



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : P.S. 310

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 20K310

PRINCIPAL: YUQING HONG EMAIL: YHONG@SCHOOLS.NYC.GOV

SUPERINTENDENT: KARINA COSTENTINO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Yuqing Hong	*Principal or Designee	
Wellinthon Garcia	*UFT Chapter Leader or Designee	
Yuna Jiang	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Olivia Hui	Member/Teacher	
Diana Venezia	Member/Teacher	
Nekesha Bynum	Member/Teacher	
Jin Yun He	Member/Parent	
Qiu Yun Zheng	Member/Parent	
Yang Su	Member/Parent	
JinMin Lu	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1:

By June, 2012 50% of all students tested will meet/exceed, “Suggested Benchmark Reading Levels Aligned with Common Core Text Complexity” by an increase of four reading levels in kindergarten, 1st and 2nd grades as measured by Fountas and Pinnell Benchmark assessments.

Comprehensive needs assessment:

PS 310 is a new school in its second year of development with pre-K, kindergarten, first and second grades. Students have not taken New York State English Language Arts (ELA) exams therefore the school’s data comes from Fountas and Pinnell assessment, New York State English As a Second Language Achievement Test (NYSESLAT), LAB-R, student portfolios, student writing folders and teacher conference/observation notes. The needs assessment is conducted through analyzing the following data:

- **LAB-R** (2011-2012) assessment data revealed that out of the 63 newly admitted students 49 are English Language Learners (ELLs) with 86% beginner/intermediate level. Most of the ELLs in kindergarten are new immigrants with no knowledge of the English language.
- **NYSESLAT (2010-2011)** data indicated that 11.7% of ELLs scored on the beginning level, 53% intermediate, 27% advance and 8.3% proficient in the Listening and Speaking components of the exam. In the reading and writing components 30% of the ELLs scored on the beginning level, 42% intermediate, 12% advance and 17% proficient.
- **Fountas and Pinnell** end of year (EOY) benchmark from 2010-2011 shows that 45% of students have gained four reading levels in kindergarten. In first grade 68% of the students gained four reading levels and 31% met grade level standards. Among all students tested 67% are ELLs, 9.7% are students with disabilities. The 2011-2012 beginning of the year (BOY) benchmark shows that among the 70 kindergarten students, 8.5% students recognized fewer than 10 letters, 7% students recognized between 11 and 15 letters, and 85% students recognized between 16 and 26 letters. However, out of 25 frequency words only 9% students could identify more than 10 words. In the strand, “Early Literacy Behaviors” of the assessment 21% of our students scored 5/10 and below.

Overall, in a school that has 61% ELLs 62% of them at the beginning level this year the priority is to help our student’s acquire language skills and early literacy skills in order to narrow the achievement gap between students in beginning ESL levels and students in advanced non-ESL. Students will be provided with high quality and consistent differentiated instruction that accommodates various learning styles, address the needs of our ELLs and struggling readers. In addition the reading/writing curriculum will ensure students who are on standard and above are engaged in rigorous and challenging tasks in order to promote student achievement at all levels.

Instructional strategies/activities:

In order to achieve this goal P.S. 310 will do the following from now through June 2012:

- Design engaging, rigorous and coherent units of study with embedded literacy tasks that align to the Common Core State Standards (CCSS) for various learners.
- Establish regular meeting times for teacher teams to engage in inquiry work and a protocol to look at current student work resulting from CCSS

aligned tasks.

- Foster Professional Learning Communities (PLC's) among teachers to promote more effective classroom instruction.
- Identify instructional materials that promote the development of early literacy skills and academic skills in English and in the Student's native languages.
- Provide professional learning opportunities for teachers to deepen understanding of Universal Design for Learning.
- Implement small group instruction and flexible grouping to differentiate learning experiences for students and to enable all students to produce differentiated meaningful work products.
- Monitor student progress by using DIBELS assessment tools and Fountas and Pinnell benchmark data to design differentiated instruction for students at various levels and for their specific needs.
- Utilize technology such as Award Reading program to enhance and reinforce literacy development.
- Develop ELL student's literacy/academic skills and content knowledge in their native languages by implementing rigorous bilingual and foreign language programs that aligns to CCSS standards.
- Integrate early literacy/language development across all subject areas by ensuring that each lesson has content objectives as well as language objectives.
- Work with staff developer throughout the year to improve writing curriculum.
- Implement Danielson's Framework for Teaching and establishing regular cycles of teacher observation and inter-visitation using the components selected by central.
- Communicate learning goals for each student with parent(s)/guardian(s) and working collaboratively with families to promote student achievement.
- Purchase leveled readers and other instructional materials for classroom use.
- Provide small group intervention for at risk students during extended day and after-school academy utilizing Title I and Title III funds.

Strategies to increase parental involvement :

P.S. 310's school policy is designed to keep parents informed by actively involving them in goal setting and decision-making in support of the education of their child. Providing materials and training to help parents work with their children to improve their achievement level in literacy is also a priority at P.S. 310. The school implements the following strategies and activities:

- Provide parents with information and training as needed to effectively become involved in supporting the education of their child.
- Distribute monthly newsletters that inform parents of the goals for each subject for the month and any further announcements.
- Conduct parent/teacher conferences and curriculum meeting to communicate with parents about specific learning goals in reading and writing.
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
- Provide assistance to parents in understanding City, State and Federal standards and assessments.
- Share information about school and parent related programs, meetings and other activities in the parent's native languages.
- Provide parents with workshops to learn about developmental stages, strategies to support literacy skills at home and academic expectations for

reading and writing at different grade levels.

