34
Grade 12	0	0	0				
Ungraded	0	1	4	Recent Immigrants - Total Number:			
Total	722	695	732	(As of October 31)	2007-08	2008-09	2009-10
					27	24	24

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	28	23	23	Principal Suspensions	5	16	9
# in Collaborative Team Teaching (CTT) Classes	43	57	58	Superintendent Suspensions	4	2	3
Number all others	58	51	51				

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	46	13	TBD	Number of Teachers	57	65	59
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	15	16	10
# receiving ESL services only	190	186	TBD				
# ELLs with IEPs	11	45	TBD	Number of Educational Paraprofessionals	2	1	7

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	98.5	100.0
				% more than 2 years teaching in this school	57.9	64.6	74.6
				% more than 5 years teaching anywhere	45.6	38.5	50.9
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	75.0	75.0	83.0
American Indian or Alaska Native	0.0	0.1	17.5	% core classes taught by "highly qualified" teachers	87.3	96.0	100.0
Black or African American	12.5	11.7	0.5				
Hispanic or Latino	82.3	81.6	81.4				
Asian or Native Hawaiian/Other Pacific	2.1	3.2	0.0				
White	3.2	3.3	0.4				
Male	54.0	52.8	51.1				
Female	46.0	47.2	48.9				

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			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year				v	
	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	v	v	-			
Hispanic or Latino	v	v				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-			
White	-	-	-			
Multiracial						
Students with Disabilities	vsh	v				
Limited English Proficient	vsh	v				
Economically Disadvantaged	v	v				
Student groups making	6	6	1			

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	A	Overall Evaluation:				NR
Overall Score:	63.6	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	7.5	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	8.1	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	43					
<i>(Comprises 60% of the</i>						
Additional Credit:	5					

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 CFN 109	District 10	School Number 310	School Name Marble Hill
Principal Elizabeth Cardona		Assistant Principal Grissell Garcia	
Coach Jacquelyn Keeley		Coach type here	
Teacher/Subject Area Aida Calle, General Ed.		Guidance Counselor Janett Miranda	
Teacher/Subject Area type here		Parent Jocelyn Cueto	
Teacher/Subject Area type here		Parent Coordinator Sabina Perez	
Related Service Provider Carlos Rincon		Other type here	
Network Leader Maria Quail		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	4	Number of Certified Bilingual Teachers	1	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	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	733	Total Number of ELLs	180	ELLs as Share of Total Student Population (%)	24.56%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

- description must also include any consultation/communication activities with parents in their native language.
- 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.)
 - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. 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).

The identification process for students who may be possible ELLs is as follows: Upon arrival, the Pupil Accounting Secretary Ms. Marian Goldenberg and licensed ESL teacher Mrs. Mildred Perez, provide the parent of the potential ELL student with a Home Language Identification Survey (HLIS). The HLIS is provided in the native language of the parent. If the HLIS indicates that the student is a potential ELL, an informal interview in English and in the native language is conducted by Ms. Mildred Perez, a licensed ESL teacher. Ms. Perez is also fluent in Spanish, allowing for the informal Spanish language interview. Our ELL students' native language is almost exclusively Spanish. If a language other than Spanish is required for the purpose of an informal interview, phone translators affiliated with the DOE are available. If the determination is made that the student is a potential ELL, the parent is informed in writing and the student is administered the R-LAB within ten days of the student's registration date. The R-LAB is administered by licensed ESL teachers, Ms. Mildred Perez and Ms. Minerva Ortiz. If the student is proficient on the R-LAB, no further action is required. If the student is not proficient on the R-LAB, the student is then administered the Spanish LAB if the native language is Spanish. The Spanish language LAB is administered by Ms. Perez and Ms. Ortiz who are both fluent in Spanish as well as licensed ESL teachers. The student is then placed in the language program of the parent's choosing. To evaluate ELL students using the New York State English as a Second Language Achievement Test (NYSESLAT) every spring, parents of ELL students are informed in writing of test eligibility status in addition to testing date and time. When the results of the test arrive, parents are informed in writing if the student is "entitled" to continued services or "no longer entitled" based on NYSESLAT proficiency.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Structures in place in our school to ensure parents understand all three choice programs are as follows: Upon registration, parents are provided with a verbal explanation of the programs available in their native language. Parents are also provided with reading material in the native language which explains the programs available. In addition, upon registration as well as a periodic "New ELL Admit" meetings for parents are available throughout the school year. These meetings include the presentation of the DOE program selection DVD, the availability of a licensed ESL teacher, a parent coordinator and a school administrator as well. A question and answer period is also embedded in the parent orientation.

