



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME:** PIONEER ACADEMY

**DBN (DISTRICT/ BOROUGH/ NUMBER):** 24Q307

**PRINCIPAL:** CECILIA JACKSON      **EMAIL:** CJACKSON4@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** MADELENE TAUB-CHAN

### 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
Cecilia Jackson	*Principal	
Carrie Grodin-Vehling	*UFT Chapter Leader or Designee	
Sabrina Jenkins	*PA/PTA President or Designated Co-President	
Tamika Newby	DC 37 Representative, if applicable	
Not Applicable	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Not Applicable	CBO Representative, if applicable	
Jenna Hallas	Member/Teacher	
Cyrene Crooms	Member/Teacher	
Nube Bonilla	Member/Parent	
Maria Moreno	Member/Parent	
Juan Antonio	Member/Parent	
Alfredo Flores	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

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 #1**

By June 2012, 60% of first and second grade scholars will demonstrate a minimum of one year's growth as measured by the Fountas & Pinnell benchmark reading assessment.

### **Comprehensive needs assessment**

Based on the Fountas & Pinnell Literacy Assessments, a significant number of our first and second grade students are currently not meeting grade level expectations in literacy. In order for students to be college and career ready by the time they graduate from high school, it is imperative to have a strong foundation on which to build in order for them to access more complex information. Hence, our school will focus on developing student literacy skills during the early childhood years in order for them to be academically successful later.

### **Instructional strategies/activities**

- Scholars will be assessed with the Fountas & Pinnell benchmarking kit, and the AUSSIE DYO comprehension and fluency rubrics throughout the school year;
- Classroom teachers will consistently use the workshop model so that scholars receive reading instruction five times a week;
- Daily word study and reading instruction will be supported by *Fountas & Pinnell Leveled Literacy Intervention*, *Making Meaning*, *FUNdations*, and *Month by Month Phonics*;
- Scholars are involved in guided reading/small group instruction at least twice a week, based on scholar needs as identified by data;
- Scholar growth is recorded and monitored using the AUSSIE assessment database;
- Response to Intervention (RtI) will be provided by both classroom and cluster teachers in all classes for scholars performing significantly below grade level expectations; and
- Administration and coaches will review data on an individual, class, and grade basis to identify significant trends.
  - a. Principal will document data meetings with teachers to develop goals and identify next steps.

b. Assessment results will be measured against grade level expectations, as outlined by above-stated assessment tools and school-wide developed expectations.

- Consistent professional development support in literacy will be provided for all classroom teachers; teachers meet regularly with the AUSSIE consultant to develop curriculum maps and create unit plans aligned to the Common Core Learning Standards; analyze student work; and create differentiated groups to meet determined needs/goals.

### **Strategies to increase parental involvement**

The following workshops are scheduled to build capacity of our families to help support our scholars:

- Transition to Elementary;
- Reading to Grow (Pre-K and K Only);
- ARIS Parent Workshop;
- Story telling and Bookmaking Pre-K through 2<sup>nd</sup> Grade;
- Reading II Series 1<sup>st</sup> through 3<sup>rd</sup> Grades;
- Each scholar has a Pioneer Academy Scholar Handbook and Planner;
- Family Library Tour-Workshop and Resources (3-Part Series);
- Common Core Standards Workshop for Parents;
- Collaboration with Dial-A-Teacher and Elmcot to provide homework help;
- Sylvan-At Home Strategies for School Success; and
- Reading Strategies and Questioning Workshops.

The following are also being done to increase parent-involvement:

- Partnership with the Learning Leaders;
- BrainPop, BrainPop, Jr., BrainPop ESL, RAZ-Kids, Pebblesgo, Study Island, Samson software programs that families can access from home or the library (Workshop for families on how to access and use the software);
- Monthly Progress Reports with goal setting are sent home to families; and
- Monthly classroom celebrations.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

The following strategies will be used to attract Highly Qualified Teachers or to ensure that current staff become highly qualified, in order to achieve this goal:

- Weekly participation in grade level team meetings;
- Inter-visitations and demonstrations lessons;
- Mentor text available as a resource around specific instructional focus (i.e. questioning and small group instruction)
- On-Site and Off-Site Professional Development Workshops (i.e. SIOP, Rtl, Co-Teaching Strategies...)
- Peer mentoring;
- Monthly data meeting with grade and AIS provider;
- Individualized Professional Development Plan; and
- Comprehensive observation system based on the Continuum, of Teacher Development.

### **Service and program coordination**

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 develop and support teachers and families to ensure the academic success of all scholars now and in the future.

### **Budget and resources alignment**

The following funds are being used to support meeting our reading goal:

- Title ISWP, FSF, Title III, Title I NYSTL, and ARRA RTTT.

## **ANNUAL GOAL #2 AND ACTION PLAN**

### **Annual Goal #2**

From September 2011 – June 2012. Scholars' writing will be measured using the writing rubric that is aligned with the Common Core Standards. We anticipate that 40% of our scholars will attain grade level expectations in writing, as measured by the writing rubric, by June 2012.

### **Comprehensive needs assessment**

School wide assessment data based on our writing rubric, revealed that our scholars' writing skills need to be developed, in all grades. With the adoption of the Common Cores Standards, scholars are expected to demonstrate more cohesive and

argumentative writing skills, hence, school wide, we need to develop the scholars' capacity to be able to do so.

### **Instructional strategies/activities**

- Daily instruction and participation in the writing process during the Writing Workshop;
- Daily AIS/RtI push in/pull out support for students performing significantly below grade level expectations;
- Consistent professional development support in literacy will be provided for all classroom teachers; teachers meet regularly with the AUSSIE consultant to develop curriculum maps and create unit plans aligned to the Common Core Learning Standards; analyze student work; and create differentiated groups to meet determined needs/goals.
- Students will be assessed according to tasks aligned with the Core Standards, Design Your Own Assessment (DYO) grade specific writing rubrics and genre based rubrics.
- Knowledge of the progress met through individual goal setting sheet created for the purpose of scholar ownership of their learning and family support.
- Each scholar has a Pioneer Academy Scholar Handbook and Planner;
- Student growth will also be noted and monitored using the AUSSIE assessment database.
- Principal will review data on an individual, class, and grade basis to identify significant trends.
- Principal will document data meetings with teachers to develop goals and identify next steps.
- Assessment results will be measured against grade level expectations, as outlined by above-stated assessment tools and school-wide developed expectations.
- On-going individual feedback to teachers, through data meetings and formal and informal observations.

### **Strategies to increase parental involvement**

The following workshops are scheduled to build capacity of our families to help support our scholars:

- Transition to Elementary School;
- ARIS Parent Workshop;
- Family Literacy Workshop Series I and II – Grades Pre-K through 3rd;
- Each scholar has a Pioneer Academy Scholar Handbook and Planner;
- Family Library Tour-Workshop and Resources (3-Part Series);
- Common Core Standards Workshop for Parents;
- Collaboration with Dial-A-Teacher and Elmcors to provide homework help;

- Sylvan-At Home Strategies for School Success; and
- Reading Strategies and Questioning Workshops.

The following are also being done to increase parent-involvement:

- Partnership with the Learning Leaders;
- BrainPop, BrainPop, Jr., BrainPop ESL, RAZ-Kids, Pebblesgo, Study Island, Samson software programs that families can access from home or the library (Workshop for families on how to access and use the software);
- Monthly Progress Reports with goal setting are sent home to families; and
- Monthly classroom celebrations.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

The following strategies will be used to attract Highly Qualified Teachers or to ensure that current staff become highly qualified, in order to achieve this goal:

- Weekly participation in grade level team meetings;
- Inter-visitations and demonstrations lessons;
- Mentor text available as a resource around specific instructional focus (i.e. questioning and small group instruction)
- On-Site and Off-Site Professional Development Workshops (i.e. SIOP, Rtl, Co-Teaching Strategies...)
- Peer mentoring;
- Monthly data meeting with grade and AIS provider;
- Individualized Professional Development Plan; and
- Comprehensive observation system based on the Continuum, of Teacher Development.

### **Service and program coordination**

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 develop and support teachers and families to ensure the academic success of all scholars now and in the future.

### **Budget and resources alignment**

The following funds are being used to support meeting our writing goal:

- Title ISWP, FSF, Title III, Title I NYSTL, and ARRA RTTT.

### **ANNUAL GOAL #3 AND ACTION PLAN**

#### **Annual Goal #3**

To deepening our scholars' problem solving and reasoning abilities via the consistent incorporation of mathematical models and pictorial representation (i.e. diagrams, ratio tables, charts and graphs, number lines, mathematical sketches) to align with the Mathematics Common Core Learning Standard – into all classrooms from kindergarten to 4<sup>th</sup> grade with a 20% growth from September 2011 – June 2012.

#### **Comprehensive needs assessment**

The Common Core Standards are a new city wide initiative; all schools are required to align instructional practices and learning goals to these standards and students are expected to demonstrate competencies in the various standards.