Strategies for attracting Highly Qualified Teachers (HQT):

In P.S. 310 all teachers are highly qualified as verified by the network’s HR Director. They hold valid NYS certification in the content area that they teach in. The BEDS survey is reviewed by the HR director who works with our school to ensure that teacher assignments are aligned with their license. We will continue to work with the network’s HR Director to ensure that all new coming teachers for next year are highly qualified and assigned with mentors to receive support and professional development.

Service and program coordination

Being a school that is in its 2nd year P.S. 310 has established a support service program, which is led by our guidance counselor. His work includes the following:

- Utilize a systematic process for reaching out to students who are absent from school, or are late frequently to school.
- Work with our attendance team to inform parents of the importance of attendance as it relates to student achievement.
- Lead a Pupil Personnel Team (PPT) meeting twice a month to identify and discuss students in need of emotional intervention, or other at-risk services.
- Work collaboratively with classroom teachers to develop behavior modification systems for students.
- Meet with mandated and at-risk children individually and in small groups to explore student issues.
- Act as a crisis manager to assist students and parents in need.
- Lead an Anti-Bullying Campaign at P.S. 310.

Supported by the school social worker, speech therapist, and school psychologist his interaction affords a strong team that identifies problems before they escalate. Starting from last year we implemented an anti-bullying campaign that aligned with the Respect for All program. We plan to continue this important effort this year.

Budget and resources alignment

The fiscal and human resources that will be used to support the actions/strategies/activities described in this action plan are the following: Tax levy, Fair Student Funding, Children First, Inquiry Team, Title 1 SWP funding , Guidance Counselor/SBST/IEP, ARRA , Data Specialist, and Title III LEP

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2:

By June 2012 all students tested in Everyday Mathematics assessment tools, including ELL's and students with disabilities, will demonstrate progress toward achieving/exceeding state standards as measured by a 5% increase in the number of students meeting/exceeding standard since the previous year's assessment.

Comprehensive needs assessment

Upon conducting an analysis on Everyday Math unit assessments, student portfolios, teacher conference notes and student performance checklist the following implications were noticed:

- 80% of all students met performance standards in June 2011. Unit tests from 2010-2011 revealed strengths in our students' ability in computation. However, they had difficulty in solving word problems and math problems that require multiple steps. They also had difficulties in explaining their thinking and answering open-ended questions. We concluded that these issues derived from the lack of verbal skills in the English language and tasks that engage in critical thinking and applications to daily life.

Instructional strategies/activities

P.S. 310 will reach the goal by doing the following:

- Design engaging, rigorous and coherent units of study with embedded math tasks that align to the CCSS for various learners.
- Develop professional learning communities for all teachers in gaining new insight and skills in mathematical thinking and reasoning aligned with common core standards.
- An Inquiry team will focus on and assess students during and after each unit and analyze data to design differentiated instruction for all students through flexible grouping models, skill/strategy groups, and applications to real world issues through math performance tasks and assessments.
- Provide professional development to all teachers to support NCTM standards, aligned to CCSS and Bloom's taxonomy to increase mathematical thinking/reasoning and applications to real world issues.
- Plan units of study/curriculum maps and develop rigorous goals/objectives that allow for repeated practice in student small group/partnership settings.
- Explore and select math strategies/concepts that raise levels of student achievement.
- Teachers will attend math workshops and inter-visitations at other school that perform at high levels in math.
- Develop a math club and math competition in each grade to promote interest and engagement in the subject.
- Promote academic vocabulary by including language objectives in each math lesson that will accelerate language learning and the ability to explain thinking and reasoning behind answers.

- Provide students with multiple opportunities to participate in class discussions such as, turn-and-talk and cooperative group work to express mathematical thinking and reasoning.

Strategies to increase parental involvement:

In order to increase parental involvement in mathematics and to support students in reaching the goals P.S. 310 will do the following:

- Provide math manipulatives/materials and training to help parents work with their children to improve student achievement levels in math, incorporating technology and life application.
- Provide parents with information and training as needed to effectively become involved in planning/decision making in support of the education of their child.
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress in math.
- Provide assistance to parents in understanding City, State and Federal standards and assessments.
- Provide parents with workshops on homework requirements and strategies that foster math understanding and applications in daily life.
- Invite parents to, “Math Night” to learn about grade level, “Great Expectations” and strategies that reinforce skills taught at school.
- Distribute monthly newsletters and conduct parent-teacher conferences and curriculum meetings to communicate with parents about their child’s learning goals in math.

Strategies for attracting Highly Qualified Teachers (HQT):

- At P.S. 310 all teachers are highly qualified as verified by the network’s HR Director. They hold valid NYS certification in the license area. The BEDS survey is reviewed by the HR director who works with our school to ensure that teacher assignments are aligned with license areas. We will continue to work with the network’s HR Director to ensure that all new coming teachers for next year are highly qualified and new teachers are assigned with mentors to receive support and professional development.

