



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 306

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10/X/306

PRINCIPAL: DARRYL HARRINGTON

EMAIL: DHARRINGTON3@SCHOOLS.NYC.GOV

SUPERINTENDENT: SONIA MENENDEZ

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
Darryl Harrington	*Principal or Designee	
Gwen Denniston	*UFT Chapter Leader or Designee	
Margaret Johnson	*PA/PTA President or Designated Co-President	
Alisa Sanchez	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
	Member/	

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: To increase the number of teachers involved in the Collaborative Inquiry Process.

Comprehensive needs assessment

Goal 1 is based on the School Survey portion of the School Report Card 2011, where teachers responded that they wanted to play a meaningful role in setting goals and making important decisions.

- By Spring of 2012, 100% of teachers will be engaged in the Collaborative Inquiry Process. Teachers will analyze data and revise instructional strategies to address the differentiated needs of students.

Instructional strategies/activities

As a school we recognize that school staff is central to the success of the school. We are beginning to reexamine the distribution of leadership through the school. Currently we are working on the redistribution of power and authority. By Spring of 2012, we seek to increase the number of teachers playing a meaningful role in setting goals and making important decisions, up from last year's teacher's perception of 55% (of the 33 teachers who responded) on the School Survey.

The school will continue to support a culture of mutual respect for all members of the school community by engaging in Collaborative Inquiry. All members of the school community will have opportunity to be a part of a risk-free learning environment that ultimately raises the level of achievement for all students. Working effectively as a team, we will continue to improve the tone of the building and provide a stimulating environment.

Collaborative teams involved in the inquiry process will focus on instructional coherence through the collection of data on how well students are learning the desired outcomes. Teams will look at student work, disaggregated test and participation data (e.g. attendance, suspensions) and the community profile to implement strategies and processes that contribute to a cycle of ongoing improvement.

Collaborative Teams will examine data that involve the school environment, student performance and progress. Teams will gather and analyze a range of data including summative (e.g. State assessments, attendance, safety and discipline, student support services, referrals, student work products, and classroom observations) in order to create a clear portrait of the school's grade, or sub groups strengths and areas of need. Teams will establish and sustain a transparent and collaborative system for measuring progress toward interim goals and will make adjustments periodically throughout the year.

Scheduling provides the structure that encourages teacher collaboration through a common flow of the day that supports professional development (inter-visitation, lunch-n-learn sessions). All teachers will be given time to work with the collaborative teams weekly. There will be teams that are school wide and others that are grade specific. Teams will analyze relevant data, test out instructional approaches, and create and refine common student tasks. Through effective accountable collaboration, teacher teams will develop goals, support the culture of data, discuss common issues, questions, and concerns, as well as support the quality of instruction and the integration of technology and inquiry to engage students.

Data will consistently be gathered through walkthroughs and assessments. The data will then be interpreted for meaning through analysis and discussion. A plan of action will then be implemented, reflected upon and redefined. Through the use of the Common Core standards, teachers will begin to look at the larger goal, grade-specific goals and earlier grade-level goals to understand what pathways will allow a student to eventually produce grade appropriate work. By doing so, teachers will see what a student can do, and adapt their teaching to meet the needs of their students; supporting differentiated and adaptive instruction.

- Collaborative Planning sessions will include discussion over data, establishing trends and patterns among the grade and school-wide, researching possible strategies, interventions, and resourced and implementation. The Teams will also identify and communicate effective methods of improvements through ARIS as a forum of pedagogical knowledge and practice, therefore strengthen instruction. For the 2011-2012 school year, we will establish Inquiry Teams that will meet weekly and monthly to help inform, further develop and implement program reforms.

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

- Increased usage of data systems (such as ARIS and ACUITY) to obtain data and communicate with members of the professional community (including posted group discussion boards, templates, and resources).
- Each team will set quantifiable instructional goals that include interim targets and defined timeframes to revisit and revise goals and objective form and increasing students' achievement. A bulletin board will be located near the main office to communicate work done by each team. On this board will be the current agenda's, established trends and patterns, suggested interventions, instructional strategies and revisions. In the main office, there will be a Team binder that includes archived information.
- Revised curriculum maps
- Collaborative Planning Periods schedule
- Case studies across grades and classes that establish trends and patterns school-wide
- Item analysis of data; with a focus on engages individual and groups of students, including the lowest and highest achieving students, special education students and English Language Learners.
- Interim benchmarks and revised goals

Strategies to increase parental involvement

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

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

Strategies for attracting Highly Qualified Teachers (HQT)

Scheduling provides the structure that encourages teacher collaboration through a common flow of the day that supports professional development (inter-visitation, lunch-n-learn sessions). All teachers will be given time to work with the collaborative teams weekly. There will be teams that are school wide and others that are grade specific.

Service and program coordination

On Saturdays, we offer GED, ESL, Computer Technology and Basic Education classes for adults.

City Harvest also offers the Side-by-Side cooking class for parents and children.

The Morris Heights Health Clinic, located within our school, offers family workshops on nutrition.

Under NCLB, we have Supplemental Educational Services (SES) and our linkage is with School Professionals.

- Also under NCLB, we have a Title I (parent participation) and Title III (ELLS - English language learners) program. In terms of job training, we have developed collaborations with programs in the community, such as: Project Ready, the Economic Opportunity Centers, Citizens' Advice Bureau, etc.

Budget and resources alignment

- Funding for Data Specialist, Literacy Support Teacher, Math Support Teacher

ANNUAL GOAL #2 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 #2: To develop and support teachers in using effective instructional strategies to meet students' diverse learning needs in literacy.

Comprehensive needs assessment

Analysis of New York State ELA 2010-2011 reveal PS 306 African American and Latino boys did not meet Annual yearly Progress in ELA, resulting our need to strengthen our teaching and learning in Reading.

- By June 2012, 35% (151 of 431) of all Grades 3-5 students will be reading at or above proficiency level, based on the New York State English Language Arts test; an increase of 13.9% from 2011.
- By June 2012, 50% (207 of 413) of all Kindergarten through Second grade students will read grade level test with understanding and demonstrate proficiency on the DRA2.
- Ensure that No Child Left Behind Sub Groups show exemplary gains and an increase in growth percentile.
 - By June 2012, 15% of ELLs in Grades 3-5 will attain proficiency on the New York State ELA; an increase of 8.9% from 2011.
 - By June 2012, 10% of Special Education students in Grades 3-5 will attain proficiency on the New York State ELA; an increase of 8.5% from 2011.
 - By June 2012, students identified as the schools lowest third in Grades 3-5, will show an average of at least the 75th growth percentile on the NYS ELA.

Instructional strategies/activities

An analysis of current data from standardized assessments reveal that we must strengthen our teaching and learning in Reading. Instruction in literacy will follow the format of our Storytown Reading Program which incorporates the teaching of phonics, phonemic awareness, vocabulary, fluency and comprehension. Teachers will continue to implement the reading and writing curriculum that is supported by the Storytown program with a focus on word study, as well as integrated read-alouds, independent reading, and small group instruction. Teachers will model best practices following the to-with-and by model; in which students receive instruction as a whole group, small/guided group, and independently. Students will show an improved understanding in reading processes including fluency, vocabulary, reading strategies, ability to use text for improved comprehension and ability to respond to text.

To ensure that we are providing quality instructional content to meet the diverse needs of all students' are being met, we will purchase the complete Harcourt - Storytown Reading/Language Arts Program. The comprehensive research-based program builds on our existing Comprehensive Balanced Literacy approach and supports our alignment of instructional approaches and resources as well as assessments. It is our goal that the reading program will motivate and develop student success, therefore increasing students' reading proficiency.

Intervention and Enrichment

During the 2011-2012 school year, we will implement a school-wide Response to Intervention (RTI) program that is organized around developing children's literate

foundation. Design By Intervention is our tool to address our struggling readers. This intensive reading program will provide a foundation in phonemic awareness, phonics, fluency, vocabulary development, and comprehension. During RTI students will be grouped according to their skill deficit and data-driven literacy instruction will then be tailored to meet the instructional need of each child. Students' performance and progress will be monitored continuously and will support differentiated instruction.

All students identified as the lowest third will receive high quality, scientifically valid instructional support based on assessment of learner needs and the monitoring of student progress. Various intervention programs for students identified as approaching grade level standards (Tier II/Strategic) will include the Storytown Intervention Program; students identified as far below grade level (Tier II/Intensive) will include Design By Intervention. All intervention programs will guide students through a leveled continuum of reading, ensuring that students develop the necessary grade-level literary skills.

As a result of the continual need of our at-risk population, including our ELL students, teacher assignments will focus on student achievement. The budget allocation will continue to fund English as a Second Language (ESL) support; in which every class containing ELL students would have an ESL teacher push-in for a minimum of half-day instruction. ELLs will continue to be grouped according to their needs and acquisition level. To support students identified as Long Term ELLs meet accountability measures, students with 4 or more years of service will receive additional support through our Literacy Through Arts After-School program.

Students with Individual Education Plans (IEPs) will receive instruction in the least restrictive environment possible. Student with IEPs will be held to rigorous standards and educated with non-disabled peers to the maximum extent possible, through ICT model and services provided by SETSS and the IEP teachers. During the Spring of 2011 and Fall of 2011, we worked closely with the Quality Improvement Plan to identify and target students to set benchmarks to inform instruction and discuss ways to assess, improve and communicate quality instruction for our students with IEPs. Instruction will be adapted, appropriate to the needs of students, the content, methodology, and delivery of instruction to address the unique needs that result from the student's disability; and ensure access of the student to the general curriculum to meet the educational standards that apply to all students. All teachers (including monolingual, bilingual, ICT and Self-contained) will have access to Pre-Referral Intervention Manual (PRIM), that contains over 4,000 Intervention strategies for 219 of the most common learning and behavioral problems.

Teams

The Administrative Team will regularly assess student learning in literacy to ensure the provision of specific, timely feedback to teachers and students. Classroom teaching will be improved by the setting of clear expectations and observing, coaching, and evaluation.

The Administrative Team will monitor compliance standards and revise the systems as needed. A major initiative for the 2011-2012 school year will be our work with consultants who will support quality improvement for our ICT model. Consultant expertise will work with our Administrative Team to ensure that our inclusion model supports effective strategies, includes measurable timelines, established goals, and identified resources.

The Curriculum Team will meet weekly to ensure that the standards, curricula, instructional strategies, and assessments tools are all aligned and provide students with a spiral curriculum that revisits essential skills at increasingly challenging levels; spotlighting higher-level comprehension skills including synthesis, interpretation and critical reading. The curriculum will be developed with the essential standards based principals of assessment, planning, implementation and reflection.

