



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 307

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X307

PRINCIPAL: LUISA PIÑEIRO FUENTES **EMAIL:** LFUENTE@SCHOOLS.NYC.GOV

SUPERINTENDENT: SONIA MENENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Name	Position and Constituent Group Represented	Signature
Luisa P. Fuentes	*Principal or Designee	
Betsy Diaz Murphy	*UFT Chapter Leader or Designee	
Joanna Torres	*PA/PTA President or Designated Co-President	
Julia Jackson	DC 37 Representative, if applicable	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
NA	CBO Representative, if applicable	
Marcy Schickler	Member/Teacher/SLT Co-Chair	
Sheila McChesney	Member/Teacher	
Elizabeth Agramonte	Member/Parent	
Yudelkis Javier	Member/Parent	
Zuliema Rivera	Member/Parent	
Yanilda Rivas	Member/Parent	
Tina Thompson	Member/Parent	
Aja Riddick	Member/Parent	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1 - Literacy (Reading):

By June 2012, 90 % of all students will show growth in reading levels and 60 % of students reading below or on grade level will make at least, one year's progress as measured by the Fountas & Pinnell (F&P) Benchmark Assessment System, the AUSSIE reading comprehension data base indicators and mClass: Reading 3D Assessment Benchmarks

Comprehensive needs assessment

Over the past years, comprehension has been a school wide factor that has hindered student reading achievement; therefore, we have determined that a more focused approach to teaching reading comprehension is necessary.

Instructional strategies/activities

Activity #1

- **Assessment & Data:** Teachers will assess and record students' reading performance (3 times during the school year) using the F&P Benchmark Assessment System, AUSSIE comprehension reading assessment rubric, and mClass: Reading 3D.
 - Professional Development will be provided for K-2 teachers on the mClass: Reading 3D Assessment.
 - Facilitate the ongoing monitoring of students' reading performance using the F&P Benchmark Assessment System, AUSSIE comprehension reading assessment rubric, and mClass: Reading 3D.
 - Further support for teachers in the use of the AUSSIE reading rubric and the development of rubrics for varied text types(genres)
 - Facilitate the ongoing development of setting student reading goals to meet the CCSS
 - Professional Development to assist teachers to conduct more meaningful reading conferences with students and maintain ongoing conferring notes and observations
 - Review of the analytical reports of data (ARIS, F&P, M-Class Reading 3D, AUSSIE database reports) graphs and spreadsheets for each classroom are to be conducted individually, across grade level and across grade groups (e.g. K-2 and 3-5)
 - Student performance reports will be available for reporting to parents
- **Target Population:** all students
- **Responsible Staff Members:** classroom teachers, AIS support staff, AUSSIE Consultants
- **Implementation Timeline:** September 2011, January 2012 and May 2012

Activity #2

- **Professional Development:** To know, understand and use standard-based practices and strategies related to CCSS and will receive instructional support with lesson planning, classroom visitations, informal and formal observations and support to improve school-wide rubrics aligned to CCSS.
 - Improve teachers' capacity to identify and evaluate texts for instruction by using quantitative and qualitative measures of text complexity.
 - Develop reader response tasks modeled after the Performance Tasks of Appendix B CCSS to meet NY City-wide expectations 2011-2012.
 - Develop an in-house resource of reading response to informational texts exemplars as examples of rigorous tasks required to meet CCSS expectations
 - Professional Development will continue on qualitative and quantitative measures of text complexity.
 - Professional Development to establish more rigorous reader response tasks and the criteria to assess student performance on task.

- Professional Development in rubric development and use of standard based practices and strategies related to planning.
- Professional Development on Questioning techniques using the 5 W's (who, what, when, where and why and how).
- Professional Development on developmentally appropriate strategies to support reader comprehension.
- Ensure consistency across the grades by reviewing curriculum planning and revisiting curriculum maps.
- **Target Population:** All classroom teachers, AIS Providers
- **Responsible Staff Members:** Administration, AUSSIE Consultants
- **Implementation Timeline:** September 2011 through May 2012

Activity #3

- **Vocabulary Word Bees:** Establish a School-wide 'Word Bee' with a focus on Tier Two words, with expectations that students will be exposed to, and learn how to use words in context, to understand the complexity of words and to know how to apply their knowledge of words as they read.
 - Introduce teachers to the 3 levels of Tiered Words Vocabulary (as researched by Isabel Beck) and incorporate practices to support student acquisition of vocabulary.
 - Provide a multi-leveled vocabulary experience for students through the School-Wide Word Bee.
 - Identify the vocabulary of Tier One, Tier Two and Tier Three words; using the text 'Robust Vocabulary; Bringing Words to Life' by Beck, McKeown and Kucan.
- **Target Population:** Students in grades 3, 4 & 5
- **Responsible Staff Members:** Classroom teachers, Administration, AUSSIE Consultants, AIS support staff
- **Implementation Timeline:** September 2011 through May 2012