Service and program coordination:

P.S. 310 established a support service program, which is led by the guidance counselor. His work includes the following:

- Conduct a systematic process for reaching out to students who are absent from school or are late frequently to school
- Work with our attendance team to inform parents of the importance of excellent daily attendance necessary of student achievement
- Lead a PPT meeting twice a month to discuss about emotional intervention or at risk services for students needed
- Work collaboratively with classroom teachers he develops behavior modification system for students
- Meet with mandated and at-risk children individually and in small groups to explore student issues
- Act as a crisis manager to assist students and parents in need

Supported by our Social Worker, Speech therapist, and School Psychologist, together his interaction affords a strong team that identifies problems before they escalate. Starting from last year we implemented an anti-bullying campaign that aligned with Respect for All program. We plan to continue this important effort this year.

Budget and resources alignment:

The fiscal and human resources that will be used to support the actions/strategies/activities described in this action plan are the following:

Tax levy, Fair Student Funding, Children First, Inquiry Team, Title 1 SWP funding , Guidance Counselor/SBST/IEP, ARRA , Data Specialist, and Title III LEP

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3:

By June 2012 P.S. 310 will increase student participation in various arts enrichment programs from 50% to 100% of students as measured by scheduling/attendance and performance in a culminating event. Students will also participate in other arts-based programs such as the BRIC foundation and the Center For Arts Education to ensure all students receive additional arts instruction and have the opportunity to participate in a special program.

Comprehensive needs assessment

P.S. 310 is a small school with a limited number of enrichment programs. The school has a limited number of staff members due to the small size of the student population and budget. Currently only 50% of the student population is receiving formal music instruction. In addition kindergarten receives 2 periods of fine art instruction weekly and first and second grade receives only 1 period per week. Also the student population is 70% ELL's therefore the enrichment programs will differentiated instruction and tap into the three pathways for learning, which are visual, tactile and auditory. In order to address this need our school will foster partnerships with outside arts based programs in order to ensure that our students are receiving a well rounder education that includes all of the arts disciplines.

Instructional strategies/activities

- Develop collaboration with outside arts based organizations such as the BRIC foundation and the Center for Arts Education.
- Create time in the students/teachers schedules for teaching artists to work in collaboration with classroom teachers to provide arts instruction.
- Provide professional development to the teachers to create a shared vision for each program.
- BRIC program activities will foster the development of oral language/literacy skills of ELL students through bookmaking and other arts activities.
- Apply for mini-music grant that will teach students various songs from various cultures that will result in a culminating event.
- Apply for Parents as Arts Partners program from the Center for Arts Education to increase parent involvement in the arts at P.S. 310.

Strategies to increase parental involvement

- Through the BRIC program parents will be invited to a family arts event, and exhibition of student work at the BRIC gallery and a publishing party for the books the students will create.
- Through the music grant the parents will be invited to a culminating event.
- Through the Parents as Arts Partners program the parents will be invited to participate in an 8 week dance residency that will result in a culminating event.

Strategies for attracting Highly Qualified Teachers (HQT)

- Currently all teachers are highly qualified however we will continue to provide professional development on differentiated instruction through the utilization of art education.

Service and program coordination

P.S. 310 utilizes Title 1 SWP funding to provide these enrichment programs to all students including Title I students and ELL's.

Budget and resources alignment

Title 1 SWP funding.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4:

By June 2012, PS 310 will establish a stronger relationship with the school community that demonstrates collaboration and empowers families to feel welcomed and that they are important stakeholders in their child's education which will result in a 10% increase of ELL achievement as measured by NYSESLAT.

Comprehensive needs assessment:

Last year's New School Quality Review and the School Learning Environment Survey indicated that P.S. 310 needs to establish stronger communication with the families to inform parents of students' learning goals, expectations, and student progress.

In addition P.S. 310 has 61% ELLs with many of them new immigrants. We have noticed several things regarding this student population:

1. Our ELLs seem to be sheltered. They rarely go places outside of school and home due to the fact that their parents work long hours and they are often cared for by babysitters and/or after-school personnel. Their lack of hands-on experience and background knowledge are adversely affecting their academic performance as many of the tasks at school require prior knowledge.
2. Many of our kindergarten students were raised by grandparents or relatives in China and just came back to the States to be united with their parents. Upon returning, some of them live with relatives or guardians while their parents work elsewhere. There is a growing communication gap between the parents and the children. Their work schedules do not allow much quality time with their children and when they do spend time with them, they do not know what to say or do to enhance their children's educational needs and foster their emotional and social growth.

Instructional strategies/activities:

The school will reach the goal by doing the following:

- Conduct parent orientation meeting to develop common shared mission and vision of the school and expectations for the students.
- Conduct workshops on NYSESLAT that inform parents of the expectations for the exam and strategies to help their child be prepared for the requirements of the tasks.
- ESL teachers create individualized learning goals for each student based on the four modalities of ESL instruction: listening, speaking, reading, and writing and communicate these goals with ELL parents on a regular basis.
- Work collaboratively with Parent Teacher Association (PTA) and School Leadership Team to develop sound educational practices that foster student achievement.
- Parents will be provided with workshops such as, "Fun with Reading" and "Math Night" to learn about grade level expectations and strategies that reinforce skills taught at school.
- Offer parents workshops that promote development of oral language, healthy eating habits, and social behavior at home.
- Invite parents to participate in parent-teacher conference.
- Communicate with parents through outreach such as making telephone calls, sending notes home, and having informal conversations before

and after school, or by appointment with regards to goal setting for each student and his/her progress.