#### **Instructional strategies/activities**

- Teachers consistently implement the modified EDM curriculum in all grades: 60 minutes daily in k – 2<sup>nd</sup> grade; 90 minutes daily in 3<sup>rd</sup> and 4<sup>th</sup> grades;
- Through an SBO vote 50 minutes per week is scheduled for teachers to do inquiry work around developing both teacher and scholar problem-solving capacity;
- Consistent professional development in math for all classroom and math cluster teachers. Teachers meet with consultant and/or coach for training in the various units; create unit plans; analyze students work; review exemplar task assessments and plan differentiated lessons and math centers;
- Add at least 2 two –week instructional units on each grade (one in the fall and one in the spring) that focus on constructing arguments through mathematical problem solving using the following task:
  - Grade K: Bug Watching (K.CC.4) Understand relationship between numbers and quantities; connect counting to cardinality.
  - Grade 1: Bowls of Apples (1.OCC.A.1) Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions.

- Grade 2: Muffins (2.oCC.A.1.) Use addition and subtraction within 100 to solve one-and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.
- Grade 3: Six-Pack Soda (CC.oA.3.) Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.
- Grade 4: Deluxe Birthday Cake (CC4.N.F.3.) Understand a fraction  $a/b$  with  $a > 1$  as a sum of fractions  $1/b$ .
- Formative assessments
- Grade level problem solving rubric; and
- Mathematical sketches, charts and ratio tables in organizing work and documenting thinking.

### **Strategies to increase parental involvement**

The following workshops are scheduled to build capacity of our families to help support our scholars:

- Transition to Elementary;
- ARIS Parent Workshop;
- Monthly Grade Newsletter highlight concepts that will be taught in the next until along with strategies families can use to support scholars.
- Mathematics Series I and II – Grades Pre-K through 3<sup>rd</sup> Grade
- Common Core Standards Workshop for Parents; and
- Sylvan-At Home Strategies for School Success.

The following are also being done to increase parent-involvement:

- Partnership with the Learning Leaders;
- Monthly Progress Reports with goal setting are sent home to families; and
- Monthly classroom celebrations.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

The following strategies will be used to attract Highly Qualified Teachers or to ensure that current staff become highly qualified, in order to achieve this goal:

- Weekly participation in grade level team meetings;

- Inter-visitations and demonstrations lessons;
- On-Site and Off-Site Professional Development Workshops
- Peer mentoring and coaching;
- Teacher facilitated workshops;
- Inquiry meeting every Wednesday to develop teacher and scholar problem-solving skills;
- Support from an in house math coach and a math consultant from CKing Education Inc.; and
- Formal and informal observation feedback.

**Service and program coordination**

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 develop and support teachers and families to ensure the academic success of all scholars now and in the future.

**Budget and resources alignment**

The following funds are being used to support meeting our mathematics goal:

- Title ISWP, FSF, Title III, and TL Children First Network.

**ANNUAL GOAL #4 AND ACTION PLAN**

**Annual Goal #4**

To increase the reading levels of our 1<sup>st</sup> grade English Language Learners (ESL) by increasing the number of students gaining at least three reading levels from September 2011 to June 2012 with an informational text focus (Common Core Reading Standard for Informational Text # 1-10). We anticipate that at least 50 percent of our ESL students will improve at least two non-fiction reading levels when assessed with a non-fiction text.

**Comprehensive needs assessment**

- Approximately 33% of our scholars receive ESL services. Based on data collected in-house and NYSESLAT results our ESL scholars are struggling slightly more than our non-ESL scholars in reading comprehension and writing. Addressing our ESL scholars’ reading comprehension skills would lessen the achievement gap with that of our non-ESL scholars.

### **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;
- Imagine Learning Morning Tutoring Program for “Beginners” for 30 minutes;
- AIS using the Fountas and Pinnell Reading Intervention System;
  - Provide professional development for ESL team on *The Sheltered Instruction Observation Protocol (SIOP) Model* and have them turn-key the information to staff;
  - Provide professional development for teachers to use Imagine Learning;
  - Place Bilingual Pupil Services (BPS) providers in classes with a large number of ESL students to offer native language support;
  - Consistently implement the workshop model in literacy, where students receive daily reading and writing;
  - Consistently support students with targeted small group instruction/guided reading;
  - Offer individual and/or small group tutoring after school (Contract for Excellence) to students who are currently performing significantly below grade level;
  - Use the professional period for clusters to provide an additional period in reading support in all classes at least once per week;
  - Explicit vocabulary instruction and review with native language support;
  - Provide daily ESL push in support in all the classes for students receiving mandated ESL services;
  - Provide thematic based instruction to facilitate language and vocabulary development for ESL students;
  - Provide phonics and reading comprehension instruction by using *Wilson’s FUNdations* every day for 30 to 40 minutes; and
  - Center activities designed to teach, integrate and reinforce NYSELAT skills in all modalities.

### **Strategies to increase parental involvement**

The following workshops are scheduled to build capacity of our families to help support our scholars:

- Transition to Elementary;
- Monthly Grade Newsletter highlight concepts that will be taught in the next until along with strategies families can use to support scholars.

- Reading to Grow (Pre-K and K Only);
- ARIS Parent Workshop;
- Story telling and Bookmaking Pre-K through 2<sup>nd</sup> Grade;
- Reading II Series 1<sup>st</sup> through 3<sup>rd</sup> Grades;
- Family Library Tour-Workshop and Resources (3-Part Series); and
- Common Core Standards Workshop for Parents
- Sylvan-At Home Strategies for School Success
- Provide strategy workshops for families of ESL students to enable them to prepare students for the exam

The following are also being done to increase parent-involvement:

- Partnership with the Learning Leaders;
- ESL providers attended weekly grade meetings;
- BrainPop, BrainPop, Jr., BrainPop ESL, RAZ-Kids, Study Island, Samson software programs that families can access from home or the library (Workshop for families on how to access and use the software;
- Monthly Progress Reports with goal setting are sent home to families; and
- Monthly classroom celebrations.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

The following strategies will be used to attract Highly Qualified Teachers or to ensure that current staff become highly qualified, in order to achieve this goal:

- Weekly participation in grade level team meetings;
- Inter-visitations and demonstrations lessons;
- On-Site and Off-Site Professional Development Workshops (i.e. SIOP, RtI, Co-Teaching Strategies...)
- Peer mentoring;
- Teacher facilitated workshops;
- Support from AUSSIE literacy, math and writing consultants; and
- Consistent professional development support in literacy will be provided for all classroom teachers; teachers meet regularly with the AUSSIE consultant to develop curriculum maps and create unit plans aligned to the Common Core Learning Standards; analyze student work; and create differentiated groups to meet determined needs/goals.

- Provide on-going feedback to teachers in one-on-one meetings, formal and informal observations;
- Create schedule to allow for common planning time;
- Purchased Cool Culture family pass for free admissions to museums and parks to create authentic experiences;
- Create a schedule that allows for staff to focus on vertical alignment of instruction; and
- ESL team provides workshops on effective ESL strategies for teachers.

### **Service and program coordination**

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 develop and support teachers and families to ensure the academic success of all scholars now and in the future.

### **Budget and resources alignment**

The following funds are being used to support meeting our ESL goal:

- Title ISWP, FSF, Title III, ARRA RTTT, and TL Children First Network.

## **ANNUAL GOAL #5 AND ACTION PLAN**

### **Annual Goal #5**

By June 2012, all teachers will have completed a minimum (of 3) formative observations based upon the research based Continuum of Teacher Development (Formative Assessment System – California Standards for the teaching profession).

### **Comprehensive needs assessment**

Meaningful professional development is an integral part of the culture of Pioneer Academy. We believe that the purpose of supervision is to enhance teachers’ pedagogical skills, with the ultimate goal of enhancing scholar achievement. Using the “Continuum” allows us to be strategic and purposeful in developing our teachers.

### **Instructional strategies/activities**

Using the *Professional Teaching Standards & Continuum of Teacher Development*, teachers will individually reflect upon their practice, select a standard that reflects their area of greatest professional need and identify current level of performance

on the *Continuum*, with supporting evidence. The six standards are as follows:

1. Engaging and Supporting all students in learning
2. Developing as a Professional
3. Assessing Student Learning
4. Creating and Maintaining an effective environment for student learning
5. Understanding and Organizing Subject Matter for student learning
6. Planning Instruction and Designing Learning experiences for all students

In collaboration between teacher and administrator, an action plan will be created to support the teacher's progression to the next level. Teacher will meet individually with the administrator every two months to review and monitor progress towards outcomes. Modifications will be made as necessary.

Teachers will receive the following support to develop their individual professional capacity:

- Weekly participation in grade level team meetings;
- Inter-visitations and demonstrations lessons;
- Peer mentoring;
- Support from AUSSIE literacy consultant
- Formal and informal observation feedback

There are three parts to the formal observation process: the pre-observation conference, the formal observation itself, and the post observation conference. Teachers will be provided with a Pre-Observation Conference Form, fall 2011 and spring 2012 Formal Observation Schedule. The schedule will provide teachers with the date and time of pre-conference, formal observation, and post conference as well as the name of administrator who will be conducting the observation.