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].)

To ensure that entitlement letters are distributed to parents, our ESL teachers provide each required ELL student in grades K through 5 with entitlement letters. Copies of these letters are kept on file. At the time of registration, parents are provided with the program selection form. Parent selection forms are completed upon parent orientation.

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.

Students are placed in a Bilingual program if 15 or more parents on a grade of a similar native language request a specific native language Bilingual program, such as a Spanish Bilingual program or Spanish Dual Language program. Students are placed in an ESL program when parents select an "English only program". To ensure parents are informed, periodic parent ELL meetings are available in the parent native language. Parents also have available to them written information in the 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.)

After reviewing the Parent Survey and Program Selection forms over the past two years, the trend in the Parent Program Choice entitled students indicating parents are increasingly selecting English as a Second Language as the preferred program choice.

Year	# of Students Tested with R-LAB	Not Entitled	Entitled	Parent Choice	
				Bil.	ESL
2009-10	97	58	39	15	24
2010-11	164	111	53	18	35

The trend also indicates that parents of our Kindergarten students who attended our Pre-K selected ESL as a parent choice.

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.

The program models offered at our school are aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Push-In	6	6	6	6	6	6	0	0	0	0	0	0	0	36
Total	9	7	6	6	6	6	0	0	0	0	0	0	0	40

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	180	Newcomers (ELLs receiving service 0-3 years)	145	Special Education	19
SIFE	0	ELLs receiving service 4-6 years	35	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	26	0	0	0	0	0	0	0	0	26
Dual Language	0	0	0	0	0	0	0	0	0	0

ESL	119	0	7	35	0	8	0	0	4	154
Total	145	0	7	35	0	8	0	0	4	180
Number of ELLs in a TBE program who are in alternate placement: <u>8</u>										

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	24	0	0	0	0	0	0	0	0	0	0	0	0	24
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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	3	0	0	0	0	0	0	0	0	0	0	0	0	3
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
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	27	0	27											

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																		
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	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	0	0	0	0	0	0
Korean	0	0	0	0	0	0	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	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0
Korean	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								
Haitian	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino):
	Hispanic/Latino: <u>0</u>
	Other: <u>0</u>

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	38	25	25	22	25	35								170
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	1	0	1	1								3
Urdu	0	0	0	0	0	0								0
Arabic	0	0	1	0	0	1								2
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other	0	0	1	2	1	1								5
TOTAL	38	25	28	24	27	38	0	180						

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 (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
The organizational models in P.S. 310 are self-contained Bilingual education, ESL self-contained and both an ESL push-in co-teaching and pull-out models.
 - 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])?
The program models are as follows:
-ESL self-contained, some grade class with heterogeneous proficiency levels
-Bilingual self-contained, some grade class with heterogeneous proficiency levels
-Homogeneous grade level push-in with heterogeneous proficiency levels
-Heterogeneous grade pull-out with homogeneous levels
-Homogeneous grade pull-out with heterogeneous proficiency levels
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)?