The curriculum Team will conduct ongoing comprehensive reviews of our literacy program through the collection and analysis of both qualitative and quantitative data regarding student performance trends and indicators of progress. The team will focus on assessing and analyzing the validity of data of multiple assessments through triangulating data obtained from the New York State ELA, The DRA2 and Unit Assessments. The Curriculum Team will look to increase academic rigor throughout the literacy blocks. During instructional walkthroughs, formal in informal observations the Administrative and Curriculum Teams will look for consistent evidence of best practices in questioning and examining student work using the Charlotte Danielson Framework as a lens for looking.

Professional Development

Professional Development will be an essential component to support teachers understanding and extend best practices in all areas of instruction to bring students to grade level performance. Teachers will receive training and support from various school leaders including the Data Specialist, Instructional Coaches, Lead Teachers, peer teachers, Network Specialist and the Department of Education on effective instructional strategies, interventions and differentiation.

Teachers will be involved in a sequence of professional development throughout the year that provides multilayered support to teachers; involving demonstration of teaching, in-class coaching, assessment support, and study-groups on lifting the level of instruction on particular units of study or on supporting students with particular needs. Professional development opportunities will encourage teachers to continuously evaluate and revise their classroom practices to improve student outcomes.

The Charlotte Danielson Framework will be used as the foundation for professional conversations among practitioners of the school's mentoring, coaching, professional development, and teacher evaluation processes. The Charlotte Danielson Framework will be used as an observational tool to enable administrators to provide consistent feedback to staff in order to improve the quality of instruction. Teachers will be supported in the use of a variety of instructional strategies, including the use of technology to encourage students' development of critical thinking, problem solving and performance skills.

Teachers will be provided with differentiated support on specific developmental, pedagogical, and content knowledge needs (including mentoring, teacher learning, coaching, and targeted professional development opportunities) with special attention to new teachers and teachers who are new to an in/out of classroom position in the school.

All teachers will receive support in literacy instruction through the direct training received from Harcourt- consultants on the implementation of the Storytown reading program. In addition, as a result of the continuous needs of our at-risk population, including our Ells, all teachers will receive training on Response to Intervention, which will allow teachers to respond immediately to a student who needs additional intervention. Teachers will begin to explore the Common Core State Standards and begin to integrate the new standards into the curriculum and extend best-literacy practices from language arts instruction across the entire curriculum

All teachers working with our ELL population will receive professional development specific to meeting the needs of our ELL population, including the use of NYSESLAT data to differentiate strategies to meet the needs of students and in the use of effective ESL strategies.

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

During the 2011-2012 school year, 100% of teachers in CTT classes will be involved in professional development to support effective team teaching models throughout the entire school year. Through the support of continuous quality improvement, teachers assigned to the integrated Co-Teaching model will be provided with ongoing professional development that will enhance our CTT program and practices to meet and maintain quality standards. Teachers will demonstrate increased ability to utilize the variety of co-teaching models. The Marilyn Friend's model of co-teaching will enhance CTT teacher's capacity to plan, reflect, and problem solve about their practices. CTT teachers will engage in self-assessment, reflection on practice and professional conversation, to become more thoughtful and analytic about their work to improve their teaching and accelerating student learning.

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

Teachers will receive training and support from various school leaders including the Data Specialist, Instructional Coaches, Lead Teachers, peer teachers, Network Specialist and the Department of Education on effective instructional strategies, interventions and differentiation.

Service and program coordination

On Saturdays, we offer GED, ESL, Computer Technology and Basic Education classes for adults.

City Harvest also offers the Side-by-Side cooking class for parents and children.

The Morris Heights Health Clinic, located within our school, offers family workshops on nutrition.

Under NCLB, we have Supplemental Educational Services (SES) and our linkage is with School Professionals.

Also under NCLB, we have a Title I (parent participation) and Title III (ELLs - English language learners) program. In terms of job training, we have developed collaborations with programs in the community, such as: Project Ready, the Economic Opportunity Centers, Citizens' Advice Bureau, etc.

Budget and resources alignment**Budgeting/Funding**

Building capacity will focus on student achievement.

- Highly qualified teachers will teach core subjects in their certification area.
- The budget allocation will continue to fund literacy support for our ELLs; in which classes with identified ELL students has an ESL teacher pushed in during the literacy block. As a result, ELL students will continue to be grouped according to their literacy need and will receive small group instruction.
- Funding for Instructional Literacy/ Mathematics AUSSIE consultant
- Funding for UFT Teacher Center Specialist
- Funding for Bilingual Coordinator
- Funding for Early Intervention Teacher
- Funding for Academic Intervention Teachers (Wilson Specialist)

- Funding for School Based Support Team
- Funding for ESL teachers
- Funding for IEP and SETSS teachers
- Funding for consultants
- Funding for Storytown Reading Core Program
- Funding for the Literacy through Arts (LEAP program)
- New York State ELA results for the 2011-2012 school year
- Galaxy report supports, and extensions for students.
- Teacher feedback will indicate strengths and next steps (explicit use of rubrics and checklist)
- Analysis of data gathered from walkthroughs and periodic assessments
- Results of the School Progress Report (Student Performance)
- Usage of the DRA2 and DRA tracking sheet to monitor student progress
- Results from the 2010-2011 School Progress Report
- Literacy Through Arts program curriculum
- Purchase Order for The Power of 2 Video Collection
- Reflective Feedback forms from teachers participating in the PD series
- SESIS Observation Logs
- QIP
- Creation of a Video Library of Instructional Best Practices
- Special education students in both Monolingual and Bilingual classes will show increased academic and behavioral performance as measured by IEP's and state mandated tests.
- Purchase Order for the Storytown program and consultant training
- Purchase Order for iObserve
- BEDS report
- Curriculum Team minutes, agendas and sign-in sheets
- Teacher Observations
- Integrated lesson plans will show evidence of multiple entry points

ANNUAL GOAL #3 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 #3: To provide continuous and effective feedback to teachers.

Comprehensive needs assessment

Our needs assessment was based on the JIT Review of 2010-2011 where it was stated that as a school we should provide feedback that is concise and precise for the teachers.

- By June 2012, all teachers will have at least 8 instructional feedback interactions with a supervisor, including 3 written formal observations for both tenured and non-tenured teachers. The basis of the feedback will be around the work of the Danielson Framework for Teaching. Our focus for this school year is Domain 1- Planning and Preparation and Domain 3- Instruction

Instructional strategies/activities

1. Develop teacher's knowledge of the Framework at the first three Faculty Conferences
2. The administrative staff will use the Danielson Framework For Teaching to as a resource as teacher develop their professional goals for the school year. The focus will be on Domain 1- Planning and Preparation and Domain 3- Instruction
3. Build teacher's knowledge of the Framework at the first 4 Faculty Conferences of the Year
4. Use the Danielson Framework for Mid- year Conversations in December and January, anyone who is consistently below Effective will then be put on a Teacher Improvement Plan.
5. Use the Danielson Framework for End-of The year Conversations in June
6. Mentor teachers will use the Framework in their work with mentees to support their development

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

Our administrative team will use the observation template that we created using the domains of the Danielson Framework. Teachers will receive on-going feedback in a timely manner to improve teacher's effectiveness.

Strategies to increase parental involvement

Provide parents reasonable access to staff by:

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

Strategies for attracting Highly Qualified Teachers (HQT)

Our administrative team will use the observation template that we created using the domains of the Danielson Framework. Teachers will receive on-going feedback in a timely manner to improve teacher's effectiveness.

Service and program coordination

On Saturdays, we offer GED, ESL, Computer Technology and Basic Education classes for adults.

City Harvest also offers the Side-by-Side cooking class for parents and children.

The Morris Heights Health Clinic, located within our school, offers family workshops on nutrition.

Under NCLB, we have Supplemental Educational Services (SES) and our linkage is with School Professionals.

Also under NCLB, we have a Title I (parent participation) and Title III (ELLS - English language learners) program. In terms of job training, we have developed collaborations with programs in the community, such as: Project Ready, the Economic Opportunity Centers, Citizens' Advice Bureau, etc.

Budget and resources alignment

- Funding for Principal and Assistant Principals

ANNUAL GOAL #4 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 #4: To improve instructional practices for literacy and mathematics with a specific focus on meeting the needs and supporting the academic progress of ELL's and Special needs students.

Comprehensive needs assessment

Our needs assessment was based on the JIT Review of 2010-2011 where it was stated that as a school we should provide feedback that is concise and precise for the teachers.

- By June 2012, all teachers will have at least 8 instructional feedback interactions with a supervisor, including 3 written formal observations for both tenure and non-tenured teachers. The basis of the feedback will be around the work of the Danielson Framework for Teaching. Our focus for this school year is Domain 1- Planning and Preparation and Domain 3- Instruction

Instructional strategies/activities

Describe your plan for meeting your goal, including staffing, scheduling, and funding.

Align fiscal and human resources to support extended day programs, push in services and Summer ESL academy

Provide specialized professional development activities for teachers of ELL's and special needs students

ELL After School Academy- To support the English Language learners with their ELA and mathematical skills, we have developed an after school program which will run from November until April 2012. The classes will consist of a Kindergarten and first grade students. There will also be a focus on building English Language skills in reading and writing.

Intervention By Design After School Academy:

To address the needs of our African American students that are economically disadvantaged, we have purchased an intervention program that addresses the needs of our lowest performing students as identified by the New York State Department Of Education. Intervention by Design is an intensive intervention program for students in grades K-5 who are reading well below grade level. This program easily links intervention to any core classroom curriculum, flexibly meets the needs of individual students, and informs instruction with easy-to-use technology.

Reading Levels A-I, Leveled readers, teaching cards, Comprehension Bridge cards for Intervention, Phonemic Awareness Tabletop Easel, Word family picture dictionary, Magnetic Board and Letter Tiles, Letter cards, Review Routines, Rigby Intervention Fluent Reader, Data Management Tool, Rigby READS.

Professional Development:

We will have our AIS teachers and selected classroom teachers attend Professional development to be properly trained in the implementation of this phenomenal intervention program. This will be on going throughout the school year as needed to ensure its effectiveness with our staff and students. The results will also used to guide our Inquiry work throughout the school year. hours= \$4198

ELL Summer Academy:

In an effort to improve the performance of our ELLs on the ELA and Math New York state assessments, we will offer a targeted summer intervention program for the students in the bilingual program in grades 3,4,and 5. The program will focus on native language mathematics skills and English literacy skills through the content area of social studies. The program will run from July through August of 2012. The teachers will begin the meeting in June to develop the curriculum. During the summer, to maintain continuity between the groups, teachers will meet weekly for 1.5 hours to plan.