#### Target Population

- All teachers

#### Responsible Staff Members

- Principal, Assistant Principals, Consultants and Teachers

### **Strategies to increase parental involvement**

- Survey families on the effectiveness of the teacher;
- Survey families to develop a repertoire of learning links; and
- Provide scholars with community-based experiences that support scholar learning.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

The following strategies will be used to attract Highly Qualified Teachers or to ensure that current staff become highly qualified, in order to achieve this goal:

- Weekly participation in grade level team meetings;
- Inter-visitations and demonstrations lessons;
- On-Site and Off-Site Professional Development Workshops (i.e. SIOP, RtI, Co-Teaching Strategies...)
- Peer mentoring and coaching;
- Teacher facilitated workshops;
- Support from AUSSIE literacy, math and writing consultants; and
- Formal and informal observation feedback.

### **Service and program coordination**

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 develop and support teachers and families to ensure the academic success of all scholars now and in the future.

### **Budget and resources alignment**

The following funds are being used to support meeting our teacher development goal:

- Title ISWP, FSF, Title III ARRA RTTT, and TL.

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>	63		<b>N/A</b>	<b>N/A</b>				
<b>3</b>	181	34	<b>N/A</b>	<b>N/A</b>				
<b>4</b>	23	3	<b>31</b>					
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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
<b>ELA</b>	<p>AIS teacher provide pull out services using The Fountas and Pinnell Leveled Literacy Intervention Program. This program is used to support our students who have been targeted to receive academic intervention in English Language Arts and is designed for scholars who are the lowest achievers in literacy on their grade level. The goal of the intervention is to bring scholars to grade level achievement. The Academic Intervention Teachers service scholars using small group instruction usually no more than 4 scholars during the school day. Scholars are engaged in the reading and writing process every day and their progress in monitored on a regular basis.</p> <p>AIS is also provided to scholars during 30 minutes of morning tutoring and 50 minutes on small group instruction during Extended Day Mondays and Tuesdays.</p>
<b>Mathematics</b>	<p>The math coach and the SETSS teacher provide pull out services through small group instruction designed to provide remediation during the school day. In groups of no more than 3 students, the AIS teacher modifies the Everyday Mathematics curriculum that is being presented by the classroom teacher and uses various strategies to modify and differentiate the instruction using a hands-on approach.</p> <p>AIS is also provided to scholars during 30 minutes of morning tutoring and 50 minutes on small group instruction during Extended Day Mondays and Tuesdays.</p> <p>The math coach also provides AIS to 3<sup>rd</sup> grade and 4<sup>th</sup> grade scholars through</p>

	pushing in and pulling out small groups.
<b>Science</b>	The science cluster teachers will be providing science enrichment to select students after school. Students will be exposed to inquiry based instruction. They will be working in small interest based teams. The goal for these students is to create experiments that end in a culminating project (science fair).
<b>Social Studies</b>	
<b>At-risk Services provided by the Guidance Counselor</b>	Students experiencing academic difficulty combined with behavior issues and test taking anxiety are identified to the school guidance counselor. The counselor provides the students with small group sessions where they are able to discuss and work through issues relating to home and school. The guidance counselor also provides the classroom teachers with strategies on how to address these students' needs in the classroom.
<b>At-risk Services provided by the School Psychologist</b>	
<b>At-risk Services provided by the Social Worker</b>	
<b>At-risk Health-related Services</b>	Students are identified as at-risk, using the results from the Fitness Gram conducted by the PE teacher. Currently, these students participate in Zumba class provided by a certified teacher and or Fitness Fridays coordinated by the Physical Education Teacher. These classes are offered afterschool.

**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.

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Pioneer Academy, 24Q307, *[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. Pioneer Academy, 24Q307 staff and the 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.

**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 State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act; and
- provide supplemental instruction for selected students before and after school.

**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 a Title I Parent Annual Meeting (prior to December 1<sup>st</sup> 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, child care or home visits 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; and
- providing monthly progress reports with learning goals and objectives for students.

**Provide parents reasonable access to staff by:**

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- notify parents of teachers preparatory schedules to provide them with the information to schedule appointments;
- 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., Open School Week);
- inviting families to monthly classroom celebrations.

**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; and
- 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; and
- 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.

**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. I will also:

- 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., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child.

**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; and
- always try my best to learn.

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by Cecilia Jackson on October 6, 2011.

This Parent Involvement Policy was updated on October 19, 2011.

The final version of this document will be distributed to the school community on November 30, 2011 and will be available on file in the Parent Coordinator’s office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school’s CEP and filed with the Office for Family Engagement and Advocacy.

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### Pioneer academy Family Contract

The Citywide Standards of Discipline and Intervention Measures issued by the New York City Department of Education is the governing guide for students’ rights, responsibilities and behavior. The NYC Family guide includes parental rights and responsibilities. Upon enrollment at PS 307, you will be given a copy of each. Please review with your child(ren) as we expect strict adherence to these guidelines.

This contract between Pioneer Academy, PS 307 and our families reflect our commitment to developing positive relationships, accepting responsibilities for our actions and respecting each other and the environment.

As a parent/guardian at *Pioneer Academy*, I AGREE to the following responsibilities:

- ✓ I will follow and uphold the NYCDOE’s discipline code & *Pioneer Academy’s* policies and procedures (see attached).
- ✓ I will make sure my child comes to school on time, in uniform, tidy and ready to learn. I will pick up my child promptly at dismissal.
- ✓ I will assist my child with homework assignments; I will make sure homework is legible, clean and submitted when it is due.
- ✓ I will be courteous and respectful when interacting with all members of the school community –teachers, administrators, support staff, and other parents/guardians.
- ✓ I will work with my child to support the behavioral expectations required by the school.

As a student at *Pioneer Academy*, I AGREE to following responsibilities:

- ✓ I will come to school daily, in uniform, on time, and ready to learn.
- ✓ I will follow the rules of my class and the school.
- ✓ I will not use any parts of my body or any of my words to cause harm to my classmates, teachers, parents or anyone in my school.
- ✓ I will take my class work and homework seriously; I will work hard to complete all my assignments.
- ✓ I will respect my environment by not littering and not defacing or destroying school property.

I understand that I must agree to all the terms of the contract in order for my child to attend Pioneer Academy. I also understand that if we do not follow the terms of the contract my child may be ineligible to attend Pioneer Academy.

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Child’s Name	Grade	Teacher
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Child’s Signature	Date
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Parent/Guardian’s Name & Signature	Parent/Guardian’s Name & Signature
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Cecilia Jackson, Principal	Date
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**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 <b>Benjamin Soccodato</b>	District <b>24</b>	Borough <b>Queens</b>	School Number <b>307</b>
School Name <b>Pioneer Academy</b>			

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

Principal <b>Cecilia Jackson</b>	Assistant Principal <b>Arelis Parache/Rudelina Murray</b>
Coach <b>Carolyn McKay/Literacy</b>	Coach <b>Catherine Crifasi/Math</b>
ESL Teacher <b>M. Crawford/ESL Coordinator</b>	Guidance Counselor <b>Rudelina Murray</b>
Teacher/Subject Area <b>C. Armas/ R. Louis / ESL</b>	Parent <b>Sabrina Jenkins</b>
Teacher/Subject Area <b>Jenna Hallas/ Science</b>	Parent Coordinator <b>Maria Caraballo</b>
Related Service Provider <b>Jamy Fernandez/ Bil Speech</b>	Other <b>D. Sinaly/ SETSS</b>
Network Leader <b>Benjamin Soccodato</b>	Other <b>Y. Keller, L. Tholl/ESL</b>

### 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	<b>5</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>757</b>	Total Number of ELLs	<b>244</b>	ELLs as share of total student population (%)	<b>32.23%</b>
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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. 

1. Upon registration and in accordance with CR Part 154, parents complete the Home Language Identification Survey (HLIS). During this registration period, the 5 certified ESL teachers are available to conduct the initial oral interview in English and Spanish, as all ESL personnel are bilingual. The principal also assists with registration by administering the Home Language Identification Survey (HLIS) and conducting the initial oral interview in English and Spanish with a bilingual school aide. If parents speak languages other than English and Spanish, then interpreters are sought after to assist in completing the informal oral interview. A list of bilingual school personnel who are willing to translate is available in the main office if and when the need arises. The students whose home languages are other than English are administered the Language Assessment Battery Revised (LAB-R) exam by a licensed ESL teacher, within ten days of admission to determine English Language Proficiency levels (beginner, intermediate, advanced) and program eligibility. If students attain a score below the cut off score, which varies by grade, they are eligible for ELL services. If their home language is identified as Spanish, then they are administered the Spanish (LAB-R) to determine language dominance.