Teachers receive and analyze the NYSESLAT results as well as various other data to determine student proficiency levels to formulate groups. In the Transitional Bilingual class, the Part 154 mandated ESL, ELA and NLA instructional minutes are embedded in the flow of the instructional day. In the ESL self-contained class, mandated ESL and ELA minutes are also embedded in the instructional flow of the day. In our ESL push-in and pull-out programs, two ESL teachers ensure students receive their mandated minutes by grouping students based on proficiency levels. ESL target sheets indicate the names of the individual students served and the exact amount of minutes the student is provided with ESL services. In the Transitional Bilingual kindergarten class, all level students receive 180 minutes a week of Native Language Arts (NLA) including 180 or 360 minutes a week of ESL depending on NYSESLAT levels. All self-contained, push-in or pull-out ESL, Beginning and Intermediate students receive 360 minutes a week of ESL. Advanced students receive 180 minutes a week of ESL including 180 minutes a week of English Language Arts (ELA).
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.

The content areas in each program model are delivered as follows: In the self-contained ESL class as well as the push-in, pull-out groups, the content standards are delivered using various ESL techniques such as but not limited to, Total Physical Response (TPR), cooperative learning, Sheltered Instruction Observation Protocol (S.I.O.P) techniques, visual supports and jig-saw strategies. In the Transitional Bilingual classes, the content standards are delivered in the native language. In the Transitional Bilingual class, ESL techniques are also used when teaching content standards.
4. How do you differentiate for ELL subgroups?
 - a. Describe your instructional plan for SIFE.

SIFE (Students with Interrupted Formal Education): Upon registration to the school, the pupil accounting secretary will identify a SIFE student and alert the Principal who will make a proper class determination. The student will be placed in the appropriate class and his/her skills will be assessed. The school will provide Academic Intervention Services (AIS), counseling, one-to-one tutoring and family support. Student

and family will be provided with access to appropriate outside agencies as needed. In addition, ESL services will be provided.

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.

Newcomers (3 years or less): English Language Learners three years or less will be provided with the mandated language and instructional support. Newcomers will also be provided with opportunities to discuss, observe and become familiar with their new environment, both in school and in the community by working with our guidance counselor. Instructional materials will be culturally sensitive. Newcomers will recognize the value of the various cultures in content-based materials used for instruction. Families of newcomers will be encouraged to enter the school community and share their knowledge and culture with students and staff. The Parent Coordinator will support the families of newcomers by assisting with outreach support groups and support organizations. Parents of newcomers will be encouraged to visit and join our Parents' Association where they will become familiar with the working and expectations of the school. The Parents' Association provides a safe haven for families unfamiliar with their new environment and surroundings. ELL newcomers eligible for state testing will be provided with Academic Intervention Services (AIS) during the school day, Extended Day and After-school academic support in addition to mandated ESL services. By way of Title III funds, Saturday ESL Class for Beginners will be offered to parents. During this time, students will be provided with extra help in reading and math.

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

ELLs 4 to 6 years: Long-term ELLs are supported through intensive Academic Intervention in small group instruction. In addition, long term ELL students are provided the opportunity to attend the Saturday Academy and our After-School Program. Long-term ELLs receive additional test prep support which includes access to NYSESLAT test prep materials. English Language Learners also attend Saturday Test Prep Academy specifically to prepare for the NYSESLAT.

d. Describe your plan for Long-Term ELLs (completed 6 years).

Long-term ELLs Completing 6 years: Long-term ELLs completing 6 years receive AIS services throughout the week in small groups to develop their writing and comprehension skills. Long-term ELLs completing six years are also participants in the extended day and after school programs.

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

Special Needs ELLs: ELLs with special needs will participate in using technology to differentiate instruction. This includes but is not limited to the use of Smartboards, math computer programs, use of Learning A-Z and Vocabulary A-Z.com for grades K-3. Inquiry work will continue to focus on ELLs including ELLs with IEPs. Special Needs ELL students will participate in the Extended Day program three days a week in addition to the after school programs available. The Instructional Support Team continuously meets to discuss behavior as well as academic support plans for ELL students with special needs.

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

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.