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.

- Evidence of funding allocation from the SINI grant, Title III. Part 154 and other funding sources to support these programs
- Attendance records for students in after school programs
- Professional development
- Instructional plans
- Classroom observations
- Student work
- Constant Data monitoring

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

Align fiscal and human resources to support extended day programs, push in services and Summer ESL academy

Provide specialized professional development activities for teachers of ELL's and special needs students

Service and program coordination

On Saturdays, we offer GED, ESL, Computer Technology and Basic Education classes for adults.

City Harvest also offers the Side-by-Side cooking class for parents and children.

The Morris Heights Health Clinic, located within our school, offers family workshops on nutrition.

Under NCLB, we have Supplemental Educational Services (SES) and our linkage is with School Professionals.

Also under NCLB, we have a Title I (parent participation) and Title III (ELLS - English language learners) program. In terms of job training, we have developed

collaborations with programs in the community, such as: Project Ready, the Economic Opportunity Centers, Citizens' Advice Bureau, etc.

Budget and resources alignment

Funding allocation from the SINI grant, Title III, Part 154 and other funding sources to support these programs

Funding for Bilingual Coordinator, Academic Intervention Teachers, School Based Support Team, ESL Teachers, IEP & SETTS Teachers

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	2		3	
1	60	60	N/A	N/A	2		1	
2	76	76	N/A	N/A	2			
3	80	80	N/A	N/A	1		1	
4	70	70			3		3	
5	80	80			1			
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Intervention by Design – Day Program – small group pull-out After School Program – one class Extended Day Program – Mondays through Thursdays from 8:00 - 8:37 a.m. SES After School Program – Tuesdays, Wednesdays, Thursdays from 3:00 – 4:45 p.m.
Mathematics	Extended Day Program – Mondays through Thursdays from 8:00 - 8:37 a.m. SES After School Program – Tuesdays, Wednesdays, Thursdays from 3:00 – 4:45 p.m.
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	Counselor (Ms. Bonano) has mandated related service caseload of special educatin students Individual and group at risk counseling
At-risk Services provided by the School Psychologist	Yumin Tchen – available for crisis intervention Zoila Fabian – available for crisis intervention
At-risk Services provided by the Social Worker	Maria Castro – individual and group at risk counseling
At-risk Health-related Services	

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 10X306

School Name: PS 306

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

- 1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.**

During the 2010-11 school year, PS 306 underwent a JIT Review. The following is a list of specific academic issues that were identified from that process.

- The publisher's literacy program that the Principal describes as the school's reading curriculum is not a full literacy curriculum. The program does not include independent reading, nor are teachers developing interim benchmarks against which to measure student achievement. In addition, teachers have been instructed not to use the guided reading library that was part of the former balanced literacy program.
- The school selected the reading program with insufficient research. The Principal had used the program in another school and felt it would raise the level of achievement. Some staff members participated in a visit to a school where the program was supposedly being successfully implemented. However, the Principal was unaware that this school had received an "F" in Student Progress on the recent Progress Report.
- The writing curriculum is not adequately developed and has no vertical alignment. Thus, students are not making sufficient progress in this area of their work.
- There is a lack of a specific literacy curriculum for students with disabilities as evidenced by the use of two intervention programs, READ 180 and the Wilson Program, as the sole literacy curriculum for this subgroup.
- The school has not undertaken gap analysis of the literacy program to ensure that all State Standards are being adequately met.
- The newly selected literacy program constrains teachers and limits their opportunities to use a wide range of instructional strategies in ELA. Most literacy lesson plans consist solely of using specific pages in the teacher's manual and do not respond to the specific needs of the students in their classes.
- In most general education classrooms, teachers were employing direct, single modality whole class instruction with minimal grouping and differentiated instruction. As a result, students were not appropriately challenged and were not making adequate progress in their learning.
- Teachers did not use open-ended questioning techniques or problem solving strategies with their students to extend their learning. The majority of teaching was didactic, with passive rather than active student involvement in their work.
- In Collaborative Team Teaching (CTT) classes, some teachers were not employing an effective co-teaching model, so there was little advantage in having two adults in the classroom to support students.
- There was an overall lack of student engagement in lessons and poor use of accountable talk across the school, resulting in low levels of academic rigor and weak development of higher-level thinking skills.
- Teacher feedback on students' written work was not reflective of the published rubrics or school wide grading policy. Teachers were not engaging students in self-reflection processes to improve their work. For example, a student received a rating of excellent and a score of three on a writing sample with no indication of the next steps for improvement. As a result, students are not clear about how to reach the next level.

- Lessons did not include clear teaching targets or goals. Students did not understand what they were expected to learn. NO teachers checked for comprehension at the end of lessons.
- Although general education classrooms have computers and SmartBoards, teachers were not using technology as an integral part of the instructional program and missed opportunities to enliven and enhance their instruction.
- The Principal's decisions, such as the selection of the new literacy program, are not research based, nor do they take into account the specific student needs.
- The Principal does not effectively communicate to staff the mission and vision for school development and improvement. Strategies are not adequately defined to achieve the school's goals.
- High expectations for student performance are not successfully articulated to the staff, and there is too much variation in expectation both within and between grades.
- The SLT does not effectively monitor the progress of the school in achieving its annual goals.
- There was limited evidence of informal lesson observation and feedback by administrators to support and improve the quality of teaching and learning.
- The Principal does not actively engage in the PD program for the school.
- Teachers are not using data to inform their instruction, thereby impeding student learning.
- There is no clear plan outlining strategies to identify at-risk students, particularly in ELA, including the identified subgroups.
- Teachers are not uniformly analyzing on-going formative data and adjusting their instructional program throughout the year to meet specific student needs.
- The school's bi-monthly progress reports to parents do not include any next steps for improvement in student performance.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

The following is a list of strategies/activities that the school has initiated to address the findings of the JIT Review and to support improved academic achievement.

▪ **One of our school wide goals this year is to increase the number of teachers involved in the Collaborative Inquiry Process. In order to achieve this goal, we have developed the following action plan.**

- ✓ As a school we recognize that school staff is central to the success of the school. We are beginning to reexamine the distribution of leadership through the school. Currently we are working on the redistribution of power and authority. By Spring of 2012, we seek to increase the number of teachers playing a meaningful role in setting goals and making important decisions, up from last year's teacher's perception of 55% (of the 33 teachers who responded) on the School Survey.
- ✓ The school will continue to support a culture of mutual respect for all members of the school community by engaging in Collaborative Inquiry. All members of the school community will have opportunity to be a part of a risk-free learning environment that ultimately raises the level of achievement for all students. Working effectively as a team, we will continue to improve the tone of the building and provide a stimulating environment.
- ✓ Collaborative teams involved in the inquiry process will focus on instructional coherence through the collection of data on how well students are learning the desired outcomes. Teams will look at student work, disaggregated test and participation data (e.g. attendance, suspensions) and the community profile to implement strategies and processes that contribute to a cycle of ongoing improvement.
- ✓ Collaborative Teams will examine data that involve the school environment, student performance and progress. Teams will gather and analyze a range of data including summative (e.g. State assessments, attendance, safety and discipline, student support services, referrals, student work products, and classroom observations) in order to create a clear portrait of the school's grade, or sub groups strengths and areas of need. Teams will establish and sustain a transparent and collaborative system for measuring progress toward interim goals and will make adjustments periodically throughout the year.
- ✓ Scheduling provides the structure that encourages teacher collaboration through a common flow of the day that supports professional development (inter-visitation, lunch-n-learn sessions). All teachers will be given time to work with the collaborative teams weekly. There will be teams that are school wide and others that are grade specific. Teams will analyze relevant data, test out instructional approaches, and create and refine common student tasks. Through effective accountable collaboration, teacher teams will develop goals, support the culture of data, discuss common issues, questions, and concerns, as well as support the quality of instruction and the integration of technology and inquiry to engage students.
- ✓ Data will consistently be gathered through walkthroughs and assessments. The data will then be interpreted for meaning through analysis and discussion. A plan of action will then be implemented, reflected upon and

redefined. Through the use of the Common Core standards, teachers will begin to look at the larger goal, grade-specific goals and earlier grade-level goals to understand what pathways will allow a student to eventually produce grade appropriate work. By doing so, teachers will see what a student can do, and adapt their teaching to meet the needs of their students; supporting differentiated and adaptive instruction.

✓ Collaborative Planning sessions will include discussion over data, establishing trends and patterns among the grade and school-wide, researching possible strategies, interventions, and resourced and implementation. The Teams will also identify and communicate effective methods of improvements through ARIS as a forum of pedagogical knowledge and practice, therefore strengthen instruction. For the 2011-2012 school year, we will establish Inquiry Teams that will meet weekly and monthly to help inform, further develop and implement program reforms.

▪ **Another one of our school wide goals this year is to develop and support teachers in using effective instructional strategies to meet students' diverse learning needs in literacy. In order to achieve this goal, we have developed the following action plan:**

✓ An analysis of current data from standardized assessments reveal that we must strengthen our teaching and learning in Reading. Instruction in literacy will follow the format of our Storytown Reading Program which incorporates the teaching of phonics, phonemic awareness, vocabulary, fluency and comprehension. Teachers will continue to implement the reading and writing curriculum that is supported by the Storytown program with a focus on word study, as well as integrated read-alouds, independent reading, and small group instruction. Teachers will model best practices following the to-with-and by model; in which students receive instruction as a whole group, small/guided group, and independently. Students will show an improved understanding in reading processes including fluency, vocabulary, reading strategies, ability to use text for improved comprehension and ability to respond to text.

✓ To ensure that we are providing quality instructional content to meet the diverse needs of all students' are being met, we will purchase the complete Harcourt-Storytown Reading/Language Arts Program. The comprehensive research-based program builds on our existing Comprehensive Balanced Literacy approach and supports our alignment of instructional approaches and resources as well as assessments. It is our goal that the reading program will motivate and develop student success, therefore increasing students' reading proficiency.

✓ During the 2011-2012 school year, we will implement a school-wide Response to Intervention (RTI) program that is organized around developing children's literate foundation. Design By Intervention is our tool to address our struggling readers. This intensive reading program will provide a foundation in phonemic awareness, phonics, fluency, vocabulary development, and comprehension. During RTI students will be grouped according to their skill deficit and data-driven literacy instruction will then be tailored to meet the instructional need of each child. Students' performance and progress will be monitored continuously and will support differentiated instruction.