The NYSESLAT exam is administered annually to evaluate student progress in reaching English language proficiency. ATS reports such as RLER, RLAT, RNMR, RMSR are utilized to identify all students eligible to take NYSESLAT. The Speaking test is administered to each student individually. The Reading, Writing, and Listening tests are administered in small groups. A testing schedule is created in advance for all components of the NYSESLAT exam. Students receiving testing modifications are also accounted for on this schedule. The schedule includes dates and times that the student will be tested, and copies of the schedules are distributed to all classroom teachers. Due to the fact that the test is untimed, it is impossible to predict exactly how long each test will last, but the NYSESLAT testing memo is used to assist in scheduling suggested time blocks for the exam.

2. Parental involvement in a child's education can greatly enhance the learning that occurs in the school. Regarding English Language Learners (ELLs), one important act a parent may engage in is enrolling their child in one of three language-learning programs offered by the New York City Department of Education. To ensure that parents are aware of, and understand the three program choices, several outreach methods are used. At registration, parents complete the home language survey (HLIS) form. Based on their responses on the survey and when it is determined that the child speaks a language other than English, they are informed that their child will take the LAB-R exam within the first ten days of school. They are further informed that the LAB-R measures English Language Proficiency skills which determines eligibility to receive services as an English Language Learner. Parents are notified of their child's eligibility status within ten days with Entitlement letters that are sent home in their native language to inform parents that their child is entitled to receive any of three available options. Parents are invited to attend an English Language Learners parent orientation. At the orientation meeting, the parents are given the opportunity to view the Orientation Video for Parents of English Language Learners. The ESL teachers and Parent Coordinator collaborate to provide clarification of the three program choices and offer additional advice in program choice selection on request. All communication with ELL parents is provided in both English and their home languages. During the orientation, parents are informed of program availability and are given the option of choosing and/or transferring their children to schools offering the program of their choice.

3. Entitlement letters are distributed to parents in their home languages once the ESL teachers determine that a student has scored at or below the cut score on the LAB-R. An ELL Parent Letter Checklist assists the ESL department in tracking when the letters have been sent out and when letters have been returned. The Parent Checklist and all copies of entitlement, continued entitlement and non-entitlement letters are stored in a binder in the ESL office.

The parent survey and program choice forms are given to parents in their home languages during the orientation. Parents are explicitly shown how to correctly fill out the form. Parents are encouraged to return the Parent Survey and Program Selection forms at the end of the orientation. Since not all parents are able to attend the first orientation meeting, a second orientation meeting is planned for the following month. The ESL Coordinator and Parent Coordinator are available to answer any questions and inform parents of the program choices individually. Forms are readily available to be filled out after the individual sessions. If program selection forms are not returned, the classroom teachers and ESL teachers speak to the parents at dismissal about the completion of these documents. Completed and signed original program choice forms and HLIS forms are stored in the students' cumulative records. A copy is maintained of both forms in the ESL office.

Another round of letters with the parent survey and program choice selection forms are sent home to the families who have yet to return the original forms. The third attempt to receive all forms is made during the school's Parent-Teacher Conferences, held in mid November. Prior to the conferences, phone calls will be made to tell parents of the necessity of these forms. The ESL Coordinator will place a request to have parents come and speak to him/her so that the forms will be completed. If, after these conferences, forms are still missing, a final attempt will be made where the surveys and program choice forms will be conducted as a phone survey. ESL teachers also attend Parent Teacher Conferences to meet with parents who have not returned the parent survey and program selection forms. If parents select Bilingual or Dual Language programs, a list of these students is maintained. When there are 15 students of the same language on two contiguous grades a bilingual program can be formed. If no program is selected, the default program is Transitional Bilingual (TBE).

4. The Freestanding ESL Push-In Program is the current program offered at Pioneer Academy for ELLs. At the parent orientation, parents are informed of program availability and are given the option of choosing and/or transferring their children to schools offering the program of their choice. They are also given the opportunity to ask questions and receive answers in their native language. They also receive the GUIDE handout that explains the three program choices. At the end of the orientation, parents are asked to select the program of their choice in order of preference for their child. After reviewing the Parent Survey and Program Selection forms this year, the trend has revealed that the majority of the parents selected the Freestanding ESL program as their first choice. Their preference is to have their child remain in a monolingual English classroom with ESL support in a Freestanding ESL push-in/ pull-out model. In addition, various classes are staffed with bilingual pupil service personnel (BPS) to further support English Language Learners through native language support, small group instruction, differentiated instruction and lesson modification. Transitional support services are also provided by ESL teachers to students who have attained a score of Proficient on NYSESLAT on an as need basis.

5. After reviewing the Parent Survey and Program Selection forms for the past three years, the trend has revealed that about 96% of the parents selected the Freestanding ESL program as their first choice. This year, the returned parents survey revealed that 68% of parents chose ESL as their first choice, 18% selected dual language and 14% selected bilingual education.

6. The program models offered at our school are aligned with parent requests because their preference is to have their child remain in a monolingual English classroom with ESL support in a Freestanding ESL push-in/ pull-out model. The ESL department will continue to monitor the trends in program choices in order to further align the program models with the parents' second and third selections.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

**This school offers (check all that apply):**

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	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	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0									0
<b>Push-In</b>	7	4	5	4	1									21
<b>Total</b>	7	4	5	4	1	0	0	0	0	0	0	0	0	21

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	244	Newcomers (ELLs receiving service 0-3 years)	237	Special Education	42
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	237	0	42	7	0	0	0	0	0	244
<b>Total</b>	<b>237</b>	<b>0</b>	<b>42</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>244</b>

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

**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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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	85	64	39	42	06									236
Chinese	1	4	1											6
Russian														0
Bengali														0
Urdu														0
Arabic		1												1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1										1
<b>TOTAL</b>	<b>86</b>	<b>69</b>	<b>40</b>	<b>43</b>	<b>6</b>	<b>0</b>	<b>244</b>							

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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

## A. Programming and Scheduling Information

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?

1. P.S. 307 offers Freestanding English as a Second Language program at this time. All classes from Kindergarten through Fourth grade that contain ELLs participate in a Push-In or Pull-Out organizational model.

b. The push-in model fosters collaborative team teaching in a heterogeneous group which are organized by grade. The pull out program is primarily a new arrival program with a homogenous group.

2. Pioneer Academy currently has a staff of five ESL teachers which meet the mandated times and needs for our ELL population. Under CR—Part 154, 360 minutes of ESL instruction per week is required for all ELLs at the beginning and intermediate levels of English language proficiency and 180 minutes of ESL instruction per week is required for all ELLs at the advanced level of English language proficiency. The requisite minutes are broken down into 8-45 minute periods, per grade, per week for beginner and intermediate ELL students. Advanced students are serviced in 4-45 minute periods, per grade, per week. The Push-In/Collaborative program consists of 8-45 minute periods primarily in the form of double periods during the literacy blocks for all classes from grades Kindergarten through grade

4. The ESL teachers provide six periods of instruction daily across the grades including the content areas of Science and Social Studies in which they work collaboratively with the respective content area teachers. These grade-specific sessions are essentially used for content-based instruction aligned with the New York State ESL standards, and either the Science or Social Studies Scope and Sequence for New York City. For scheduled double literacy periods, the ELLs are further separated into smaller groups for small-group instruction. Each group not working with the ESL teacher will be participating in a center that is targeted towards developing a particular literacy component: phonics, phonemic awareness, fluency, vocabulary, or additional structured content area activities that promote second and/or native language acquisition.

3. P.S. 307 has a literacy through content area curriculum, in which literacy is used for content based instruction with an emphasis on vocabulary development. In the content areas of Social Studies, Science and Math, and ELA, ESL teachers provide explicit vocabulary instruction, design activities that build background knowledge and schema in order to make content more comprehensible. The classrooms are print rich, objects are clearly labeled, and many visual aids are provided for ELL students. Both the ESL teachers and Classroom teachers promote language development by establishing a low anxiety environment. The ELL students are provided with opportunities to interact with peers and be in an environment with comprehensible input. To further meet the needs of ELLs, teachers use scaffolding techniques that encourage students to achieve greater language proficiency through explicit modeling. Lessons and activities focus on targeting the development of the four modalities: listening, speaking, reading and writing. The teachers also provide students with appropriate wait time before discussing answers to questions. Students' discuss explanations which reinforce listening, speaking, critical thinking skills and problem solving skills. Students are encouraged to utilize their native language to clarify ideas and concepts with peers, ESL teachers, classroom teachers and the Bilingual Pupil Service Provide (BPS) assigned to the classroom. Furthermore, student groupings support language and content objectives for each lesson. Activities are designed to integrate and apply content to language knowledge in the classroom.