The targeted intervention programs for ELLs in ELA and in math are as follows:

To support ELL students in math academic intervention specialists will work with ELL students in small group instruction. Programs such as Voyager Passport and Ticket to Read on-line, Ladders to Success, Soliloquy, Read 180, Classroom Connections Skills Bag, Foundations and Wilson will be used. In addition, ELL students also participate in Readers' Theatre and Guided Reading groups. ELA interventions for ELL students are also available during Extended Day and the After School Program. NYSESLAT Test Prep is also available for our ELL students during our Saturday Academy Program. All supplemental programs are in English with Spanish support available in the bilingual classes.

Math intervention programs are available for ELL students through the Everyday Math Program. Teachers also work with ELL students during the Extended Day Program. Teachers provide instruction through an integrated approach aligned with the regular school day program combining the Everyday Math Program with math games, Tables and Graphs, Math Steps, Fast Math Program on-line will be utilized to support ELL students.

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

Transitional support for ELL students achieving proficiency on the NYSESLAT includes students working with teachers during the Extended Day Program. This grade-appropriate support group will allow students who are newly proficient to continue to develop their self-confidence in the use of their second language in a monolingual setting. This small group instruction period will allow the teacher to work closely with the proficient student to continue the development of complex linguistic skills.

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

For the 2010-2011 school year a distribution of Title III funds will allow beginner level ELL students to attend after school classes and intermediate and advanced students to attend Saturday ELL Preparatory classes. Students, together with the classroom teachers, will create linguistic goals and an action plan.

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

None of the prior ELL student support services have been discontinued.

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

ELL students are afforded equal access to all school programs through careful scheduling. ELL students participate in gym, dance, music, science lab, math support, technology, and conflict resolution. Supplemental services includes Saturday NYSESLAT Test Prep Academy, After School Academic Intervention Services for ELA and math. Early grade ELL students have available to them the Huntington SES Program and the Title III After School Program for Beginner ELLs.

10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional materials used to support ELLs are Trophies and Trofeos, Readers' Theatre, Soliloquy on-line program, Moving into English, (the ESL Component of Reading First) and authentic literature. In addition, all ELL students have access to listening centers, and Smartboards.

11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

In the Kindergarten Bilingual class, the native language is supported through the use of Reading First Trofeos Program. The Moving into English ESL portion of Reading First supports the teacher in the teaching of ESL as per Part 154 language allocation.

12. Do required services support, and resources correspond to ELLs' ages and grade levels?

Yes, required services support and resources correspond to ELLs' ages and grade level. All programs and supports are developmentally, academically, and linguistically appropriate.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Activities to assist newly enrolled ELL students before the start of the year includes the following: Parents as well as students participate in a school orientation. During this time, parents and newly enrolled ELLs are provided the opportunity to obtain information about the school as well as the curriculum. Parents and students are then given the opportunity to spend the morning in classrooms to experience a portion of the day observing routines as well as instruction. Parents and students are also provided with informational packets in English and Spanish as well as books for parents to read with their children.

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 parent involvement in your school, including parents of ELLs.

P.S. 310 provides a comprehensive approach to parent involvement. Parents are provided with a monthly calendar outlining the array of workshops which are tailored to support parents with personal life skills topics as well as to provide academic support for their children. Parents are also encouraged to become parent volunteers and receive training by way of the organization Learning Leaders. In addition, parents are invited to participate in class trips, assemblies and other school activities. The following is an example of the workshops offered to parents to improve student academic achievement and support meeting our children's social and emotional needs:

- Making reading fun
- Meeting your child's social and emotional needs
- Preparing your child for the ELA Test
- At home science activities
- Preparing your child for the Math State Test
- Math games
- Cooking With Your Children

To support parents with life skills the following are some of the workshops offered:

- Child Abuse Prevention
- Help your child stay healthy
- Childhood Obesity
- Nutrition class – Cornell University
- Breast Cancer Awareness
- Fire Prevention
- Beginners ESL class on Saturdays

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

English Language Learner parents in need of extra support are referred to The Welcome Center at P.S. 9. Parents can participate in ESL classes, computer classes as well as receive immigration services at the center. By way of our partnership with Kingsbridge Heights Community Center, parents have been able to receive Family Day Care Training and Family Counseling. Bilingual counseling services are also made available to parents by way of Good Shepherd and the Jewish Board. In addition, Cornell University provides our parents with a series of nutrition classes.