✓ All students identified as the lowest third will receive high quality, scientifically valid instructional support based on assessment of learner needs and the monitoring of student progress. Various intervention programs for students identified as approaching grade level standards (Tier II/Strategic) will include the Storytown Intervention Program; students identified as far below grade level (Tier II/Intensive) will include Design By Intervention. All intervention programs will guide students through a leveled continuum of reading, ensuring that students develop the necessary grade-level literary skills.

✓ As a result of the continual need of our at-risk population, including our ELL students, teacher assignments will focus on student achievement. The budget allocation will continue to fund English as a Second Language (ESL) support; in which every class containing ELL students would have an ESL teacher push-in for a minimum of half-day instruction. ELLs will continue to be grouped according to their needs an acquisition level. To support students identified as Long Term ELLs meet accountability measures, students with 4 or more years of service will receive additional support through our Literacy Through Arts After-School program.

✓ Students with Individual Education Plans (IEPs) will receive instruction in the least restrictive environment possible. Student with IEPs will be held to rigorous standards and educated with non-disabled peers to the maximum extent possible, through ICT model and services provided by SETSS and the IEP teachers. During the Spring of 2011 and Fall of 2011, we worked closely with the Quality Improvement Plan to identify and target students to set benchmarks to inform instruction and discuss ways to assess, improve and communicate quality instruction for our students with IEPs. Instruction will be adapted, appropriate to the needs of students, the content, methodology, and delivery of instruction to address the unique needs that result from the student's disability; and ensure access of the student to the general curriculum to meet the educational standards that apply to all students. All teachers (including monolingual, bilingual, ICT and Self-contained) will have access to Pre-Referral Intervention Manual (PRIM), that contains over 4,000 Intervention strategies for 219 of the most common learning and behavioral problems.

- ✓ The Administrative Team will regularly assess student learning in literacy to ensure the provision of specific, timely feedback to teachers and students. Classroom teaching will be improved by the setting of clear expectations and observing, coaching, and evaluation.
- ✓ The Administrative Team will monitor compliance standards and revise the systems as needed. A major initiative for the 2011-2012 school year will be our work with consultants who will support quality improvement for our ICT model. Consultant expertise will work with our Administrative Team to ensure that our inclusion model supports effective strategies, includes measureable timelines, established goals, and identified resources.
- ✓ The Curriculum Team will meet weekly to ensure that the standards, curricula, instructional strategies, and assessments tools are all aligned and provide students with a spiral curriculum that revisits essential skills at increasingly challenging levels; spotlighting higher-level comprehension skills including synthesis, interpretation and critical reading. The curriculum will be developed with the essential standards based principals of assessment, planning, implementation and reflection.
- ✓ The curriculum Team will conduct ongoing comprehensive reviews of our literacy program through the collection and analysis of both qualitative and quantitative data regarding student performance trends and indicators of progress. The team will focus on assessing and analyzing the validity of data of multiple assessments through triangulating data obtained from the New York State ELA, The DRA2 and Unit Assessments. The Curriculum Team will look to increase academic rigor throughout the literacy blocks. During instructional walkthroughs, formal in informal observations the Administrative and Curriculum Teams will look for consistent evidence of best practices in questioning and examining student work using the Charlotte Danielson Framework as a lens for looking.

▪ **Another one of our school wide goals this year is to provide continuous and effective feedback to teachers. In order to achieve this goal, we have developed the following action plan:**

- ✓ Develop teacher's knowledge of the Framework at the first three Faculty Conferences
- ✓ The administrative staff will use the Danielson Framework for Teaching as a resource as teachers develop their professional goals for the school year. The focus will be on Domain One, Planning and Preparation, and Domain Three, Instruction.
- ✓ Build teacher's knowledge of the Framework at the first 4 Faculty Conferences of the Year
- ✓ Use the Danielson Framework for Mid-year Conversations in December and January. Anyone who is consistently below Effective will then be put on a Teacher Improvement Plan.
- ✓ Use the Danielson Framework for End-of The year Conversations in June
- ✓ Mentor teachers will use the Framework in their work with mentees to support their development

▪ **Another one of our school wide goals this year is to improve instructional practices for literacy and mathematics with a specific focus on meeting the needs an supporting the academic progress of ELLs and special needs students. In order to achieve this goal, we have developed the following action plan:**

- ✓ Align fiscal and human resources to support extended day programs, push in services and Summer ESL academy
- ✓ Provide specialized professional development activities for teachers of ELL's and special needs students
- ✓ **ELL After School Academy-** To support the English Language learners with their ELA and mathematical skills, we have developed an after school program which will run from November until April 2012. The classes will consist of a Kindergarten and first grade students. There will also be a focus on building English Language skills in reading and writing.
- ✓ **Intervention By Design After School Academy:** To address the needs of our African American students that are economically disadvantaged, we have purchased an intervention program that addresses the needs of our lowest performing students as identified by the New York State Department Of Education. Intervention by Design is an intensive intervention program for students in grades K-5 who are reading well below grade level. This program easily links intervention to any core classroom curriculum, flexibly meets the needs of individual students, and informs instruction with easy-to-use technology.
- ✓ **ELL Summer Academy:** In an effort to improve the performance of our ELLs on the ELA and Math New York state assessments, we will offer a targeted summer intervention program for the students in the bilingual program in grades 3,4,and 5. The program will focus on native language mathematics skills and English literacy skills through the content area of social studies. The program will run from July through August of 2012. The teachers will begin the meeting in June to develop the curriculum. During the summer, to maintain continuity between the groups, teachers will meet weekly for 1.5 hours to plan.

- 1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.**

The 10 percent of the Title I funds for professional development will be used to remove the school from school improvement in the following ways:

- Professional Development will be an essential component to support teachers understanding and extend best practices in all areas of instruction to bring students to grade level performance. Teachers will receive training and support from various school leaders including the Data Specialist, Instructional Coaches, Lead Teachers, peer teachers, Network Specialist and the Department of Education on effective instructional strategies, interventions and differentiation.
- Teachers will be involved in a sequence of professional development throughout the year that provides multilayered support to teachers; involving demonstration of teaching, in-class coaching, assessment support, and study-groups on lifting the level of instruction on particular units of study or on supporting students with particular needs. Professional development opportunities will encourage teachers to continuously evaluate and revise their classroom practices to improve student outcomes.
- The Charlotte Danielson Framework will be used as the foundation for professional conversations among practitioners of the school's mentoring, coaching, professional development, and teacher evaluation processes. The Charlotte Danielson Framework will be used as an observational tool to enable administrators to provide consistent feedback to staff on order to improve the quality of instruction. Teachers will be supported in the use of a variety of instructional strategies, including the use of technology to encourage students' development of critical thinking, problem solving and performance skills.
- Teachers will be provided with differentiated support on specific developmental, pedagogical, and content knowledge needs (including mentoring, teacher learning, coaching, and targeted professional development opportunities) with special attention to new teachers and teachers who are new to an in/out of classroom position in the school.
- All teachers will receive support in literacy instruction through the direct training received from Harcourt-consultants on the implementation of the Storytown reading program. In addition, as a result of the continuous needs of our at-risk population, including our ELLs, all teachers will receive training on Response to Intervention, which will allow teachers to respond immediately to a student who needs additional intervention. Teachers will begin to explore the Common Core State Standards and begin to integrate the new standards into the curriculum and extend best-literacy practices from language arts instruction across the entire curriculum
- All teachers working with our ELL population will receive professional development specific to meeting the needs of our ELL population, including the use of NYSESLAT data to differentiate strategies to meet the needs of students and in the use of effective ESL strategies.
- During the 2011-2012 school year, 100% of teachers in CTT classes will be involved in professional development to support effective team teaching models throughout the entire school year. Through the support of continuous quality improvement, teachers assigned to the integrated Co-Teaching model will be provided with ongoing professional development that will enhance our CTT program and practices to meet and maintain quality standards. Teachers will demonstrate increased ability to utilize the variety of co-teaching models. The Marilyn Friend's model of co-teaching will enhance CTT teacher's capacity to plan, reflect, and problem solve about their practices. CTT teachers will engage in self-assessment, reflection on practice and professional conversation, to become more thoughtful and analytic about their work to improve their teaching and accelerating student learning.

- 2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.**

New teachers require support and guidance in order to become fully developed in their fields. In order to gain the knowledge that they need during their first year of teaching, we are implementing teacher mentoring using the veteran teachers from our school. Mentors and new teachers will work together to create a professional relationship based on collaboration inside and outside of the classroom. The focus of this mentoring will be not only to promote teacher growth, but to boost student achievement as well. This will also create a community that will retain highly qualified teachers.

New teachers to the PS 306 community will be mentored by staff that have been in the school for a minimum of five years and have shown a commitment to participation in professional development, demonstrated mastery of pedagogical skills, and evidence of excellent interpersonal skills.

	New Teacher	Mentor
1	Ibyns Garrett	Una Morgan
2	Krystal Ayala	Miriam Katz
3	Wanda Pimentel	Martha Canales

Allocating Time for Mentoring

Mentors and new teachers will meet twice a week. One period will be designated for in-classroom activities (observation, team-teaching, model lessons). Another period will be set aside for one-on-one conferencing during which planning and coaching sessions may occur.

Role of Mentor

Mentors provide support for the new teacher as a whole. They will be working to improve the pedagogical skill and content knowledge development of a new teacher. Mentors will meet with teachers to assist them with the problems that they are facing in their classrooms. Through observation, mentors should be able to pinpoint areas of weakness and offer strategies to aid new teachers. They should also play off of the strengths of these new teachers. Mentors should encourage inter-classroom visitations, so that teachers can showcase their strengths and get feedback from their peers. Support will also be provided in the area of curriculum. Mentors will familiarize teachers with the curriculum they are responsible for, while also acquainting them with the nuances of unit studies, i.e. how to create a cohesive and academically sound unit of study across the curriculum. Instruction on the ways to gather/collect data on students should also be a focus of mentoring meetings. Mentors may aid teachers in interpreting and analyzing student data as well. Instruction on differentiation, grouping, and providing extra help will be available to new teachers. Coaching should occur in order to push the new teacher to be able to stand on his/her own two feet professionally.

Mentors will provide support not only collegially, but emotionally as well. They should ensure that teachers are not only doing their job to the best of their ability, but also enjoying their work at the same time. They can provide new teachers with the perspective of someone who has been through the same issues and came out better in the end. Logs of all mentoring meetings and activities should be documented and kept on file for the new teacher's Professional certification requirements.