Activity #4

- **School-wide Read-Alouds:** Develop a calendar to include monthly read-alouds on specified topics i.e.: holidays, cultural awareness and diversity to foster school-wide community exposure to diverse vocabulary.
- **Target Population:** All students in grades K through 5
- **Responsible Staff Members:** Classroom teachers, Administration, AUSSIE Consultants, AIS support staff
- **Implementation Timeline:** September 2011 through May 2012

Strategies to increase parental involvement

- Parents will attend Grade level Orientations and Curriculum Nights
- Parents will participate in Reading and Writing Portfolio celebrations
- Parents will participate in Read Aloud initiatives
- Parents will attend the Vocabulary and Word Bees

Strategies for attracting Highly Qualified Teachers (HQT)

- Currently, 95 % of our teachers are highly qualified teachers
- We provide professional development and support in order to retain our current staff.
- If the need should arise to recruit we will reach out to our Network for support, attend internal and external job fairs, use the New Teacher Finder and reach out to universities for prospective candidates.

Service and program coordination

- The school has a rigorous half-day Pre-Kindergarten Program that focuses on early literacy development, oral language and vocabulary to ensure that students are well prepared to enter Kindergarten.
- The school will continue to use the assessments (DIBELS and Reading 3D) mandated by Reading First (NCLB) to monitor student progress toward meeting
- The school reaches out to a community based organization (CAPP) to provide child abuse support services as part of our school wide Child Abuse Awareness Day where we integrate literacy read alouds with a presentation about Child Abuse Prevention.
- The school has a school wide Bullying Day where we integrate literacy read alouds with a presentation about Bullying.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2 - Literacy (Writing):

By June 2012, at least 85% of students will make improved writing progress in one or more of the writing dimensions/traits as outlined on the grade level rubrics. By June 2012, 100% of students will write on grade level; and below grade level will make at least, one year's progress in writing.

Comprehensive needs assessment

Based on the student writing performance data over the last three years on internal and external ELA assessments, the writing is not meeting the NYS Common Core Standards. We need to ensure that all students are prepared for the next grade and the students on testing grades to achieve on the NYS ELA State tests.

Instructional strategies/activities.

Activity #1

- **Assessment & Data:** By June 2012, classroom teachers will collect and evaluate at least 3 pieces of student writing using the AUSSIE Writing Rubrics and grade specific text type rubrics aligned to the CCSS
 - Use of learned vocabulary in writing workshop
 - on helping students become effective "rhetors", people who speak and write effectively to communicate with others, while understanding context, audience and purpose
 - Students will complete a grade level performance task as outlined in the CCSS
 - Students writing performance and use of vocabulary will improve by infusing it into their daily practice during the writing workshop, (Interactive Writing, Shared Writing, Guided Writing, Independent Writing, Conferring, and Instruction in Grammar, Syntax and Conventions).
- **Target Population:** Students in grades K- 5
- **Responsible Staff Members:** classroom teachers, AIS support staff, AUSSIE Consultants
- **Implementation Timeline:** September 2011, January 2012 and May 2012

Activity #2

Professional Development

- ✓ Professional Development to assist teachers to conduct more meaningful reading conferences with students and maintain ongoing conferring notes and observations.
- ✓ Collaborative planning of effective mini-lessons so that instruction supports student needs and promote student achievement
- ✓ Further support for teachers in the use of the AUSSIE writing rubrics and the ongoing development of rubrics for varied text types(genres)
- ✓ Facilitate the ongoing development of setting student writing goals to meet the CCSS.
- ✓ Professional Development will be provided to all staff to develop teacher vocabulary instructional techniques. This shall include: identifying the vocabulary of Tier One, Tier Two and Tier Three words; using the text 'Robust Vocabulary; Bringing Words to Life' Beck, McKeown and Kucan
- ✓
- **Target Population:** Students in grades K- 5

- **Responsible Staff Members:** classroom teachers, AIS support staff, AUSSIE Consultants
- **Implementation Timeline:** September 2011, January 2012 and May 2012

Activity #3

- **Review of the student work, portfolio writing pieces across grade level and across grade groups.**
 - ✓ Modeling for and coaching of teachers in conferring so that students receive instructionally useful feedback in order to ensure writing progress
 - ✓ Further professional development on developing grade level and small group research skills to build knowledge by gathering information from digital and print resources, then organize and synthesize the information in a written format
 - ✓ Continue school wide celebrations and/or presentations of published student writing
 - ✓ Grade level and class reports from the AUSSIE database for each reporting cycle will be used to monitor and report student progress (individual, class, grade level and focused groups e.g. ELL students.
 - ✓ Students will participate in a school wide writing celebrations
- **Target Population:** Students in grades K- 5
- **Responsible Staff Members:** classroom teachers, AIS support staff, AUSSIE Consultants
- **Implementation Timeline:** September 2011, January 2012 and May 2012

Strategies to increase parental involvement

- Parents will attend Grade level Orientations and Curriculum Nights
- Parents will participate in Reading and Writing Portfolio celebrations
- Parents will participate in Classroom Publishing Celebrations

Strategies for attracting Highly Qualified Teachers (HQT)

- Currently, 95 % of our teachers are highly qualified teachers
- We provide professional development and support in order to retain our current staff.
- If the need should arise to recruit we will reach out to our Network for support, attend internal and external job fairs, use the New Teacher Finder and reach out to universities for prospective candidates.