The school's instructional program is designed based on the Workshop Model. Students are placed into cooperative learning groups when

## A. Programming and Scheduling Information

Readers and Writers Workshop are taking place. The school uses reader's and writer's workshop model using genuine literature, trade books, and guided reading literature. Teacher generated materials such as charts, graphs and realia provide a print rich classroom environment. The Workshop model mini-lesson provides feedback, introduces concepts, strategies, and addresses student needs. In writer's workshop, students use a writer's notebook to collect possible seed ideas. In addition, student teacher conferences provide individualized attention to further meet student needs. To teach and support reading and writing skills at the emergent stage of literacy, Wilson Foundations is used with all students. In reader's workshop students are immersed in various genres of literature. All students are administered running records from leveled texts; and are placed into guided reading groups based on their reading and language proficiency levels. The ESL teachers work collaboratively with classroom teachers to design literacy centers that encourage language development and reinforce NYSESLAT skills in listening, speaking, reading and writing. In addition, ESL teachers utilize supplemental leveled literature that is appropriately modified for different levels of language proficiencies. Reader's theater is used in addition to support language development. Native language and transferring of content area knowledge is supported through the use of native language books and dictionaries. The Science program at pioneer academy encourages students to utilize and internalize the scientific process in order to strengthen critical thinking skills. The Science teachers use an inquiry based approach to deliver content and strengthen language. Activities and experiments are designed to allow student exposure to concepts and materials not found in an urban environment and use language in a purposeful and authentic way.

ELL students in grades 2, 3 and 4 meet with the Social Studies teacher where they are immersed in the Social Studies curriculum that is driven by the New York City and State Scope and Sequence and Standards. Instruction is designed for ELL students to develop map and geography skills. Content is delivered through hands on activities that encourage vocabulary and language development in this content area.

Pioneer Academy students in grades 2,3 and 4 receive chess instruction where ELL students have the opportunity to learn the fundamentals of the game as well as become familiar with strategies and techniques in order to play the game. The ultimate goal in learning to play chess is to develop higher order thinking and problem solving skills which, are applicable both in and outside of school.

P.S. 307 also partners with the New York Food Bank to offer students including ELLs the CookShop program in grades K through 2. The Cookshop program helps students gain the knowledge and skills needed to make and appreciate healthy choices. CookShop Classrooms use hands-on exploration and cooking activities to foster children's enjoyment and consumption of healthy food, and their appreciation for good nutrition. ELL students participating in CookShop Classrooms learn how fruits, vegetables, legumes and whole grains grow, what goes into a nutritious diet and how to transform whole foods such as carrots, wheat, apples and lettuce into simple, tasty, affordable meals and snacks. It offers ELL students the opportunity to develop language in this area.

4. The Spanish LAB-R is utilized to evaluate language dominance and proficiency in the four modalities in Spanish: listening, speaking, reading and writing. ESL teachers are able to determine basic literacy skills in Spanish based on student performance on the Spanish LAB-R and share this information with classroom teachers so that they are aware of the students' native language skills.

5. a. Pioneer Academy currently does not have any SIFE students. However, the ESL Department is in the process of developing a program to specifically address the needs of future SIFE students. SIFE students will be offered the opportunity to participate in the Imagine Learning Software Program which is a proven program to accelerate English Language development. Activities will be differentiated according to language proficiency levels.

b. The vast majority of ELLs in P.S. 307 fall into the category of Newcomers. Amid many options, the plan for newcomers includes a parent orientation in the beginning of the school year to welcome the families. The families of new arrivals to the United States are encouraged to speak with ESL teachers to ensure a smooth transition into the school. These students are also assigned a buddy student preferably with the same student background and language in their individual classes. Students who are new arrivals to the United States also receive instruction on school and American culture, which include greetings, idioms, and vocabulary of common items or concepts. While the ESL Department possesses the Carousel English Language Development Program, the ESL teachers are currently developing a supplemental newcomer program that includes elements for both the classroom and ESL teacher to pursue with newcomer ELLs. Newcomer ELLs are grouped together for extended day and instructed by an ESL teacher where students review and reinforce basic English literacy skills and concepts using appropriate materials for language stages. Newcomer ELLs at the beginner and intermediate stages of language also utilize the Imagine Learning Computer Software program which targets English language development. New arrival students in grades 1-3 are invited to attend a weekly morning supplemental session of Imagine Learning. ELL students in third

## A. Programming and Scheduling Information

grade are invited to attend a morning tutorial focusing on test taking skills in English Language Arts.

c. ELL Students receiving service for 4 to 6 years will be given the opportunity to participate in the Fountas and Pinnell leveled literacy intervention AIS program, where they receive support in reading and comprehension skills in small groups five times per week for forty minutes. These students are also receiving extra support through the Bilingual Pupil Service provider who is assigned to their class. The students will also participate in an extended day tutorial focused on language development skills. In addition, third and fourth grade students receiving 3 or more years of services are invited to attend a science afterschool program taught collaboratively by a content and ESL teacher. In this science program, ELL students focus on language, science concepts and vocabulary. Language is reinforced through activities designed to deliver science content and develop skills in the four modalities: listening, speaking, reading and writing.

d. Pioneer Academy currently does not have any long term ELL students who have completed six years of service.

6. Teachers of ELL-SWDs utilize the reader's and writer's workshop model using genuine literature, trade books, and guided reading literature. Teacher generated materials such as charts, graphs and realia provide a print rich classroom environment. The Workshop model mini-lesson provides feedback, introduces concepts, strategies, and addresses the needs of ELL-SWDs needs and accelerate language development. In addition, student teacher conferences provide individualized attention to further meet student needs. Small group instruction is used to re-teach and reinforce skills. To teach and support reading and writing skills at the emergent stage of literacy, Wilson Foundations is used with all students. In reader's workshop students are immersed in various genres of literature. All students are administered running records from leveled texts; and are placed into guided reading groups based on their reading and language proficiency levels. Reader's theater is used in addition to support language development. The workshop model is also used for writing. ELL-SWD utilize the writing process to develop writing skills. Through participation in modeled and shared writing within small groups, instruction is tailored to students' needs. Native language and transferring of content area knowledge is supported through the use of native language books and dictionaries.

7. The ELLs that are identified as both ESL and Special Education are receiving the mandated push in services as per their IEP in their classroom within a smaller setting. The ELL- SWD have the advantage of the special education support along with the ESL push-in

### 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%	100%		
75%	75%		
50%	50%		
25%	25%		
	Dual Language		
100%	100%		
75%	75%		
50%	50%		
25%	25%		
	Freestanding ESL		
100%	100%		
75%	75%		
50%	50%		
25%	25%		
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

### Courses Taught in Languages Other than English

## 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?

- heritage classes

## **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?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Pioneer Academy has a variety of targeted intervention programs for ELLs across the content areas. In ELA, Newcomer ELLs in Kindergarten through Grade 2 participate in the Wilson Foundations program, which strengthens decoding skills through the practice of phonological/phonemic awareness, phonics and spelling. In addition, some ELL students who demonstrated limited reading comprehension skills and are designated as at risk students are given the opportunity to participate in the Fountas and Pinnell leveled literacy intervention AIS program, where they receive small group support in reading and comprehension skills in a separate location for forty minutes five times per week. First and second grade ELL students also participate in small group instruction utilizing the Explode the Code researched based Program for extended day which focuses on decoding skills, phonological awareness, vocabulary, comprehension, fluency, and spelling. ELLs in grades K-4 also have the opportunity to receive Academic Intervention Services in math with an AIS provider. The AIS math groups meets twice weekly with students who are in need of additional support with math skills based on teacher recommendations and formal and informal assessments. The AIS providers meet with students on the same grade level in a small group to reteach, review and reinforce math skills. Pioneer academy is also in the beginning phases of implementing the RTI (Response to Intervention) model across the grades.

9. ELLs who reach proficiency on the NYSESLAT are receiving continuing transitional support services by the ESL teacher who continues to provide services to transitional ELL students through the push in model in their classrooms on an as need basis. Transitional ELLs who are designated as at risk, receive priority placement in the Fountas and Pinnell intervention AIS program. They are also further supported through our Bilingual Pupil Services network at the school. In addition, these ELLs are also given the opportunity to participate in the morning tutoring and extended day groups. ELLs reaching proficiency on the New York State English as a Second Language Achievement Test will also receive transitional support in the form of lesson plan modifications made between the ESL and classroom teachers. Transitional ELL students also receive extra time on class assessments on an as need basis in all grades and testing accommodations in grades three and four on state assessments as per (NCLB) for up to two years after achieving Proficiency on NYSESLAT. These state test accommodations include time and a half, separate location and a third reading of the listening Selection for the ELA state test.

10. There are some new programs that are underway this year for ELLs. These programs include the SIOP and RTI models. Teachers of ELLs are in the process of being trained in utilizing the researched based SIOP (Sheltered Instruction Observation Protocol) with their ELLs. The SIOP model is a researched based model delivers content to ELLs by focusing on eight components: lesson preparation, building background, comprehensible input, strategies, planned interaction, practice/application, lesson delivery and review/ assessment. Teachers of ELLs are also involved in training with using the RTI (Response to Intervention) model.

11. At this time, there are no programs/services that will be discontinued this school year.

12. As mentioned above all ELLs are afforded equal access to all programs at P.S. 307 by being invited to participate in all supplemental instructional services. At risk ELLs are offered participation in the Fountas and Pinnell Academic Intervention Service Program. The ELLs are included in the third grade Morning tutorial program that meets twice a week to review test taking strategies. Title III monies are being used to fund the fourth grade Science Afterschool Program as well as the new arrival Morning Imagine Learning Program.