Suggested Strategies for Mentoring New Teachers

Mentoring activities may include, but are not limited to the following:

- Introduction and orientation to the school
- Assist the new teacher to identify and access school and community resources
- Assist new teacher to develop classroom rules and routines
- Assist new teacher with classroom management
- Assist new teacher with classroom set up
- Assist new teacher with lesson planning
- Assist new teacher with the use of formal and informal assessment strategies
- Assist new teacher with differentiating instruction
- Assist new teacher in understanding the curriculum and the standards
- Model lessons
- Co-teach lessons
- Assist teacher in creating short and long-term goals
- Introduce new teacher to the curriculum he/she is responsible for
- Assist new teacher with data collection, management, and analysis
- Assist new teacher in bringing technology into the classroom

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

In order to notify parents about the schools' identification for school improvement, the school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

**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 CFN109	District 10	Borough Bronx	School Number 306
School Name PS 306			

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

Principal Darryl Harrington	Assistant Principal Shirley Polanco
Coach Sharon O'Grady	Coach Martha Canales
ESL Teacher Ivelisse Perez, Bilingual, 1st	Guidance Counselor Betsaida Bonano
Teacher/Subject Area Marni Lipton, 4th Grade	Parent type here
Teacher/Subject Area Stephanie Torres, ESL, 2nd	Parent Coordinator Debra Sloan
Related Service Provider Altagracia Jorge, speech	Other Alexandra Tory, 1st Grade
Network Leader type here	Other Dawn Bedus, Kindergarten

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	3	Number of certified bilingual teachers	7	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	746	Total Number of ELLs	130	ELLs as share of total student population (%)	17.43%
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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. 

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

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

At the time of registration, once a child is determined to be an ELL, parents are offered the option of attending one of the two parent orientation sessions, offered within the first 10 school days of the year or watching the orientation video at the time of registration. Beginning November 2012, the Orientation Video for Parents of English Language Learners will be available for viewing on a computer located in the main office. This option will be offered to parents who are unable to attend one of the parent orientations or to those parents who register their children throughout the school year. Parents will sign-in and the ESL/bilingual coordinator will follow the talking points on the agenda. This sign-in sheet is kept on file in the main office. Once the parents watch the video, the ESL/bilingual coordinator explains the research behind the available language acquisition programs. The parents also learn that the

language acquisition programs are most effective if they stay in the program until they reach English language proficiency and that a child cannot be changed from one program to another mid-year. All of those changes must be done at the beginning of the school year. Parents then have an opportunity to ask the ESL/bilingual coordinator any questions about the programs available throughout the city. Then, the ESL/Bilingual coordinator works with the parents to make the best program placement for the child. The parent coordinator is present and available to the parents as an advocate. At that time, parents complete the program selection form and the parent survey. If parents are interested in a dual language program, the ESL/bilingual coordinator works with the parents to find a nearby school that offers the program.

For those parents who do not watch the orientation video at the time of registration, an invitation letter is sent home. This letter is translated into Spanish. The parent orientation sessions are held by the ESL staff, Martha Canales and the parent coordinator, Debra Sloan. They are conducted in English and Spanish. For those parents who speak a language other than English or Spanish, the ESL teachers contact the translation and interpretation hotline for an on-the-spot interpretation of the talking points in the meeting. Then, those parents can watch the video in their native language, if it is available. At these meetings, the teachers explain all the programs available to the parents so that they can make an informed decision. Parents watch the program video; the ESL staff explains the research behind the language acquisition programs. They also share the LAB-R test results with the parents and explain what types of English language acquisition programs are available in the city of New York. Although the ESL teachers are available to answer any questions and to offer advice, the parents are the ones who have the final say in their child's placement in an English language acquisition program. Once a decision has been made, parents complete the parent survey and the program selection form. All agendas, sign-in sheets, parent surveys and program selection forms are kept on file in the ESL/bilingual coordinator's office. In addition, a photocopy of the program selection form is made and placed into the child cumulative record. This is all done within the first 10 days of school. During School Year 2011-2012, the parent orientation meetings were held on September 21, 2011. One meeting is held in the morning for those parents dropping of their children and one is held in the early evening to accommodate working parents. During this school year for the first time, we will hold two additional meetings held to oblige families that arrive from other countries over the holidays, one in January 2012 and one in May 2012 (actual dates to be determined).

If parents register new students during the school year after the orientation meetings have been held, the pupil accounting secretary reviews the HLIS and informs the ESL/bilingual coordinator if a language other than English is spoken at home. Then, the coordinator and the parent coordinator come to the main office to welcome the new family to the school. The ESL/bilingual coordinator conducts an informal interview with the parents, reviews the choices on the home language survey and makes changes if necessary. She also interviews the child in English and in their native language (whenever possible). The LAB-R is administered on the spot to determine if the child is an ELL. If the child receives a score below the cut score, the parents watch the orientation video to learn more about the available programs. **This school serves the following grades (includes ELLs and EPs)** K 1 2 3 4 5 6 7 8 9 10 11 12. In the choice of their child's program. If the ESL/bilingual coordinator is not available or out of the building, one of the other teachers in the school who are licensed and trained in the process is called to guide the parent through the selection of a program for their child.

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

Every spring all ELLs take the NYSESLAT (New York State English as a Second Language Achievement Test) to determine the level of English achievement for that school year. To ensure that all ELLs are administered the exam, the ESL/bilingual coordinator and the ESL teacher run the RLER report from ATS to review the students' that are eligible to take the NYSESLAT. The ESL team works with the testing co-coordinators, Annette Lopez to ensure the security of the test, to uphold appropriate testing procedures and to work out a testing schedule. This year the NYSESLAT speaking subtest begins on April 18, 2012 and the listening, reading and writing subtests have been scheduled for May 15, 16 and 17 respectively. When the results become available in late July, administrators use this information to determine continued entitlement and class placement. At the beginning of the school year, teachers use this information to identify the level of English proficiency to facilitate groupings.

Every September, for those students who do not receive a proficient score on the NYSESLAT, continued entitlement letters are sent to

parents. The letter tells parents what level their child scored and what program their child is currently in. At the bottom of the form is a slip to sign and return to show that parents approve of the continued placement in the selected program. The signature slips for continued entitlement are kept on file in the ESL/Bilingual coordinator's office. If parents wish to change from one English language acquisition program to another, they call or visit the ESL/Bilingual coordinator to discuss their options. During this meeting, a decision is reached. Parents complete a new program selection form, indicating the new program; the original is kept on file in the ESL/bilingual coordinator's office and a copy is placed in the child's cumulative record.

During registration this year, parents chose a bilingual program typically if their child had recently immigrated to the US within the last year for grades 1-5. Only two parents chose an ESL program for the child in these grades due to the fact that the families speak other language than English. In 1st grade, three parents chose bilingual, in 2nd grade three parents chose a bilingual program for their children, in 3rd grade five chose bilingual, in 4th grade two parents chose a bilingual class and in 5th grade one parent chose a bilingual program for their children. As in grades 1 to 5, in kindergarten, most of the parents chose a bilingual program for their children. A total of 19 students were placed in a bilingual program based on parent choice and 12 students were placed in an ESL program. This is a new trend. Over the past three years, approximately half of parents choose an ESL program for their kindergartener and the other half choose a bilingual program.

Typically, after students have spent three to four years in the bilingual program, parents are tending to transfer their children to an ESL program, even if they are still eligible for bilingual services as an ELL. This year, we had a total of 15 program changers, seven in 1st grade, two in 2nd grade, none in 3rd grade, three in 4th grade and three in 5th grade. We have never had a parent opt to transfer their child to another school if they would like a dual language program for their child. Instead, they choose a transitional bilingual program. During school year 2011-2012, PS 306 accepted two bilingual transfers from other schools. As we still have space in our bilingual program in most grades, we expect to see at least one more transfer during this school year. During our ELL/LAP team meetings at the end of the year, the team members will analyze trends in program selection to anticipate our program needs for school year 2012-2013.

Part III: ELL Demographics

A. ELL Programs

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

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Self-Contained	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Push-In	1	1	1	3	2	1	0	0	0	0	0	0	0	9
Total	2	2	2	4	3	1	0	14						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	130	Newcomers (ELLs receiving service 0-3 years)	103	Special Education	17
SIFE	12	ELLs receiving service 4-6 years	26	Long-Term (completed 6 years)	4

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	44	11	0	0	0	0	4	0	2	48
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	55	1	11	26	0	6	2	0	2	83
Total	99	12	11	26	0	6	6	0	4	131

Number of ELLs in a TBE program who are in alternate placement: 6

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	19	14	11	16	13	5								78
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	19	14	11	16	13	5	0	78						

**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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	18	10	14	16	17								84
Chinese														0
Russian														0
Bengali		1	1											2
Urdu														0
Arabic			1		1									2
Haitian														0
French														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2				2									4
TOTAL	11	19	12	14	19	17	0	92						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Our Freestanding ESL program is a majority push-in model with co-teaching. Nearly all students in the ESL program are grouped into one heterogeneous class on the grade and the ESL teachers work with the classroom teacher to adapt and enrich instruction, creating comprehensible input. Our ESL teacher Martha Canales co-teaches with the classroom teachers Alexandra Tory of class 104, Melissa Newmark of class 301, and Marni Lipton of class 402. ESL teachers push into class 301, 402, for five 45 minutes periods a week. No push-in is necessary since Ms. bedus, classroom teacher is a certified bilingual teacher and all the ELLs in the class are at an advanced level. ESL instruction is delivered through a self-contained model in the second grade by ESL certified teacher, Stephanie Feliu. All of Ms. Feliu's lessons are adapted to plan for language, as well as content instruction.

For our ELL population in self-contained special education classes, ESL instruction is delivered through a combination push-in/pull-out model. Instruction is delivered by ESL teacher Martha canales for five 45 minute periods a week. Students are grouped in the pull-out program based on their NYSESLAT levels, as well as their language needs. Ms. Canales has a total of two groups, a group of first and second grade students who are beginning or intermediate, a group of third through fifth graders who are beginning, intermediate and advanced students.