3. How do you evaluate the needs of the parents?

P.S. 310 conducts an annual survey to determine areas of need for parents. In addition to parent meetings, our School Leadership Team and our parent coordinator help us to determine parental priorities to be addressed for the year. Using multiple sources, we seek to gather information regarding barriers to parent participation, as we look to increase parental involvement every year.

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

Parental involvement activities are determined based on our survey of parents. For example, our parent ESL class was developed based on parent request with special consideration to the time that parents could attend. We ensure that we meet the needs of our parents by providing life skills as well as strategies to meet their child's academic, social emotional and health needs. We are continuously evaluating our parental involvement program and make changes as needed.

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)	22	9	5	2	2	2	0	0	0	0	0	0	0	42
Intermediate(I)	0	11	9	13	7	5	0	0	0	0	0	0	0	45
Advanced (A)	15	2	11	6	18	24	0	0	0	0	0	0	0	76
Total	37	22	25	21	27	31	0	0	0	0	0	0	0	163

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	22	1	1	0	1	0	0	0	0	0	0	0	0
	I	0	4	2	1	1	2	0	0	0	0	0	0	0
	A	15	10	6	4	8	2	0	0	0	0	0	0	0
	P	0	7	14	16	17	26	0	0	0	0	0	0	0
READING/ WRITING	B	0	9	5	2	2	1	0	0	0	0	0	0	0
	I	0	11	9	13	7	5	0	0	0	0	0	0	0
	A	0	2	8	6	18	24	0	0	0	0	0	0	0
	P	0	0	2	0	0	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	8	3	0	18
4	7	26	6	0	39
5	12	22	2	0	36
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									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6	0	13	0	6	0	1	0	26
4	4	0	13	0	17	0	8	0	42
5	5	0	24	0	10	0	3	0	42
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	2	0	8	0		0	22	0	32
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	9	0	9	0	19	0	2	0	39
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	0	0	0	0
Math	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and	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
Government				
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Currently, the following assessment tools are used to assess early literacy skills: ECLAS, Running Records, DRAs and Fountas and Pinnell.

A review of ECLAS data indicates that approximately 100% of first grade ELL students are below proficiency level. In grade 2, 69% of ELLs are below level proficiency. In grade 3, 95% of ELL students are below proficiency levels.

Language Learners. During the after school program, teachers will utilize the ON OUR WAY TO ENGLISH series to support vocabulary and comprehension skills for ELLs. ESL pull-out and push-in teachers utilize READING FIRST: MOVING INTO ENGLISH program in grades K-3 to strengthen reading skills. Grade 4 and 5 teachers align instruction to our Literacy Calendar infusing ESL techniques to develop second language. In addition, teachers participate in professional development through classroom intervisitations to observe best practice with a focus on developing the modalities through differentiation.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

- **R-LAB:** The R-Lab data reveals students who are new admits in the early grades require additional support in the modality of listening /speaking. The scores for the new admits in grades 3, 4, & 5 indicate a similar need in the area of listening/speaking as well as reading/writing. Evidence also indicates that kindergarten students who attend the P.S. 310 pre-school program reach the proficiency level on the R-LAB by 100%.
- **NYSESLAT:** An analysis of the NYSESLAT indicates a steady increase in proficiency levels. On the NYSESLAT, 88% of students reached to the advanced or proficient levels on the listening and speaking portions. 54% of students scored advanced or proficient on the reading and writing portion of the NYSESLAT. A review of the various modalities indicates a need to review our reading and writing work with our ELL students throughout the grades. Periodic use of the ELL interim assessments will help inform professional development that will support all teachers in their planning of lessons.