- Send school newsletter monthly to inform parents of school events, educational strategies, resources and the goal for each subject for the month that their child will be working on.
- Engage in an open exchange of information with students and families regarding students' learning needs and outcomes.
- Teachers collaborate to plan trips that tie into the curriculum and invite/encourage parents to attend.

Strategies to increase parental involvement

- Create school newsletter periodically to inform parents about school events and strategies that parents can implement at home to support student learning.
- Develop a school website to update parents on events, community resources and workshops on parenting on a weekly basis.
- Facilitate parent orientation meetings and workshops on the school's vision, social and emotional development of children, academic goals, and student progress.
- Communicating with parents in regards to goal setting for each student and his/her progress.
- Have guidance personnel conduct workshops on citizenship for parents and students to attend.
- Provide incentive to parents that attend school functions/trips.

Strategies for attracting Highly Qualified Teachers (HQT)

Currently all teachers are highly qualified however we will continue to provide professional development on effective ways to communicate with parents.

Service and program coordination

Being a school that is in its 2nd year P.S. 310 has established a support service program, which is led by our guidance counselor. His work includes the following:

- Utilize a systematic process for reaching out to students who are absent from school, or are late frequently to school.
- Work with our attendance team to inform parents of the importance of attendance as it relates to student achievement.
- Lead a Pupil Personnel Team (PPT) meeting twice a month to identify and discuss students in need of emotional intervention, or other at-risk services.
- Work collaboratively with classroom teachers to develop behavior modification systems for students.
- Meet with mandated and at-risk children individually and in small groups to explore student issues.
- Act as a crisis manager to assist students and parents in need.
- Lead an Anti-Bullying Campaign at P.S. 310.

Supported by the school social worker, speech therapist, and school psychologist his interaction affords a strong team that identifies problems before they escalate. Starting from last year we implemented an anti-bullying campaign that aligned with the Respect for All program. We plan to continue this important effort this year.

Budget and resources alignment

- Title I SWP and Title III Supplemental

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

Title I SWP funding, Title III Supplemental Services

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	33	8	N/A	N/A	2			
1	36	18	N/A	N/A	2			
2	12	9	N/A	N/A	1			
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								

11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	ELA intervention is delivered during extended days on Tuesday and Wednesday for a total of 100 minutes. We use Burst Reading as the intervention program. Students are being progress monitored every other week. A cycle of 10 lessons are generated based on the progress monitoring data and delivered to students in small groups or one-on-one setting.
Mathematics	Math intervention is delivered during extended day on Tuesday and Wednesday for a total of 100 minutes. We use teacher-made materials, manipulatives, and math games to reteach and reinforce concepts taught in class. Checklists, teacher observation, and individual conferencing are being used to monitor student progress. This informative assessment data is used to decide if the students meet their goals and exit from intervention program.
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	According to the recommendations resulted from the PPT meeting students are identified and referred to at-risk services provided by the guidance counselor twice a week for a total of 60 minutes weekly on a small group or one-on-one setting during the school day. At the end of the sixth week student progress will be discussed at the PPT program and recommendation is made for either discontinuing the counseling session or not.

At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

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

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader	District 20	Borough Brooklyn	School Number 310
School Name			

B. Language Allocation Policy Team Composition [?](#)

Principal Ms. Yuqing Hong	Assistant Principal
Coach	Coach
ESL Teacher Olivia Hui	Guidance Counselor Raymond Cosentino
Teacher/Subject Area Kim Huang	Parent Yuna Jiang
Teacher/Subject Area Diana Venezia	Parent Coordinator
Related Service Provider Melanie Leong, Sherry Destine	Other
Network Leader Ms. Debra Van Nostrand	Other

C. 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	2	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	8
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	156	Total Number of ELLs	96	ELLs as share of total student population (%)	61.54%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Part II: ELL Identification Process

1. Upon entering the New York City public school system all parents/guardians are required to complete a Home Language Identification Survey (HLIS). The HLIS survey is administered by the School's English as a Second Language (ESL) coordinator, Olivia Hui, in the families' native language. The ESL coordinator conducts an informal oral interview in English, or in the parent's native language. Parents are provided Spanish or Chinese translators when needed. The ESL coordinator reviews each student's HLIS and determines the Language Assessment Battery-Revised (LAB-R) eligibility. All eligible students are then administered the LAB-R within ten days of enrollment into the school. The designated LAB-R administrators are the ESL coordinator, Olivia Hui, and a certified ESL teacher, Xia Yu Wang. In addition, a certified teacher, Wellinthon Garcia, who speaks Spanish administers all Spanish LAB-Rs. The results of the LAB-R exam determine our school's English Language Learner (ELL) student body. Students who are classified as proficient (per the LAB-R) are not eligible for ESL services. ELL students are assessed each year using the New York State English as a Second Language Achievement Test (NYSESLAT). Based on the students proficiency levels they are served in the classroom with mandated minutes as per CR Part 154; 360 minutes for beginning/intermediate levels, 180 minutes for advanced levels.
2. Parents receive entitlement letters and are invited for ELL parent orientation. Parents are informed about the program choices for ELL students; Transitional Bilingual, Free-Standing ESL, or Dual Language. Students are then placed in a program based on the parent's choice within 10 days of their entrance to the school system. Once a student is identified as an ELL parents are given an entitlement letter that is sent home inviting them to attend an informational meeting. The ESL coordinator and the principal review the three program choices for ELL students with the parents. Parents are also given an information pamphlet in their native language. Parents view an orientation video also provided in their native language in which former Chancellor Klein discusses the options available in depth; Transitional Bilingual Education, Dual-Language, and Free Standing English as a second Language. After the video parents are given opportunities to ask questions and then they complete the parent selection forms. If parents are not available for the meeting they will be called by the school to set up an appointment, or the parent selection form is sent home.
3. Based on students' LAB-R scores entitlement letters are sent home. Parent choice forms are filled out at the orientation meeting to ensure that they are properly filled and returned to school. For parents who are absent from the parent orientation meeting the ESL coordinator makes a phone call to arrange group, or individual meetings. The default program for ELL students that do not return the program selection form is Bilingual Education. ATS and ARIS reports are carefully analyzed to ensure students entitled to ESL service will be serviced appropriately. Every student admitted to our school is processed within 10 days and placed in the appropriate program as mandated by New York State.
4. Based on program selection by the parents in the Parent Selection Survey ELL students are placed in an instructional program accordingly. The school staff consistently communicates with parents in their native language concerning their child's progress. The