13. Instructional materials used in technology are Smart Boards, ELMO, Over Head Projectors, Laptops, Macs, and Listening Centers. The Imagine Learning English Language Software program was also utilized last year for beginner and intermediate ELLs. In order to target early literacy and reading, students have the school computerized password and access to programs such as Brain pop ESL, Raz kids,

## B. Programming and Scheduling Information--Continued

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

**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)?

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

**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.

1. In order to promote greater academic success, the primary agents who work with ELLs must also be informed of current ESL research and methods. The focus this year for ELL Staff Development is to create a professional learning community centered on enhancing ELL instructional planning, delivery and techniques through Tiered Instruction using the Response to Intervention Model (RTI). ESL teachers attended 4 full day workshops provided by the Office of English Language Learners that were held on: August 1, 2011, August 2, 2011, September 15, September 16, 2011, which provided an overview of the model including interventions for all students who demonstrate a need for support, regardless of whether or not they have a disability label. Additional topics discussed at the workshops included components of effective interventions for English Learners, Tiered Instruction, Assessment and Goal Setting. Paraprofessionals and speech therapists participate in the professional development activities.

Continuing this year's focus on enhancing ELL instruction and planning, 2 full day workshops were held on October 22, 2011 and October 29, 2011 to introduce the SIOP (Sheltered Instruction Observation Protocol) model to teachers of ELLs. The goal of the SIOP model is to assist teachers of ELLs in providing effective content instruction to English learners while developing the students' language abilities. The topics discussed at the two sessions included the model's eight components which are: lesson preparation, building background knowledge, comprehensible input strategies, interaction, practice and application, lesson delivery and review/assessment.

Several sessions of smart board trainings were offered to teachers of ELLs as a means of making instruction more visual and engaging for English Language learners during lesson delivery. The training sessions were held at school from 2:30 p.m. -4:30 p.m. on: October 6, 2011, October 13, 2011, October 20, 2011, October 27, 2011, November 3, 2011 and November 10, 2011. ESL Teachers also attend professional development offered by the New York City Department of Education's Integrated Services Center and informal education institutions as well.

The ESL and classroom teachers meet weekly at grade meetings to discuss individual ELL students and make plans to differentiate instruction based on student academic and language proficiency needs. In addition, ESL and classroom teachers meet during preparation periods, lunchtime, and after school. The out-of-classroom ESL teachers provide additional support, materials, scaffolding techniques and ESL methodologies that support staff in delivering quality instruction to English Language Learners.

2. The staff of Pioneer Academy has ongoing training on the RTI and SIOP models which provides best teaching practices to assure that our ELLs attain English Proficiency and remain lifelong learners. In addition, some teachers plan to schedule trips to colleges and universities with their students to motivate students into planning for college education. The staff is provided with grade conferences where they can complete record cards and discuss students progress as they progress to each grade. The ESL teachers are also part of the articulation process providing assistance and suggestions for language development to current teachers of ELLs and their future teachers as they progress from grade to grade.

3. During the school year 2011-2012, all staff will be trained so they can gain an understanding of how to differentiate instruction in their classroom and meet the needs of the ELL population using the RTI and SIOP models. Professional Development topics include: Building Community, Everyday Math Program Assessments, Smartboard Training, Workshop model training in balanced literacy and other content areas, using Diagnostic NYSESLAT Data, and Preparing for NYSESLAT. Teachers will exceed the 7.5 hours of ELL professional development (10 hours for special education teachers) through the SIOP and RTI professional development as mandated by the Jose P. mandate. Copies of the staff attendance for these workshops are kept in the main office.

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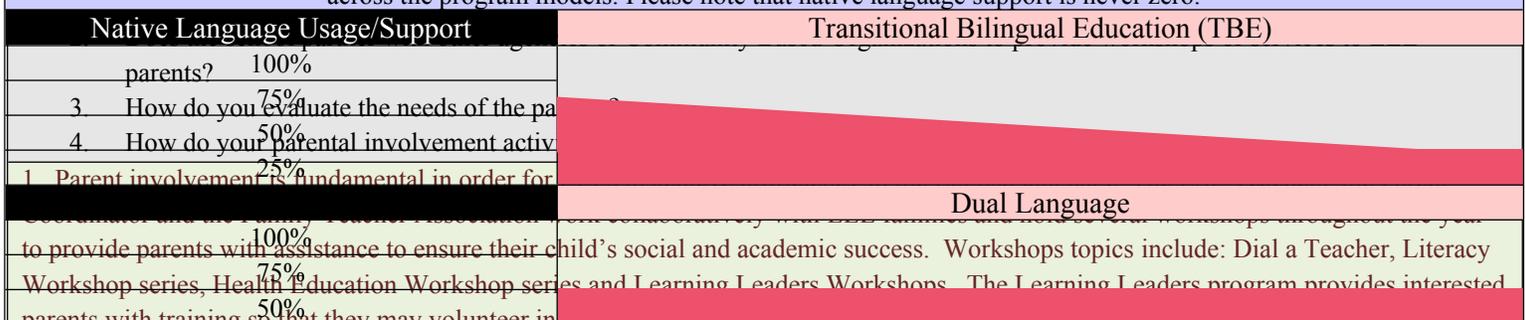
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## Native Language Usage and Supports

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.



## E. Parental Involvement

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

1. Parent involvement is fundamental in order for ELLs to achieve proficiency in the English language. The ESL Teachers, the Parent Coordinator and the Family Teacher Association work collaboratively with ELL families and hold several workshops throughout the year to provide parents with assistance to ensure their child's social and academic success. Workshops topics include: Dial a Teacher, Literacy Workshop series, Health Education Workshop series and Learning Leaders Workshops. The Learning Leaders program provides interested parents with training so that they may volunteer in school wide activities. The school also sponsors events, such as Family Night; where parents are encouraged to build community with school personnel. Due to the number of foreign languages spoken, translation will be used to facilitate communication with parents at these gatherings.

2. Pioneer Academy continues to partner with various Community Based Organizations in order to provide a variety of tailored workshops based on the needs of the parents and the community. This past summer, P.S. 307Q partnered with "Cool Culture" to purchase memberships for parents and students to attend museums and parks in and outside of New York State. Other Community Based Organizations include: Cornell University, Learning Leaders, Queens Library, Dial. A. Teacher, Sylvan Learning Center, New York Community Savings Bank, the Food Bank of New York City, Red Cross of America, Alcoholics Anonymous (Jovenes de Queens), Department of Health and Mental Hygiene, Mujeres Latinas en Accion (Latin Women in Action (domestic violence), the New York City Fire Department and Neighborhood WIC (Women, Infants and Children). The workshops provide information to parents concerning topics such as supporting literacy and math at home, nutrition/health and dental care, catastrophe preparedness, alcoholism, domestic violence, asthma awareness, healthy family development, diversity, fire safety/ prevention and financial counseling.

3. P.S. 307 evaluates the needs of parents by sending out a "Family Survey" to all parents, as a way to acquaint the teachers and staff with the students and their families. This survey is then used to gather information necessary in best meeting student and parent needs. In addition, the Parent Coordinator plays an active role in surveying the areas that parents would like further information and subsequently holding workshops to meet those needs.

4. According to the results of the survey, the Parent Coordinator uses the information to tailor workshops to best assist the parents' needs. Parents are also actively involved in the school. Parents are involved in shows, monthly class celebrations, and ceremonies making it possible for parents to participate in the success and growth of their children on a regular basis. Parents volunteer in the classroom and for our CookS hop program and on off site trips. These events encourage parents to meet and socialize with each other as well as teachers helping to develop a supportive academic community and a school family environment.

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

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8. Pioneer Academy has a variety of targeted intervention programs for ELLs across the content areas. In ELA, Newcomer ELLs in Kindergarten through Grade 2 participate in the Wilson Foundations program, which strengthens decoding skills through the practice of phonological/phonemic awareness, phonics and spelling. In addition, some ELL students who demonstrated limited reading comprehension skills and are designated as at risk students are given the opportunity to participate in the Fountas and Pinnell leveled literacy intervention AIS program, where they receive small group support in reading and comprehension skills in a separate location for forty minutes five times per week. First and second grade ELL students also participate in small group instruction utilizing the Explode the Code researched based Program for extended day which focuses on decoding skills, phonological awareness, vocabulary, comprehension, fluency, and spelling. ELLs in grades K-4 also have the opportunity to receive Academic Intervention Services in math with an AIS provider. The AIS math groups meets twice weekly with students who are in need of additional support with math skills based on teacher recommendations and formal and informal assessments. The AIS providers meet with students on the same grade level in a small group to reteach, review and reinforce math skills. Pioneer academy is also in the beginning phases of implementing the RTI (Response to Intervention) model across the grades.