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

To ensure that the needs of our ELL students are met numerous resources and supports have been established. In the kindergarten Transitional Bilingual class, the teacher uses Trofeos which includes the ESL component of the Moving into English reading program. In the ESL program, grades K-3 teachers use the Trofies program with the intervention component for English Language Learners. These components are supplemented with trade books. In mathematics, Everyday Math is used with the extension activities for ELL students in grades K-5. In the Kindergarten Transitional Bilingual class and in the ESL groups grades 1-5, authentic literature is used to support English Language Learners using ESL techniques. In addition, Academic Intervention Services (AIS) personnel are used to support English Language Learners and staff. Academic Intervention Services are built into the program to provide English Language Learners with consistent additional support on a weekly basis. Literacy and math coaches work with classroom teachers to provide instructional support for English Language Learners.

In addition, we have focused inquiry groups looking at students who are both ELLs and Special Needs to provide various interventions to improve performance. We incorporate Readers’ Theatre, the Soliloquy Program, and Guided Reading to support our targeted students. This year we are piloting the Read 180 program in our 5th grade class to improve student performance. Our ELL students can also participate in our Extended Day Program. ELL students also receive support through the multiple intelligences as students are afforded to work in small groups based on their multiple intelligence as determined through student surveys.

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?

The chart below indicates how ELL students fared on the Math State exam in comparison to non-ELLs over a seven-year period:

	Math Proficiency Percentages						
	2004	2005	2006	2007	2008	2009	2010
ELL	17.8	23.8	38	57	59	71	42
English Proficient	46.4	55.4	57	78	77	93	68

The chart below indicates how ELL students fared in comparison to non-ELLs over a seven-year period on the State ELA exam.

	ELA Proficiency Percentages						
	2004	2005	2006	2007	2008	2009	2010
English Proficient	41.7	58.9	52	59	53	67	46
ELL	6	14.7	21	15	22	33	13

Data indicates both ELL and non-ELL students demonstrated progress in both the Math and ELA State exam from 2004-2009. Data also indicates both ELL and non-ELL students decreased in State ELA and Math scores in 2010.

ELL scores indicate a steady increase towards closing the gap for proficiency levels between our ELL students and our non-ELLs. In 2010 both non-ELL and ELL students decreased in proficiency levels. However, our ELL students fared better in our state results than the city.

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

The results of the Periodic Assessments are used to support teachers in determining areas of strength and areas requiring support when developing English as a Second Language. Leadership and teachers review the assessment data to make determinations regarding the focus of our Title III Saturday and after school programs. The programs offered to our ELL students are aligned with the NYSESLAT data. Our Saturday ELL program will focus on listening, reading and writing to support students with state exams in reading as well as the math writing portion. The second cycle of the program will focus on helping students prepapre for the NYSESLAT exam. Our ESL teachers will also have access to the Periodic Assessments to ensure appropriate second language development based on modality level.

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

The areas of reading and writing require further development. Thus, we will continue to focus on improving reading and writing skills for our ELL students. Students' Native Language is used in the Kindergarten Bilingual class as mandated by Part 154. In addition, students in ESL self-contained classes, general education classes and ESL push-in classes will be supported by helping them develop word analysis skills by using their knowledge of the Native Language to comprehend unfamiliar vocabulary.

5. For dual language programs, answer the following:

Not Applicable

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

We evaluate the effectiveness of our programs by looking at multiple data sources. We review the NYSESLAT exam which includes a review on how students fared across modalities. We review ELL interim assessments to determine student tiers and plan accordingly. In addition, test simulations, DRAs, ECLAS, Running Records, as well as Fountas & Pinnell reading levels are tracked to determine student progress. Student literacy and math portfolios are also analyzed. ELL students also have the opportunity to set instructional goals and create an action plan to meet those goals.

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

Additional Information

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

	Other		
	Other		
	Other		