school offers Free Standing ESL, Chinese Bilingual, and Collaborative Team Teaching in both kindergarten and first grade. Since the only class in second grade does not have sufficient number of ELLs in either Chinese or Spanish the school's only option in the grade is Free Standing ESL. The Free Standing ESL and CTT classes give ELL's an opportunity to interact with English proficient students and students with individual educational plans (IEP) in a rigorous supportive setting for language acquisition through the four modalities (listening, speaking, reading and writing).

5. This is our second year at P.S. 310. A review of the Parent Survey and Program Selection forms for the first year indicates about 33% of all ELL families prefer the Transitional Bilingual and Dual Language programs while others requested Free Standing ESL. This year about 60% (about 25 students) of the parents chose to place their children in the Transitional Bilingual Program while 38% of the parents chose Free Standing ESL Program and only 2% of the parents chose the Dual Language Program.

6. Yes, the program models requested by parents are offered to students. Information is provided to parents through multiple venues so parents can make informed decisions. To address the request of the majority of parents the school has created one bilingual class for kindergarten and one for first grade. Additionally the school also offers foreign language classes fives periods per week for all students in the language they prefer, either in Chinese or Spanish. Parents who choose Dual Language program are given the information and choice of schools citywide that offers their preference. However after receiving information on Dual Language the parents opted to remain at P.S. 310.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s): Chinese
Dual language program	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	96	Newcomers (ELLs receiving service 0-3 years)	96	Special Education	8
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	44									44
Dual Language										0
ESL	52		8							52
Total	96	0	8	0	0	0	0	0	0	96

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese	25	19												44
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	25	19	0	44										

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	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____ Number of third language speakers: _____

Ethnic breakdown of EPs (Number):
 African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	1											5
Chinese	15	22	9											46
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other	1													1
TOTAL	18	24	10	0	52									

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Part IV: ELL Programming

1/a. English language exposure is provided to ELL students through contact with content area teachers who implement ESL strategies. The ESL licensed content area teacher also pushes-in to support ELL's during literacy and social studies periods.

The students in the bilingual classes are serviced by certified bilingual teachers. Students also receive ESL services through content areas, which are taught by certified bilingual teachers as well. In addition, these students received five periods of Native Language Arts (NLA) per week focusing on literacy development in all content areas in Chinese.

b. The program models are Transitional Bilingual and Free Standing ESL. All ELL students are grouped heterogeneously in the Free Standing ESL classes and bilingual classes according to parent choices..

2. ESL instruction is delivered using the push-in model and through duly certified teachers that can provide added ESL support through content area instruction. For example math is taught by teachers who possess ESL licenses in addition to classroom certificates. Math is taught six periods per week for a total of 300 minutes for all classes.

Additionally ESL teachers push-in during literacy blocks 3 times per week for a total of 150 minutes per week. ELL students receive a total of 450 minutes of ESL instruction weekly which exceeds CR-Part 154 of the mandated minutes required.

In reference to Chinese/English Bilingual classes the students are serviced by a certified Bilingual teacher during their daily literacy block for a total of 500 minutes per week. Math is also taught by another Bilingual/ESL teacher for a total of 300 minutes per week.

A. Programming and Scheduling Information

Chinese as Native Language Arts classes are scheduled for 5 periods a week offering students instruction in Chinese.

3. At P.S. 310 all ESL lessons are grade appropriate and based on the Common Core State Standards. The ESL program encourages oral language development, cultural adjustment, and literacy development. Formal and informal assessments are used to guide instruction and for differentiated instructional groups. Instruction integrates best practices across subjects using ESL methodologies. All teachers are encouraged to co-plan during common planning periods to ensure consistent instruction is provided across the grade level.

Scaffolding techniques are used such as modeling, total physical response, using realia, accountable talk, literacy centers, and use of manipulative.

P.S. 310's reading program Journeys is a hands-on visual literacy program that provides differentiated lessons for ELL's. The program focuses on phonics, vocabulary sight words, grammar, and reading and writing skills. Higher order thinking and real life applications are incorporated in each unit planning and instructional delivery for all students including ELLs and students with special needs.