9. ELLs who reach proficiency on the NYSESLAT are receiving continuing transitional support services by the ESL teacher who continues to provide services to transitional ELL students through the push in model in their classrooms on an as need basis. Transitional ELLs who are designated as at risk, receive priority placement in the Fountas and Pinnell intervention AIS program. They are also further supported through our Bilingual Pupil Services network at the school. In addition, these ELLs are also given the opportunity to participate in the morning tutoring and extended day groups. ELLs reaching proficiency on the New York State English as a Second Language Achievement Test will also receive transitional support in the form of lesson plan modifications made between the ESL and classroom teachers. Transitional ELL students also receive extra time on class assessments on an as need basis in all grades and testing accommodations in grades three and four on state assessments as per (NCLB) for up to two years after achieving Proficiency on NYSESLAT. These state test accommodations include time and a half, separate location and a third reading of the listening Selection for the ELA state test.

10. There are some new programs that are underway this year for ELLs. These programs include the SIOP and RTI models. Teachers of ELLs are in the process of being trained in utilizing the researched based SIOP (Sheltered Instruction Observation Protocol) with their ELLs. The SIOP model is a researched based model delivers content to ELLs by focusing on eight components: lesson preparation, building background, comprehensible input, strategies, planned interaction, practice/application, lesson delivery and review/ assessment. Teachers of ELLs are also involved in training with using the RTI (Response to Intervention) model.

11. At this time, there are no programs/services that will be discontinued this school year.

12. As mentioned above all ELLs are afforded equal access to all programs at P.S. 307 by being invited to participate in all supplemental instructional services. At risk ELLs are offered participation in the Fountas and Pinnell Academic Intervention Service Program. The ELLs are included in the third grade Morning tutorial program that meets twice a week to review test taking strategies. Title III monies are being used to fund the fourth grade Science Afterschool Program as well as the new arrival Morning Imagine Learning Program.

13. Instructional materials used in technology are Smart Boards, ELMO, Over Head Projectors, Laptops, Macs, and Listening Centers. The Imagine Learning English Language Software program was also utilized last year for beginner and intermediate ELLs. In order to target early literacy and reading, students have the school computerized password and access to programs such as Brain pop ESL, Raz kids,

## 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?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

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## 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.

## C. Schools with Dual Language Programs

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

## D. Professional Development and Support for School Staff

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

1. In order to promote greater academic success, the primary agents who work with ELLs must also be informed of current ESL research and methods. The focus this year for ELL Staff Development is to create a professional learning community centered on enhancing ELL instructional planning, delivery and techniques through Tiered Instruction using the Response to Intervention Model (RTI). ESL teachers attended 4 full day workshops provided by the Office of English Language Learners that were held on: August 1, 2011, August 2, 2011, September 15, September 16, 2011, which provided an overview of the model including interventions for all students who demonstrate a need for support, regardless of whether or not they have a disability label. Additional topics discussed at the workshops included components of effective interventions for English Learners, Tiered Instruction, Assessment and Goal Setting. Paraprofessionals and speech therapists participate in the professional development activities.

Continuing this year's focus on enhancing ELL instruction and planning, 2 full day workshops were held on October 22, 2011 and October 29, 2011 to introduce the SIOP (Sheltered Instruction Observation Protocol) model to teachers of ELLs. The goal of the SIOP model is to assist teachers of ELLs in providing effective content instruction to English learners while developing the students' language abilities. The topics discussed at the two sessions included the model's eight components which are: lesson preparation, building background knowledge, comprehensible input strategies, interaction, practice and application, lesson delivery and review/assessment.

Several sessions of smart board trainings were offered to teachers of ELLs as a means of making instruction more visual and engaging for English Language learners during lesson delivery. The training sessions were held at school from 2:30 p.m. -4:30 p.m. on: October 6, 2011, October 13, 2011, October 20, 2011, October 27, 2011, November 3, 2011 and November 10, 2011. ESL Teachers also attend professional development offered by the New York City Department of Education's Integrated Services Center and informal education institutions as well.

The ESL and classroom teachers meet weekly at grade meetings to discuss individual ELL students and make plans to differentiate instruction based on student academic and language proficiency needs. In addition, ESL and classroom teachers meet during preparation periods, lunchtime, and after school. The out-of-classroom ESL teachers provide additional support, materials, scaffolding techniques and ESL methodologies that support staff in delivering quality instruction to English Language Learners.

2. The staff of Pioneer Academy has ongoing training on the RTI and SIOP models which provides best teaching practices to assure that our ELLs attain English Proficiency and remain lifelong learners. In addition, some teachers plan to schedule trips to colleges and universities with their students to motivate students into planning for college education. The staff is provided with grade conferences

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3. During the school year 2011-2012, all staff will be trained so they can gain an understanding of how to differentiate instruction in their classroom and meet the needs of the ELL population using the RTI and SIOP models. Professional Development topics include: Building Community, Everyday Math Program Assessments, Smartboard Training, Workshop model training in balanced literacy and other content areas, using Diagnostic NYSESLAT Data, and Preparing for NYSESLAT. Teachers will exceed the 7.5 hours of ELL professional development (10 hours for special education teachers) through the SIOP and RTI professional development as mandated by the Jose P. mandate. Copies of the staff attendance for these workshops are kept in the main office.

## E. Parental Involvement

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

1. Parent involvement is fundamental in order for ELLs to achieve proficiency in the English language. The ESL Teachers, the Parent Coordinator and the Family Teacher Association work collaboratively with ELL families and hold several workshops throughout the year to provide parents with assistance to ensure their child's social and academic success. Workshops topics include: Dial a Teacher, Literacy Workshop series, Health Education Workshop series and Learning Leaders Workshops. The Learning Leaders program provides interested parents with training so that they may volunteer in school wide activities. The school also sponsors events, such as Family Night, where

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2. Pioneer Academy continues to partner with various Community Based Organizations in order to provide a variety of tailored workshops based on the needs of the parents and the community. This past summer, P.S. 307Q partnered with "Cool Culture" to purchase memberships for parents and students to attend museums and parks in and outside of New York State. Other Community Based Organizations include: Cornell University, Learning Leaders, Queens Library, Dial. A. Teacher, Sylvan Learning Center, New York Community Savings Bank, the Food Bank of New York City, Red Cross of America, Alcoholics Anonymous (Jovenes de Queens), Department of Health and Mental Hygiene, Mujeres Latinas en Accion (Latin Women in Action (domestic violence), the New York City Fire Department and Neighborhood WIC (Women, Infants and Children). The workshops provide information to parents concerning topics such as supporting literacy and math at home, nutrition/health and dental care, catastrophe preparedness, alcoholism, domestic violence, asthma awareness, healthy family development, diversity, fire safety/ prevention and financial counseling.

3. P.S. 307 evaluates the needs of parents by sending out a "Family Survey" to all parents, as a way to acquaint the teachers and staff with the students and their families. This survey is then used to gather information necessary in best meeting student and parent needs. In addition, the Parent Coordinator plays an active role in surveying the areas that parents would like further information and subsequently holding workshops to meet those needs.

4. According to the results of the survey, the Parent Coordinator uses the information to tailor workshops to best assist the parents' needs. Parents are also actively involved in the school. Parents are involved in shows, monthly class celebrations, and ceremonies making it possible for parents to participate in the success and growth of their children on a regular basis. Parents volunteer in the classroom and for our CookS hop program and on off site trips. These events encourage parents to meet and socialize with each other as well as teachers helping to develop a supportive academic community and a school family environment.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	22	4	8	0										34
Intermediate(I)	31	7	17	0										55

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	16	29	18	6										69
Total	69	40	43	6	0	0	0	0	0	0	0	0	0	158

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	3	0	0	0									
	I	16	2	0	0									
	A	27	23	9	3									
	P	14	14	32	3									
READING/ WRITING	B	16	2	6	0									
	I	28	6	19	0									
	A	10	19	16	5									
	P	6	12	0	1									

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	10	5	0	16
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		8		8		0		16
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	

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

## 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.

## Part VI: LAP Assurances

**School Name:** 307

**School DBN:** 24Q307

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

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

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **24Q307** School Name: **Pioneer Academy**

Cluster: **532** Network: **CFN**

**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**

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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.

We conducted our assessment of written translation needs by reviewing necessary written communication to families generated through our ESL Department, the Parent Coordinator and the office support staff. Correspondence includes, but is not limited to ELL Parent Orientation, Entitlement and Non-Entitlement Letters, Meet and Greet, Parent-Teacher Conference and Family Workshops.

We conducted our oral interpretation needs assessment by gathering statistics provided by our Home Language Survey for Kindergarten and all new ELLs as well as conversations generated from our Parent Orientation meetings held in June and September. Our Parent Coordinator prepares a survey, as well as spoken in person and in telephone conversations with our families. Our classroom teachers communicate to the ESL Department which families are non English speakers and need oral interpretation regarding their students. Ninety one percent (91%) of our ELL parents are Native Spanish speakers. The remaining nine percent (9%) include lower incidence languages such as Chinese, Urdu, Bengali, Arabic French Creole and Haitian Creole.

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.