A. Programming and Scheduling Information

The classroom teachers and ESL teachers plan together at least once a month to have continuity during the periods that the ESL teacher pushes in. All instruction is delivered in English; however, students who are transitioning out of a bilingual class or who have literacy in their native language are encouraged to use their native language through writing journals or reading in their native language. All ELL classes have books available in Spanish. During the math period, students who are transitioning out of the bilingual program have the math text book and other materials available for their use in Spanish. Science and Social Studies are taught through inquiry-based projects in English, and are enriched through hands-on activities, such as science experiments and technology based lessons using interactive white boards. In addition, teachers use realia, modeling with guided practice, graphic organizers and role playing to make content comprehensible for our ELLs. Teachers give students ample time to engage in group work, as ELLs often need to talk about what they will write before putting pen to paper. The ESL teachers help classroom teachers of English language learners to be more thoughtful in their planning. They help them to differentiate their lessons through careful grouping, planning for language and content instruction at the same time, and developing many activities around the same subject. Thematic instruction for ELLs is one of the most effective ways to aid in English language acquisition. When children are exposed to science and social studies in various contexts, learning becomes more fluid and interrelated. "They are reading, writing and thinking about content while building different linguistic skills that help them improve their understanding of academic subject areas. (Garcia, 2008)"

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

Our kindergarten class follows a 25:75 model since the majority of the students scored advanced on the LABR, first and second grade and third grade bilingual classes are following a 60:40 breakdown of language instruction, while the fourth and fifth grade class is following a 50:50 model. In kindergarten literacy and math are conducted in English through ESL methodologies five times a week. In addition in the kindergarten class writing is taught in English, and in Spanish during small group instruction. In first, second and third grade, the reading workshop follows an NLA model five times a week. Reading instruction in English is delivered during targeted small group instruction time twice a week. The other three days a week of small group instruction are done in Spanish. The writing workshop is taught in Spanish three times a week and in English twice a week. Math instruction is delivered in Spanish four times a week and once a week in English. Finally, as stated earlier, all science and social studies instruction is done in English using ESL methodologies. Every effort is made to make the contents comprehensible to ELLs.

For class 317, the reading and writing workshops are taught in Spanish three times a week and in English two times a week. Math instruction is done primarily in Spanish, as the students will be tested in that language. One 45 period minute a week is done in English. Ms. Pimentel uses math games in English to reinforce concepts taught during the week in Spanish. Small group instruction is taught according to the students' language needs. Therefore, the schedule indicates that both native language and ESL instruction are going on in during that 45 minute period five times a week. The content areas are taught through ESL methodologies. As social studies is a less hands-on pursuit in the upper grades and has very specific content vocabulary, specific scaffolding strategies are provided to assist the students with the acquisition of CALP(Cognitive Academic Language Proficiency).

A. Programming and Scheduling Information

Class 457 is following a 50:50 model, as the majority of the students fall in the intermediate range. 15 total weekly periods are taught in Spanish and 15 periods are taught in English, using ESL methodologies. Reading and writing workshops are taught in Spanish three times a week and in English two times a week. Small group instruction is taught according to the students' language needs. Therefore, like class 317, the schedule indicates that both native language and ESL instruction are going on in during that 45 minute period five times a week. Math is taught in Spanish only three times a week and in English two times a week. This is to prepare students transitioning to middle school, as our community zoned middle school does not currently offer a bilingual program. Science and social studies are taught in using ESL methodologies.

In order to ensure ELLs are appropriately evaluated in their native language, we administer formal and informal assessments. In grades K to 2, we assess the students using Estrellita, an accelerated, beginning Spanish reading program. This program provides differentiated instruction in phonemic awareness, phonics, and fluency. It also provides continuous diagnostic assessment that informs instruction. The students in grades K to 5 are evaluated in their native language through the Developmental Reading Assessment (DRA2) three times a year. They are also evaluated through the StoryTown theme assessments in Spanish approximately every six weeks. In addition, teachers' observations gathered from small group instruction, guided reading, and individual conferences also inform instructional decisions.

Students in grades 3 to 5 whose native language is Spanish and who receive language arts instruction in Spanish take the ELE. They continue to take the ELE annually while they are receiving native language arts instruction in Spanish. Students with disabilities may not need to take the tests, according to their Individualized Education Plans (IEPs).

Transitioning to the next language breakdown normally happens in January. Teachers use the DRA results in Spanish and English in all grades, and teachers use the ELA predictive tests in the upper grades, to determine if students are prepared to make the transition to the next language breakdown. This year, we expect the students in classes 127, and 317 to be ready to transition to a 50:50 language breakdown in late January. In class 457, as the students are already following a 50:50 model, we expect them to be ready to transition to a 25:75 model in late March. At the time of the transition, the schedules are revamped and revised.

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%			
To differentiate instruction for the various subgroups, ESL and classroom teachers use a variety of methods. It is important to note that effective differentiation always begins with assessment and is content area specific. For example, it is possible to have a newcomer who has instructional needs similar to an ELL who has			
	Dual Language		
100%			
Scaffolding is done throughout all subgroups. The ESL teacher aids the classroom teacher in making these lesson adaptations. All ESL lesson include a language and content objective. The overarching objective of the lesson. Bilingual teaching			
	Freestanding ESL		
100%			
essential when working with ELLs. Successful vocabulary instruction includes five essential components: intentional word instruction, direct instruction in word meaning, modeling strategies or processes for learning new words, multiple exposure to the new words and a system to track new vocabulary. Following these five components ensure a systematic approach to vocabulary instruction. In addition, teachers constantly link new learning to background			
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.			

The general needs of the newcomer ELLs focus more on oral language development. First and foremost, teacher attitude is essential when working with newcomer ELLs. Teachers must work to lower the affective filter and to create a risk free environment where the students

B. Programming and Scheduling Information--Continued

- 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.

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

A Programming and Scheduling Information

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?

Our main intervention program for our ELLs is our Title III program. We will be offering a Saturday program to meet the diverse needs of our ELL population. The students in the third grade bilingual class will form one group and the students in the fourth and fifth grade bilingual bridge class will form another group. They will be grouped by NYSESLAT level, one group of intermediate students and the other group of advanced students. The class will contain approximately 10 students each, for a total of 70 students to be serviced by the program. Each group will meet on Saturday for four hours. The program will start December 3, 2011 and run until May 12, 2012, for a total of 20 Saturdays. All instructors will be New York State Certified as teachers of English to Speakers of other languages or bilingual common branches or have at least three satisfactory years of teaching experience with English language learners.

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

During the literacy block, all of our ELLs will be instructed solely in English. The ELLs who must take the ELA test in May will participate in an ELA block to improve their literacy skills in English. Teachers will first engage students in a thematic book in the content areas from the Language, Literacy and Vocabulary guided reading program from National Geographic/Hampton Brown. The program contains thematic units built around essential key concepts in science, social studies and math. The program offers rich opportunities for learners to build background knowledge, develop vocabulary and oral language, and learn grade level-content. Working in the content areas, students will develop their academic vocabulary skills, as vocabulary development leads to improved writing skills. The teachers will select 10 of the program's 12 themes. One theme will be paced over a two week period. During the first week, students and teachers will read the concept book to build vocabulary and background knowledge around the theme. Teachers will introduce concepts and vocabulary and then model and share the reading. Then, students will reread the concept book, develop concepts and vocabulary, introduce the comprehension strategy, and participate in small group reading and modeled writing. On week two, students will read the first non-fiction book in the theme, developing concepts and vocabulary from that text. Then, they will participate in small group reading to practice the comprehension strategy and finally participate in shared writing. During week two of the theme, students will further enrich their non-fiction knowledge of the theme. Students will read the second non-fiction book in the theme in a small group using the comprehension strategy and will review concepts and vocabulary. This portion of the ELA block will take approximately 55 minutes. Those students who are exempt from taking the ELA will first participate in a newcomer program to develop basic English vocabulary and language structures necessary for success in school. The program Carlos Comes to Lakeside Elementary from National Geographic/Hampton Brown will enable students to develop English vocabulary and concepts, language development and communication skills, and beginning writing ability to prepare them for the rigors of classroom work in English. Students will also use the Language, Literacy, and Vocabulary guided reading program to strengthen academic vocabulary and background knowledge in the content areas of science, social studies and mathematics. Each lesson includes modeling and guided practice of a comprehension strategy, academic vocabulary development and opportunities to gain reading fluency. Student in the newcomer group will follow the same pacing of the themes as the other groups, using only six of the themes. The first part of the literacy block will take approximately 35 minutes.

B. Programming and Scheduling Information--Continued

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C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

Courses Taught in Languages Other than English

D. Professional Development and Support for School Staff

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

Our professional development program will be extensive and ongoing. All teachers of English language learners will be included in the professional development opportunities. The team of ELL teachers and administrators will meet on a monthly basis for an hour and 45 minutes each time. During school year 2011-2012, we will hold total of 10 meetings. The first two meetings will focus of adjusting and improving the language allocation policy. The last eight meetings will focus on instructional strategies, such as writing, academic vocabulary development, higher-order questioning strategies, and additional topics as the teachers feel needs arise.

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

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

To ensure that all of our staff received the minimum 7.5 hours of mandated ELL training, all teachers will be surveyed to discover who has already been given training. For those who still require training, annual professional development about best strategies for English language learners will be offered during two dates of our Monday faculty conferences (final dates to be determined) and during the June 9th professional development date in 2012. Teachers will be furnished with a certificate upon the completion of the 7.5 hours.

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?

Our parents are members of the PTA and some of them serve on the School Leadership Team. Many of them participate in school-lead workshops. They also volunteer in classrooms, and assist with schools initiatives. All parents including the parents of ELLs are involved in our school events and daily activities. All parents can participate because the majority of the workshps are conducted in English and Spanish. For parents who speak a different language, the Parent Coordinator, Debra Sloan makes the necessary accomodations for translations when possible. Our school does partner with other agencies or community organizations to provide bilingual workshops or services to ELL parents.

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

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

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

- The Office of Mental Health Parent Support Office conducts workshops for parents in Spanish and English on mental health issues. It also conducts a 12 week parenting class to referred parents.
- The Department of Health School Vision Program offers free vision and hearing exams for students in grades K & 1.
- The Department of Health Lead Poisoning Unit conducts workshops in English and Spanish on the dangers of lead paint and serves as a referral source for parents requiring more information.
- The Helen Keller Institute School Vision Program conducts free vision exams and glasses for 5th grade students.
- The Morris Heights Health Center is housed at PS 306 and offers a wide array of health services for students as well as special workshops for parents in English and Spanish.
- The Morris Heights Health Education Department provides monthly workshops in Spanish and English on parenting topics and conducts informal classes for students. Topics include: asthma, nutrition, healthy homes
- The Citizens' Advice Bureau provides a number of health related services.
- The NYC Department of Education Adult Education provides free classes for parents in ESL and GED.
- The New York Public Library Literacy Program offers training for adult literacy.

At P.S. 306, all written translation will be offered in Spanish. In addition, we will offer written translations in Bengali, French, Soninke, and Twi. Spanish translations will be done on site, by one of our bilingual teachers. Written translations of lower incidence languages will be done by the Translation and Interpretation Unit of the Department of Education.

Oral interpretation will always be provided in Spanish. Depending upon when the parent meeting is, the interpretation will be provided by one of our bilingual teacher or a parent volunteer. For lower incidence languages, parents can request an interpreter in advance and we will contact the Interpretation Unit. We will also use the over-the-phone service.