Additionally, ELL's have access to the writing components of the core curriculum. ELLs are encouraged to express themselves using visual representations and/or their native language. Bilingual dictionaries, references, and books are provided for all classes to assist students, build background knowledge and aid comprehension. Finally, our technology program, leveled books, various hands-on activities contextualize the instruction and make content accessible to ELL students. ELLs are held accountable to reach the Common Core State Standards.

4. Teachers use native language and various media to assess ELL's content knowledge and skills. ELL's are also encouraged to express their ideas and understanding in their native languages, acting out, and through pictures. Assessments are differentiated based on their language proficiency levels and learning styles.

5/a. P.S. 310 serves pre-K, kindergarten, first and second grade students this year. We do not and will not have any possible SIFE until 2014. However, in two years, the school will have a plan in progress to ensure SIFE student's needs are being met. P.S. 310 will make sure every SIFE child receives additional services and interventions needed to help them perform on standard.

b. P.S. 310 strives to provide a welcoming environment for new comers. Translation is provided as much as possible. This is comforting for newcomers who do not yet speak English. This year most of our newcomers chose to be in the bilingual classes. These newcomers are given the opportunities to learn content specific subjects in English and Chinese. Students in the bilingual classes read books in Chinese. Free standing ESL classes have the opportunity to browse through Chinese/Spanish books as well. Native language libraries provide students with opportunities to build background knowledge and learn about content knowledge while they are still in the early stage of English language proficiency.

In order to help newcomers teachers provide as much scaffolding as possible. We provide phonics everyday to promote decoding skills. The use of the word wall, print-rich environment, read-alouds, shared reading, and guided reading all help develop academic language for newcomers.

Everyday classes begin with a morning message, or informal conversation to improve the student's social and oral language skills.

Rhymes, songs, and poems are used to develop phonemic awareness, phonics skills, and accelerate letter identification. We also have audio books to promote listening and fluency skills.

In addition our students use the Award Reading program during technology periods to focus on reading fluency, comprehension, phonics, visual literacy and technology. Finally, field trips, small group instruction, and hands-on activities promote real life application, communication in the target language, and deepen content understanding.

We do not have any students taking ELA this year.

c. Currently P.S. 310 does not have ELL's receiving service 4 to 6 years.

d. P.S. 310 serves pre-K, kindergarten, first and second grade students this year and a new grade is added each year, P.S. 310 does not and will not have any possible Long-Term ELLs until 2015. P.S. 310 strives to implement a rigorous curriculum for all students including ELL's to best prevent them from becoming long-term ELL's. However, in three years the school will have a plan in progress to ensure long-term ELL's needs are being met. We will make sure every ELL receives additional services and interventions needed to help students achieve grade level academic goals.

6. P.S. 310 has a total of two CTT ESL classes. Ten children with IEPs are also ELL's. These students receive ESL services through content instruction for a total of 450 minutes per week. Students who are beginner receive extra small group support through a push-in ESL teacher during ELA and Science periods three times per week. The IEP is used to set individual goals for each student and to drive instruction to meet the child's needs. Instruction is delivered using best practices, such as, scaffolding, building on prior knowledge and native language support.

The ESL teacher and Special Education teacher set goals for the students and will monitor progress using DIBELS, which is an online assessment tool for literacy skills. ELL's with IEP's have equal access to the core curriculum and are held accountable to the same

Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%

A. Programming and Scheduling Information

In addition to receiving related services as they are prescribed in their IEP's the special education teachers implements strategies and best practices that are specific to special education students

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
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15. Yes. Required services support, and resources correspond to ELLs' ages and grade levels.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

C. Schools with Dual Language Programs

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

Currently the school does not have a dual language program.

Science:

D. Professional Development and Support for School Staff

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

D. Professional Development and Support for School Staff

1. Teachers at P.S. 310 have 7.5 hours professional development in ESL methodologies. Teachers are also encouraged to attend PD sessions during the school year. Faculty conferences address classroom concerns such as helping newcomers, or promoting literacy and social emotional development for ELL students. The principal shares professional articles and information with all staff members. Teachers are encouraged to sign up for trainings pertaining to their interests and needs. This past year eight teachers have participated in national conferences, network PDs, and summer institutes such as Teachers College Inclusive Classrooms Project and 2011 Chinese Language Teachers Summer Institute organized by OELL . Furthermore, our entire staff has attended Common Core Curriculum PD to align literacy with the National Standards to ensure rigor. Our school's summer institute focused on improving teacher effectiveness and differentiated instruction for all, including ELLs and ELL-SWDs.

2. Our school is only Pre-K to second grade right now. Our students are not ready to transition to middle school yet, but when they do we will provide the necessary support through faculty meetings, parent-teacher conferences and PDs to help our students transition.

3. Currently only one of the thirteen teachers is newly hired as a first year teacher. She participated in the past three-day summer institute focusing on differentiated instruction for ELLs. All teachers, including the new teacher, have met or exceeded the requirement of the mandated training of a minimum 7.5 hours as per Jose P.

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?

E. Parent Involvement

1-4. The parental involvement in our school is strong. Over 60% of our parents attended the curriculum orientation, PTA meetings, and other school-wide events. Over 90% of ELL parents attended the ELL parent orientation. The PTA and SLT consist of mostly ELL parents. Meetings are held monthly to discuss how PTA and SLT will work collaboratively with the school to provide enriched educational experiences for our students. We plan to set up Family Fun Nights where students can come with their parents to learn about developing literacy skills at home, playing math games and engaging in art activities.