The assessment of our written and oral interpretation needs revealed, that ninety one percent (91%) of our ELLs families spoke Spanish. At the present time, we have many teachers, an Assistant Principal, the Parent Coordinator and several school aides who speak Spanish. Hence, families are sent written correspondences and provided oral communication in their language. Many of our ESL teachers are either native Spanish speakers or have BICs skills. In addition to Spanish we currently have teachers who speak the following languages: Arabic, Bengali, and Chinese meeting the needs of our remaining nine percent (9%) that speak lower incidence languages. In addition, we use Translation and Interpretation Unit when necessary. The community is informed of their rights to translation services via posting in our main office in eight languages advising families on how they can receive further information, support and rights to translation services, as well as the Guide to NYC

Public Schools. In addition, families are verbally informed of their rights to translation services when they visit the school by the Parent Coordinator and other staff.

## **Part B: Strategies and Activities**

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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.

We have support staff, administrators and teachers who contribute to the written translation of correspondence for Spanish speaking families. Our teaching staff has Bengali, Chinese and Arabic speakers who can assist in translation in those languages. In addition, much correspondence directed towards families generated citywide has available translations in written form from NYCBOE website. These services are timely because they are prepared simultaneously with the English correspondence.

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.

Our Spanish speaking parents consistently receive oral translations during various workshops, Parent Orientation meetings, and conferences through our ESL teachers, an Assistant Principal, the Parent Coordinator, and members of the Administrative staff. We have Bengali, Chinese, and Arabic speaking teachers available for the aforementioned situations as well. Classroom teachers also have oral translation services provided upon request. Our School Based Support Team is able to provide translators in various languages for necessary guidance issues.

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

As described above, our school has oral and written translation services for our highest percentage representation of family home languages, as well as other lower incidence languages. We are reaching out to the available services offered by the Translation and Interpretation Unit to provide necessary written communication to parents of our remaining home language groups. Presently families rely on adults or relatives for language and interpretation services if they choose.

## 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: Pioneer Academy	DBN: 24Q307
Cluster Leader: Debra Maldonado	Network Leader: Benjamin Soccodato
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> 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 type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 44 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 type="checkbox"/> 3 <input 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: 5 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 2

## 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:

Upon analysis of NYSESLAT data for students in grades K-4, and ongoing informal and formal assessments, the data revealed that ELL students need to further develop their language skills across the four language modalities: listening, speaking, reading and writing. Overall the ELL students across the grades scored proficient in listening and speaking and have demonstrated steady growth in these modalities. Overall, in reading and writing, most students scored at the intermediate and advanced levels. This demonstrates that the students have attained much success in attaining BICS (Basic Interpersonal Communication Skills) and would strongly benefit from developing CALP (Cognitive Academic Language Proficiency) across the content areas.

After carefully reviewing students' informal low inference observations and analyzing student assessment data in science, the findings revealed that ELL students would benefit from additional opportunities to utilize scientific vocabulary and language to explain their thinking orally and in writing. In addition, ELL students would benefit from supplemental opportunities to use information gathered from experiments and hands on activities to explain scientific observations and events, including actively listening for alternative interpretations and ideas. In response to these noticings, the afterschool science club was designed to address student needs. Fourth grade students participate in a science club that meets once a week on Thursdays after school from 2:30 to 4:00 pm. The club began on Thursday, October 27, 2011 and will end approximately Thursday, May 24, 2012. The program targets ELL students with mixed English language proficiencies through an inquiry based approach. The ESL teacher works collaboratively with the 2 science specialists to plan and deliver instruction. The ESL teacher provides best practices in ESL methodology as well as native language support. Both the science content teachers and the ESL teacher work collaboratively to create hands on activities for students to actively interact with science content and vocabulary through the scientific process. The goal of this club is to deepen students understanding of K-4 science concepts and promote acquisition of content vocabulary. The students will be encouraged to use content vocabulary and scientific tools during exploration activities in the following areas: plant and animal adaptations, force and motion, importance of the sun and life on earth, weather changes, and energy. Some of these exploration materials include magnifying glasses, scales, weights, magnets and measuring cups. Two field trips will also be scheduled to the New York Hall of Science and the Museum of Natural History, where students will have the opportunities to make connections with science content and real life experiences. The goal of the science club is to develop English language skills across all four modalities as well as review concepts in preparation for the 4th Grade New York Science State Exam in May 2012. In order for students to prepare for the exam, Coach test sophistication books have been purchased.

### Part B: Direct Instruction Supplemental Program Information

In December, new arrival ELL students in grades one, two and three will be invited to attend a morning session to utilize the Imagine Learning Educational Software Program. The weekly sessions will be held on Wednesdays from 7:30 a.m. to 8:10 a.m. The program is scheduled to start December 14, 2011 and will continue to the end of March 2012. The morning sessions will provide supplemental language support through technology with Imagine Learning Software. Through the use of individualized instruction and ongoing assessments, Imagine Learning targets the development of English skills across the four modalities. This technology program targets the development of English emergent literacy skills, strengthens phonemic awareness, encourages sight word development, allows students to practice fluency through echo reading, develops content vocabulary through pre-reading activities and questions, builds comprehension by providing question answering strategies and builds comprehension through writing summaries and use of graphic organizers, improves pronunciation through listening to recorded conversations. With this tutoring technology, students learn both basic and academic vocabulary, including valuable cross-curricular words common to social studies, science, and math. This educational software is founded on scientifically based research and state standards.

### 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

Begin description here:

The focus this year for ELL Staff Development is to create a professional learning community centered on enhancing ELL instructional planning, delivery and techniques through Tiered Instruction using the Response to Intervention Model (RTI). ESL teachers attended 4 full day workshops provided by the Office of English Language Learners that were held on: August 1, 2011 , August 2, 2011, September 15, September 16, 2011, which provided an overview of the model including interventions for all students who demonstrate a need for support, regardless of whether or not they have a disability label. Additional topics discussed at the workshops included components of effective interventions for English Learners, Tiered Instruction, Assessment and Goal Setting.

Continuing this year's focus on enhancing ELL instruction and planning, 2 full day workshops were held on October 22, 2011 and October 29, 2011 to introduce the SIOP (Sheltered Instruction Observation Protocol) model to teachers of ELLs. The goal of the SIOP model is to assist teachers of ELLs in providing effective content instruction to English learners while developing the students' language abilities. The topics discussed at the two sessions included the model's eight components which are: lesson preparation, building background knowledge, comprehensible input strategies, interaction, practice and application, lesson delivery and review/assessment.

Several sessions of smart board trainings were offered to teachers of ELLs as a means of making

### Part C: Professional Development

instruction more visual and engaging for English Language learners during lesson delivery. The training sessions were held at school from 2:30 p.m. -4:30 p.m. on: October 6, 2011, October 13, 2011, October 20, 2011, October 27, 2011, November 3, 2011 and November 10, 2011.

The ESL and classroom teachers meet weekly at grade meetings to discuss individual ELL students and make plans to differentiate instruction based on student academic and language proficiency needs. In addition, ESL and classroom teachers meet during preparation periods, lunchtime, and after school. The out-of-classroom ESL teachers provide additional support, materials, scaffolding techniques and ESL methodologies that support staff in delivering quality instruction to English Language Learners.

### 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:

Parent involvement is fundamental in order for ELLs to achieve proficiency in the English language and assisting their children in attaining academic success. With this in mind, Kindergarten families participate in the Cool Culture Literacy Without Walls Program. This program offers participating families free passes and unlimited general admission to over 90 partner museums, gardens and zoos for up to 4 people in the family. The benefit of this program gives students and their families the opportunity to connect academic content with concrete experiences in and outside of the classroom.

Parents of the fourth grade ELLs participating in the science club will be invited to a parent information session provided by the ESL and the content teachers in school in February 2012. The purpose of this information session is to assist parents in becoming familiar with the format and content of the New York State Science Exam. Parents will be provided with strategies to assist their children at home with inquiry based science concepts and projects. Parents will receive a written invitation to this session in a timely manner so that they can plan to attend. In addition parents will receive written correspondence to invite them as chaperones to the Hall of Science and the Museum field Trip. All communication with parents will be available in the parent's native language.

### Part E: Budget

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

Allocation Amount: \$23960

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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**Part E: Budget**

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

Allocation Amount: \$23960

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$41.98 (hourly per session rate) Total = \$4,912  \$41.98 (hourly per session rate) Total= \$924	Approximately 39 per session hours per teacher (3 teachers) Science Academy  Approximately 11 per session hours per teacher (2 teachers) Imagine Learning Morning Sessions
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	SIOP Training Sessions  Total = \$17,500	Professional development for teachers of ELLs
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	Test Ready Science Workbooks (Curriculum Associates) \$116  New York Measuring Up (Peoples Education) \$361.50  Total= \$477.50	Workbooks will be utilized for concept reinforcement and for students to become familiar with the format of the exam
Educational Software (Object Code 199)	Imagine Learning Software Program	Program continuation from last year
Travel		
Other	\$2500	Cool Culture Literacy Without Walls Programs for Kindergarten families
<b>TOTAL</b>	<b>\$26,313.50*</b>	Total expenses for all listed materials *the excess costs covered by school