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

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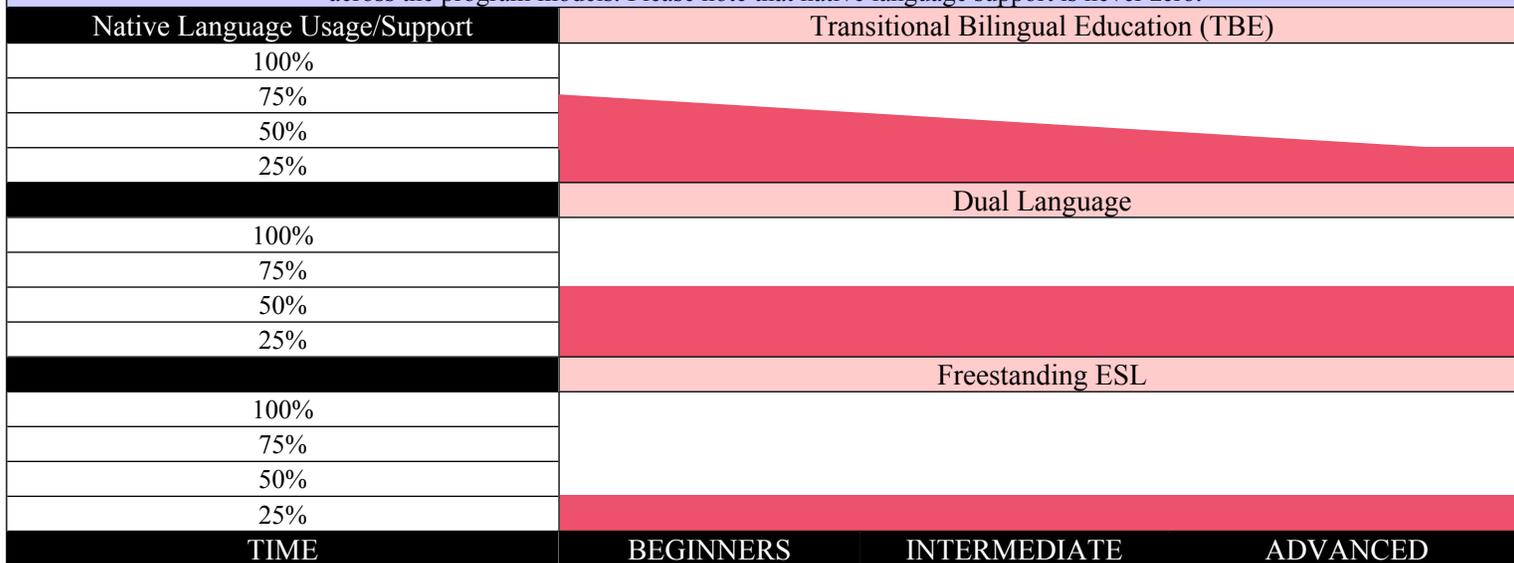
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Our main intervention program for our ELLs is our Title III program. We will be offering a Saturday program to meet the diverse needs of our ELL population. The students in the third grade bilingual class will form one group and the students in the fourth and fifth grade bilingual bridge class will form another group. They will be grouped by NYSESLAT level, one group of intermediate students and the other group of advanced students. The class will contain approximately 10 students each, for a total of 70 students to be serviced. by the program. Each group will meet on saturday for four hours. The program will start December 3, 2011 and run until May 12, 2012, for a total of 20 Saturdays. All instructors will be New York State Certified as teachers of English to Speakers of other languages or bilingual common branches or have at least three satisfactory years of teaching experience with English language learners.

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

During the literacy block, all of our ELLs will be instructed solely in English. The ELLs who must take the ELA test in May will participate in an ELA block to improve their literacy skills in English. Teachers will first engage students in a thematic book in the content areas from the Language, Literacy and Vocabulary guided reading program from National Geographic/Hampton Brown. The program contains thematic units built around essential key concepts in science, social studies and math. The program offers rich opportunities for learners to build background knowledge, develop vocabulary and oral language, and learn grade level-content. Working in the content areas, students will develop their academic vocabulary skills, as vocabulary development leads to improved writing skills. The teachers will select 10 of the program's 12 themes. One theme will be paced over a two week period. During the first week, students and teachers will read the concept book to build vocabulary and background knowledge around the theme. Teachers will introduce concepts and vocabulary and then model and share the reading. Then, students will reread the concept book, develop concepts and vocabulary, introduce the comprehension strategy, and participate in small group reading and modeled writing. On week two, students will read the first non-fiction book in the theme, developing concepts and vocabulary from that text. Then, they will participate in small group reading to practice the comprehension strategy and finally participate in shared writing. During week two of the theme, students will further enrich their non-fiction knowledge of the theme. Students will read the second non-fiction book in the theme in a small group using the comprehension strategy and will review concepts and vocabulary. This portion of the ELA block will take approximately 55 minutes. Those students who are exempt from taking the ELA will first participate in a newcomer program to develop basic English vocabulary and language structures necessary for success in school. The program Carlos Comes to Lakeside Elementary from National Geographic/Hampton Brown will enable students to develop English vocabulary and concepts, language development and communication skills, and beginning writing ability to prepare them for the rigors of classroom work in English. Students will also use the Language, Literacy, and Vocabulary guided reading program to strengthen academic vocabulary and background knowledge in the content areas of science, social studies and mathematics. Each lesson includes modeling and guided practice of a comprehension strategy, academic vocabulary development and opportunities to gain reading fluency. Student in the newcomer group will follow the same pacing of the themes as the other groups, using only six of the themes. The first part of the literacy block will take approximately 35 minutes.

B. Programming and Scheduling Information--Continued

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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.

Paste additional information here

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Our professional development program will be extensive and ongoing. All teachers of English language learners will be included in the professional development opportunities. The team of ELL teachers and administrators will meet on a monthly basis for an hour and 45 minutes each time. During school year 2011-2012, we will hold total of 10 meetings. The first two meetings will focus of adjusting and improving the language allocation policy. The last eight meetings will focus on instructional strategies, such as writing, academic vocabulary development, higher-order questioning strategies, and additional topics as the teachers feel needs arise.

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

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

To ensure that all of our staff received the minimum 7.5 hours of mandated ELL training, all teachers will be surveyed to discover who has already been given training. For those who still require training, annual professional development about best strategies for English language learners will be offered during two dates of our Monday faculty conferences (final dates to be determined) and during the June 9th professional development date in 2012. Teachers will be furnished with a certificate upon the completion of the 7.5 hours.

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?

Our parents are members of the PTA and some of them serve on the School Leadership Team. Many of them participate in school-lead workshops. They also volunteer in classrooms, and assist with schools initiatives. All parents including the parents of ELLs are involved in our school events and daily activities. All parents can participate because the majority of the workshops are conducted in English and Spanish. For parents who speak a different language, the Parent Coordinator, Debra Sloan makes the necessary accommodations for translations when possible. Our school does partner with other agencies or community organizations to provide bilingual workshops or services to ELL parents.

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

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

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

- The Office of Mental Health Parent Support Office conducts workshops for parents in Spanish and English on mental health issues. It also conducts a 12 week parenting class to referred parents.
- The Department of Health School Vision Program offers free vision and hearing exams for students in grades K & 1.
- The Department of Health Lead Poisoning Unit conducts workshops in English and Spanish on the dangers of lead paint and serves as a referral source for parents requiring more information.
- The Helen Keller Institute School Vision Program conducts free vision exams and glasses for 5th grade students.
- The Morris Heights Health Center is housed at PS 306 and offers a wide array of health services for students as well as special workshops for parents in English and Spanish.
- The Morris Heights Health Education Department provides monthly workshops in Spanish and English on parenting topics and conducts informal classes for students. Topics include: asthma, nutrition, healthy homes
- The Citizens' Advice Bureau provides a number of health related services.
- The NYC Department of Education Adult Education provides free classes for parents in ESL and GED.
- The New York Public Library Literacy Program offers training for adult literacy.

At P.S. 306, all written translation will be offered in Spanish. In addition, we will offer written translations in Bengali, French, Soninke, and Twi. Spanish translations will be done on site, by one of our bilingual teachers. Written translations of lower incidence languages will be done by the Translation and Interpretation Unit of the Department of Education.

Oral interpretation will always be provided in Spanish. Depending upon when the parent meeting is, the interpretation will be provided by one of our bilingual teacher or a parent volunteer. For lower incidence languages, parents can request an interpreter in advance and we will contact the Interpretation Unit. We will also use the over-the-phone service.

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

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	17	9	7	7	4								51
Intermediate(I)	1	11	7	10	15	6								50
Advanced (A)	16	6	7	9	11	12								61
Total	24	34	23	26	33	22	0	0	0	0	0	0	0	162

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	3	2	2	2	0							
	I	1	7	1	4	3	4							
	A	0	5	4	6	8	1							
	P	0	13	13	20	15	26							
READING/ WRITING	B	1	19	2	6	4	3							
	I	0	8	6	11	12	6							
	A	0	6	5	9	13	12							
	P	0	1	8	7	0	10							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	8	2	0	24
4	5	13	10	0	28
5	9	7	2	0	18
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1	1	9	7	8	0	4	0	30

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1	1	10	4	4	1	0	0	21
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	4	7	3	15	1	0	0	30
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)	3	5	9	6				
Chinese Reading Test								

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

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

In order to assess the early literacy skills of ELLs, students in the bilingual program are administered the Developmental Reading Assessment (DRA2) in English and Spanish. In grades K to 2, bilingual students are also assessed using Estrellita, an accelerated, beginning Spanish reading program. This program provides differentiated instruction in phonemic awareness, phonics, and fluency. It also provides continuous diagnostic assessment that informs instruction. The bilingual students in grades K to 5 are also evaluated in their native language through the StoryTown theme assessments in Spanish.

Students in grades 3 to 5 whose native language is Spanish and who receive language arts instruction in Spanish take the ELE. They continue to take the ELE annually while they are receiving native language arts instruction in Spanish. Students with disabilities may not need to take the tests, according to their Individualized Education Plans (IEPs).

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

After reviewing the NYSESLAT data, there is a trend that shows that the older the student is the better they will do on the test. Overall, most of our ELLs fall at an advanced level, 61 of 162 or approximately 38% of the total ELL population. However, reviewing the other proficiency levels show that 31% fall at the beginning level and 31% fall at the intermediate level. In a review of the overall proficiency level, as the students move up in the grades, they move up to a more advanced level. This is mainly due to the fact that our older students have more experience with testing than our kindergarten, first and second grade students do. To help our younger students prepare for the NYSESLAT, they will use Empire State NYSESLAT preparation books and they will be administered at least one practice version of the test.