Our parents as Art Partners grant offers eight sessions of workshops for students and parents come to learn dances and songs from different cultures. Parental involvement activities and workshops address the needs of parents so they can best support their children at home.

In the beginning of the year parents are invited to visit classrooms and to talk to teachers about the current year's curriculum and expectations. Twice a year parents attend Parent-Teacher meetings to discuss student progress. The monthly grade-level newsletters communicate with parents regarding academic goals in all contents and share strategies and information that parents can use at home with their children. We evaluate the language preference of communication based on the Parent Survey, formal and informal conversations with parents. A parent survey is given each year for parents to voice their concerns and needs. This way the school works hand in hand with families to nurture the academic and social growth of our students.

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	

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C. Schools with Dual Language Programs

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3. How is language separated for instruction (time, subject, teacher, theme)?
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D. Professional Development and Support for School Staff

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

D. Professional Development and Support for School Staff

1. Teachers at P.S. 310 have 7.5 hours professional development in ESL methodologies. Teachers are also encouraged to attend PD sessions during the school year. Faculty conferences address classroom concerns such as helping newcomers, or promoting literacy and social emotional development for ELL students. The principal shares professional articles and information with all staff members. Teachers are encouraged to sign up for trainings pertaining to their interests and needs. This past year eight teachers have participated in national conferences, network PDs, and summer institutes such as Teachers College Inclusive Classrooms Project and 2011 Chinese Language Teachers Summer Institute organized by OELL . Furthermore, our entire staff has attended Common Core Curriculum PD to align literacy with the National Standards to ensure rigor. Our school's summer institute focused on improving teacher effectiveness and differentiated instruction for all, including ELLs and ELL-SWDs.

2. Our school is only Pre-K to second grade right now. Our students are not ready to transition to middle school yet, but when they do we will provide the necessary support through faculty meetings, parent-teacher conferences and PDs to help our students transition.

3. Currently only one of the thirteen teachers is newly hired as a first year teacher. She participated in the past three-day summer institute focusing on differentiated instruction for ELLs. All teachers, including the new teacher, have met or exceeded the requirement of the mandated training of a minimum 7.5 hours as per Jose P.

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?

E. Parent Involvement

1-4. The parental involvement in our school is strong. Over 60% of our parents attended the curriculum orientation, PTA meetings, and other school-wide events. Over 90% of ELL parents attended the ELL parent orientation. The PTA and SLT consist of mostly ELL parents. Meetings are held monthly to discuss how PTA and SLT will work collaboratively with the school to provide enriched educational experiences for our students. We plan to set up Family Fun Nights where students can come with their parents to learn about developing literacy skills at home, playing math games and engaging in art activities.

Our parents as Art Partners grant offers eight sessions of workshops for students and parents come to learn dances and songs from different cultures. Parental involvement activities and workshops address the needs of parents so they can best support their children at home. In the beginning of the year parents are invited to visit classrooms and to talk to teachers about the current year's curriculum and expectations. Twice a year parents attend Parent-Teacher meetings to discuss student progress. The monthly grade-level newsletters communicate with parents regarding academic goals in all contents and share strategies and information that parents can use at home with their children. We evaluate the language preference of communication based on the Parent Survey, formal and informal conversations with parents. A parent survey is given each year for parents to voice their concerns and needs. This way the school works hand in hand with families to nurture the academic and social growth of our students.

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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)	14	5												19
Intermediate(I)	27	5												32
Advanced (A)	5	2												7
Total	46	12	0	0	0	0	0	0	0	0	0	0	0	58

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	5	2											
	I	29	3											
	A	11	5											
	P	1	4											
READING/ WRITING	B	13	5											
	I	22	3											

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A	4	3											
	P	7	3											

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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)								
Chinese Reading Test								

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

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

Part V: Assessment Analysis

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

1. To assess early literacy skills of our ELLs we use DIBELS and Fountas and Pinnell as our assessment tools. The insights of the data inform us how proficient the child is in English and the level of literacy. DIBELS measures foundational skills, such as letter and sound recognition, decoding, etc. and allows teachers to monitor student progress frequently. Fountas and Pinnell measures students' reading habits and comprehension, as well as, oral literacy. Both assessment tools provide us valuable information to identify strengths and weaknesses of our students and help teachers differentiate instructions for all learners including ELLs. We are also able to develop

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: 310

School DBN: 20K310

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Yuqing Hong	Principal		
	Assistant Principal		
	Parent Coordinator		
Olivia Hui	ESL Teacher		
Yuna Jiang	Parent		
Kim Huang	Teacher/Subject Area		
Diana Venezia	Teacher/Subject Area		
	Coach		
	Coach		
Raymon Cosentino	Guidance Counselor		
Debra Van Nostrand	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 20K310 **School Name:** N/A

Cluster: 609 **Network:** 6

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.

P.S. 310 uses ATS Reports such as, RHLA and RPOB, parent survey, and parent feedback that help determine the translation and oral interpretation needs of parents in our school. Translation and interpretation services are available to all parents who require them, and not just to parents of ELLs in order to ensure that all parents are provided with appropriate and timely information.

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.

At P.S. 310 the major translation needs are Chinese and Spanish in both written and oral forms. The findings are reported at PTA meetings, through school newsletters, posted announcements in the general office, in the Parental Involvement section of the school's LAP, and in the CEP.