In a review of the NYSESLAT modalities, most students perform at an advanced or proficient level in listening and speaking and at an advanced level in reading and writing. Across all grades in the listening and speaking data, 6% scored beginning, 14% scored intermediate, 17% scored advanced and 62% scored proficient. For the reading and writing data, 23% scored beginning, 29% scored intermediate, 30%

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: 306		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Darryl Harrington	Principal		11/28/11
Shirley Polanco	Assistant Principal		11/28/11
Debra Sloan	Parent Coordinator		11/28/11
Ivelisse Perez	ESL Teacher		11/28/11
	Parent		11/28/11
Marni Lipton	Teacher/Subject Area		11/28/11
Stephanie Torres	Teacher/Subject Area		11/28/11
Sharon O'Grady	Coach		11/28/11
Martha Canales	Coach		11/28/11
Betsaida Bonano	Guidance Counselor		11/28/11
	Network Leader		11/28/11
	Other		1/28/11
	Other		11/28/11
	Other		11/28/11
	Other		1/28/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10X306 **School Name:**

Cluster: CFN 109 **Network:**

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

Part A: Needs Assessment Findings

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

The methodology used to assess our school's written translation and oral interpretation begins during the registration process of all our students. Each family is asked to complete the "Preferred Language Part" on the Home Language Identification Survey and on the Emergency card upon registration. The parents are asked to complete these forms where they choose the language in which they want to receive written information and communicate orally. All information is provided in their respective languages. These forms are used to determine the needs for written translation and oral interpretation. At this point an interview is conducted in English or Spanish by a trained pedagogue and when necessary the translation and interpretation hotline is used to communicate with parents. Teachers and administrative personnel are also able to access parent written and oral interpretation preferences through the ARIS website.

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.

Our school population consists of 746 students, 74% are English-speaking, 18% are Spanish-speaking and the remaining 8% speak Arabic, Bengali, Ewe, or Hausa. Our school community is provided and informed with the exact numbers of speakers of English and other languages during staff conferences. This information is also included in our CEP and in our Language Allocation Policy. Teachers and administrators are made aware of the written and oral interpretation needs of the parents in their classrooms by using the ARIS website.

Part B: Strategies and Activities

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

At P.S. 306 all written translation is provided in-house, by school staff, or parent volunteers. All notices and letters about workshops, school trips, meetings, after-school programs, and assessments are sent to parents in English and Spanish. We also offer translations in Bengali, Arabic and Twi. Our school's ESL team makes sure that all parents of ELL's receive all letters and notifications in their respective languages. These forms include the Home Language Identification Survey, ELL parent brochures, Parent Survey, program forms, ELL parent notifications - entitlement and non-entitlement letters, placement, continuation of services, transition letters, and Title II after-school letters. Spanish translations will be done on site by one of our bilingual teachers. Written translation of lower incidence will be done by the translation and interpretation unit of the Department of Education. When needed, an outside vendor will be used to prepare written translations.

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.

All oral interpretations are provided in house by school staff and parent volunteers. Oral interpretation will always be provided in Spanish by a bilingual teacher or a parent volunteer during parent meetings. Parents can also request an interpreter in advance and we will contact the interpretation unit. We will also use the over the phone service. This year we will seek help from outside contractors if standardized tests are not available in students' native languages. We will hire interpreters for our ELLs who speak Arabic since math and science tests are not available in their language.

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>.

In order to comply with Section VII of Chancellor's Regulations A-663, the parent coordinator sends home the Bill of Parent Rights in their native language. This notice informs parents of their right to request for interpretation services. Our school also posts translated signs indicating the availability of interpretation services. We post the signs in the entrance of the school and in the main office making parents aware of their interpretation rights. The signs posted include "Interpretation Services Available", "Please see a staff member for interpretation services", "Welcome Parents!" and "To obtain a translation of this document in [language] please see a staff member". To ensure that all parents are provided with translation services, we will have a staff member or parent volunteer available to translate. We will also use an outside contractor or the translation and interpretation hotline to communicate with the parents.

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: PS 306	DBN: 10X306
Cluster Leader: Corinne Rello Anselmi	Network Leader: Maria Quail
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> *2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input 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: 4
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

During school year 2011-2012, we plan to offer five extended day classes to meet the diverse needs of our ELL population. We plan to use the monies from the federal Title III grant to service the ELLs in the bilingual program. We will service students in grades 2 through 5. In order to address the needs of our English language learners the students will be grouped by grade level and by English language acquisition level. The classes will contain approximately 10-12 students each, for a total of 50-60 students to be serviced by the extended day program. Each group will meet three days a week for one hour and 45 minutes. The program will start January 17, 2012 and run until June 7, for a total of 20 weeks or a total of 60 instructional days. The program will meet on Tuesdays, Wednesdays, and Thursdays from 3:00 P.M. to 4:45 P.M. All instructors will be New York State Certified as teachers of English to Speakers of other languages or bilingual common branches or have at least three satisfactory years of teaching experience with English language learners. This program will be run by two certified bilingual teachers, two certified ESL teachers and one certified content area teacher who will be team-teaching with one of our ESL teachers.

Each day, students will participate in English language arts or English language development for approximately 55 minutes daily. The mathematics period will run for 35 minutes. The math period will follow a specific flow of the lesson using the Strategy Specific Mathematics Kits (available in Spanish) from Curriculum Associates. These kits include Comprehensive Assessment of Mathematics Strategies, Strategies to Achieve Mathematics Success, Test Ready Omni, and Take Home Test Ready. The research-based CAMS Series helps educators pinpoint students' strengths and weaknesses in the 12-standards-based math skills that provide a balance between computational fluency and conceptual understanding. The STAMS texts model the 12 math skills, providing differentiated, explicit instruction based on individual student needs. Then, using the Omni books, teachers will prepare students for writing in math. The Omni Series requires extensive math writing using varied and extensive math writing practice. Then, students will extend their learning outside the classroom using the Take Home Test Ready books. These books help families take an active role in their child's learning providing questions that closely mirror standardized exams. During the math block, teachers will engage students in a 10 to 15 minute mini-lesson, followed by 10 minutes of guided practice. Then, the children will work independently or in heterogeneous groups to complete the independent practice activities. Then, the entire class will come back together to share for five minutes. The calendar of lesson will be based upon the New York State Mathematics Strands using the September-April performance indicators as a guide.

During the literacy block, all of our ELLs will be instructed solely in English. The ELLs who must take the

Part B: Direct Instruction Supplemental Program Information

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

Students will also use the Language, Literacy, and Vocabulary guided reading program to strengthen academic vocabulary and background knowledge in the content areas of science, social studies and mathematics. Each lesson includes modeling and guided practice of a comprehension strategy, academic vocabulary development and opportunities to gain reading fluency.

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

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:

Our professional development program will be extensive and ongoing. All teachers of English language learners will be included in the professional development opportunities. Our ELL teachers will work closely with the ESL/Bilingual Coordinator and the Network Support Specialist for ELLs to identify strengths within our own staff. Classroom teachers of ELLs in both the ESL and bilingual programs will be designated as lab sites around specific instructional topics, such as academic language development, planning and implementing differentiated math lessons or high quality reading and writing instructions. Teachers of ELLs will observe various techniques in the specific lab sites to gain a better understanding of certain instructional strategies and to have a chance to try it out in their own classrooms. A schedule of inter-visitations will be developed according to the need of each specific educator. Teachers will participate in lab sites visits during their preparatory periods or during their administrative periods. In addition, the team of ELL teachers and administrators will meet on a monthly basis for an hour and 45 minutes each time. During school year 2011-2012, we will hold total of 10 meetings. The first two meetings will focus of adjusting the language allocation policy. The meetings on Language Allocation Policy will be held on Thursday, January 5 and Thursday, January 12. The last eight meetings will focus on instructional strategies, such as writing, academic vocabulary development, higher-order questioning strategies, and additional topics as the teachers feel needs arise. Our series of professional development on the Six Traits of Writing is scheduled as follow: September 20th -Six Traits of Writing Overview, November 28th -Teaching Ideas, December 12th -Teaching organization, February 13th - Teaching Voice, February 27th- Word Choice/Sentence Fluency. Our math development date meetings are: October 24th, November 21st and December 19th. Our meetings will be held from 3:00 P.M. to 4:45 P.M. and they will facilitated by our Reading Support Specialist, Ms. Sharon O'Grady, and Miriam Katz, our Math Support Specialist.

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here:

As part of our work with the Project Smart Teacher Leader Quality Partnership (TLQP) State Education grant through the State University of New York, Oswego, teachers participating in this project will be holding a series of five workshops for parents regarding parent’s rights and responsibilities. These workshops will be held after school and on Saturdays for one hour and thirty minutes each. The topics will include helping with homework, state testing, school volunteerism, using ARIS and school curriculum. The meetings will be held monthly from January to May, beginning with helping with homework in January.

In addition, for the first time, we will start a study group for parents. It will be limited to 20 participants and will be facilitated by two ESL teachers. The study group will meet once a month, from January to June, for an hour and thirty minutes each time for a total of six meetings. Each session will start at 9:00 A.M. to 10:30 A.M. The tentative dates for our parental activities are as follow: January 26, February 16, March 29, April 26, May 31, and June 14. It will be done bilingually to accommodate as many parents as possible. We will order 5 English copies and 10 Spanish copies of The Ten Basic Principles of Good Parenting by Laurence Steinberg. This book will serve as the foundation for our study group. Each session the facilitators will focus upon one of the principles of the book, starting with a synopsis and then following a protocol to engage the parents in a discussion. The goal is to encourage parents to come up with practical strategies to incorporate the principles into all the good ways they are already rearing their children. Another book the facilitators will refer to as a reference is Parenting with Love and Logic/Ser Padre con Amor y Logico by Foster Cline and Jim Fay. This book will be used in a few meetings to reinforce specific important points that we want parents to understand, such as teaching children to take responsibility for their own education and helping their children to develop their self-esteem. As it is only a reference guide, not the foundation of the group, we will only order 1 copy in English and 1 copy in Spanish. We will also order 5 English copies and 10 Spanish copies of Help Your Children Succeed in School/Ayude a su hijo tener exito en la escuela by Mariela Dabbah to use as a guide for directing parents when it comes to becoming more involved in the school community and academic issues their children may face. All parents will be informed about these workshops during our PTA meetings, topics, time and dates of workshops will posted throughout the school and notices will be sent home in both, English and Spanish. For those parents of children of other languages, notices will be also translated.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries		

Part E: Budget

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

Allocation Amount: \$

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