Part B: Strategies and Activities

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

All memos and letters from the DOE, Principal's Office and PTA are translated into the languages of the majority of our students (see above) by bilingual teachers, staff and parent volunteers, in addition to the translation services provided by DOE. Memos and letters are translated within a period of 1-2 days. Other letters that have immediate deadlines are translated instantaneously. If school-based personnel is not available we contact other useful resources such as, the Translation & Interpretation Unit, community based organizations, and other local colleges.

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

Oral interpretation services are provided during student registration period, parent-teachers conferences and other meetings. They are usually provided in house by school staff, community volunteers and/or parents.

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

P.S. 310 will send out a survey to all parents in the school to assess the number of bilingual families and/or their first language, and if there is a need for communication from DOE, school, and teachers to be translated. The results of the survey are then distributed to ALL staff in the school. Parental requests are noted and services provided. Staff members are designated as translators and are available for teachers to consult for translation services.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: N/A	DBN: 20K310
Cluster Leader: Jose Ruiz	Network Leader: Debra Van Nostrand
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> *Other: Mid-Winter Intensive Academy for ELLs and push-in service
Total # of ELLs to be served: <u>60</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input type="checkbox"/> *1 <input type="checkbox"/> *2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 3
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

Title III Supplemental Services and Title I School Wide Program (Title I SWP) are used to support language development, English and native language, high academic achievement in Math and other core content areas. Students who will receive the services are English Language Learners (ELLs) who need extra time to develop target language skills in listening, speaking, reading and writing. The Mid-Winter Intensive Academy for ELLs will be offered to ELLs in grade 1 and 2 from February 20 to 23 from 8:30 a.m. to 2:30 p.m. This academy will focus on preparing ELLs to becoming conversant to the New York State English As Second Language Achievement Test (NYSESLAT) in the four modalities: listening, speaking, reading, and writing. Award Reading text version, hands-on inquiry-based activities games in math, and Mondo's Oral Language Component will be used during the academy.

In addition, we have invested in the technology component of Award Reading that offers children the opportunity to work at their own pace using an interactive online program. Teachers can monitor the progress of each student through the program. We have also extended the license for the program so that it can be used by the children at home. Also information will be given to parents on how to access various educational web based programs such as, Starfall.com at home. The instructional team will consist of five teachers: two ELA teacher, two bilingual/ESL teachers, and one content area teacher.

During the school year, push-in services are provided to non-bilingual classes in all grades (K-2) four periods a week during ELA, math, and science classes in order to target differentiated instruction to beginning ELLs and those non-ELLs who are not meeting, or at risk of not meeting the common core state standards as measured by Fountas and Pinnel and Journeys (our designated literacy program) Benchmark assessments, DIBELS, and recommendations from teachers based on teacher observation and individual conference.

Reading, writing, and academic skills are taught following Journeys intervention and ELL programs, through guided reading using scaffolding and ESL strategies. Students who receive AIS in Math will use hands-on activities and math games to reinforce concepts being taught in class. Students' progress will be monitored, data will be analyzed, and progress reports will be communicated among teachers through articulation, common prep, and faculty conference. Progress cards will be sent to parents periodically.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Part C: Professional Development

Begin description here:

P.S. 310 plans and delivers professional development for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs on academic intervention, scaffolding strategies for ELLs and struggling learners, and differentiation, integrated into the problem-based learning, assessment, and curriculum structure. Professional development will be provided by the Principal and educational consultants. Teacher team will also form study groups to learn about recent research findings on quality instruction for ELLs and promising practices in teaching reading, writing, and other academic contents. Some of the professional development opportunities are as follows:

Topics:

Name of Provider:

Scheduled for:

1. Quality Intervention for ELLs
2. Maximizing Instructional Impact for ELLs
3. Developing Academic Language for ELLs
4. Scaffolding the Common Core Curriculum Units for ELLs
5. Differentiating the Content Instruction for ELLs

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

In addition P.S. 310 has 68% ELLs with many of them new immigrants. We have noticed several things regarding this student population:

1. Our ELLs seem to be sheltered. They rarely go places outside of school and home due to the fact that their parents work long hours and they are often cared for by babysitters and/or after-school personnel. Their lack of hands-on experience and background knowledge are adversely affecting their academic performance as many of the tasks at school require prior knowledge.
2. Many of our kindergarten students were raised by grandparents or relatives in China and just came back to the States to be united with their parents. Upon returning, some of them live with relatives or guardians while their parents work elsewhere. There is a growing communication gap between the parents and the children. Their work schedules do not allow much quality time with their children and when they do spend time with them, they do not know what to say or do to enhance their children's educational needs and foster their emotional and social growth.

As part of our Title III Program we have planned to provide parents with a series of workshops and trips in the spring to take our most struggling ELLs and their parents on trips around New York City to show them different communities, famous landmarks and historical sites of the city. Trips to museums and theatres for students will include several parents each time. These trips will be followed up with a reflective writing by the students and an oral presentation of what they learned.

Part D: Parental Engagement Activities

Teacher translators will accompany the parents and children on the trip to help parents learn how to turn these trips into fun learning experiences for the children. All activities will be announced via newsletter, parent invitation, and school website. The experiences of these trips will empower parents and provide an incentive for the children to delve further into building their academic knowledge base and foster communication between parents and their children.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		