Service and program coordination

- The school has a rigorous half-day Pre-Kindergarten Program that focuses on early literacy development, oral language and vocabulary to ensure that students are well prepared to enter Kindergarten.

Budget and resources alignment

- Consolidation Funds
- Title I Teacher training hours

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3 - Math:

By June, 2012, 90% of all students in grades 3, 4 & 5 will show an increase in use of appropriate Mathematics vocabulary as measured by discipline specific writing responses during problem solving.

Comprehensive needs assessment

Over the past several years, we have determined that the use of discipline specific math vocabulary during problem solving increases student understanding of math concepts and achievement on State and Local Mathematics assessments.

Instructional strategies/activities

Activity #1

- **Professional Development:** Teachers will participate in Professional Development to develop strategies to increase the use of math vocabulary during classroom instruction, identify specific vocabulary in context for support and protocols for collecting and assessing data. Teachers will also receive PD in the development of rigorous Performance Tasks to measure Mathematical Understand and vocabulary use.
- **Target Population:** Teachers and AIS providers in grades 3-5.
- **Responsible Staff Members:** AUSSIE Math Consultant
- **Implementation Timeline:** September 2011 through June 2012

Activity #2

- **Performance Tasks:** Students will engage in problem solving performance tasks, which will focus on meeting one Standard for Mathematical Practice and one Standard for Mathematical content from the Common Core State Standards.
- **Target Population:** All students.
- **Responsible Staff Members:** AUSSIE Math Consultant, Classroom Teachers, and Math AIS Providers.
- **Implementation Timeline:** September 2011 through June 2012

Activity #3

- **Math Goal Alignment to CCSS:** Teachers will revise Math classroom goals to align with the CCSS. The revised goals will drive instruction and ensure academic rigor.
- **Target Population:** All classroom teachers and AIS providers.
- **Responsible Staff Members:** AUSSIE Math Consultant, Classroom Teachers, and Math AIS Providers.
- **Implementation Timeline:** September 2011 through June 2012

Strategies to increase parental involvement

- Parents will attend Grade level Orientations and Curriculum Nights
- Parents will participate in Mathematics Portfolio celebrations
- Parents will receive information on strategies to help their children at home
- Parents will attend the Math Bees

Strategies for attracting Highly Qualified Teachers (HQT)

- Currently, 95 % of our teachers are highly qualified teachers
- We provide professional development and support in order to retain our current staff.
- If the need should arise to recruit we will reach out to our Network for support, attend internal and external job fairs, use the New Teacher Finder and reach out to universities for prospective candidates.

Service and program coordination

- The school has a rigorous half-day Pre-Kindergarten Program that focuses on early numeracy development to ensure that students are well prepared to enter Kindergarten.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4 - Science:

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

- A minimum of 85% of 4th grade students will meet or exceed grade level standards for the NYS Grade 4 Elementary Level Science Test in June 2012.

Comprehensive needs assessment

In past few years, we have monitored student progress in Science testing and grade level content assessments to ensure student achievement performance on the NYS Science Test. We find a need to continue this practice especially because we are a Science school.

Instructional strategies/activities

Activity #1

- **Assessment & Data:**
 - ✓ By May 2012, 100% of all 3rd grade students will be exposed to the content and skills covered on the Grade 4 Elementary Level Science Performance Test.
 - ✓ By May 2012, the 3rd grade will take the Grade 4 Elementary Level Science Test and a minimum of 30% of the students will meet or exceed grade level standards.
 - ✓ By May 2012, all students in grades 2-5 will take the PS 307 grade level internal science pre-test, mid-year and post tests to track student progress on understanding unit goals. Grades K and 1 will have a pre-test and post test only.
- **Target Population:** All students in grades K- 5
- **Responsible Staff Members:** Science specialty teachers, classroom teachers, AIS support staff, AUSSIE Consultants
- **Implementation Timeline:** September 2011, January 2012 and May 2012

Activity #2

- **Science Fairs:** The Science Specialty teachers will know, understand and use standard-based practices and strategies related to CCSS to improve school-wide science curriculum related to science fairs and science fair rubrics aligned to CCSS.
 - By June 2012, the PS 307 Science Curriculum Pacing Calendar aligned with the DOE Science Scope and Sequence will be revised and modified for grades K-5 to include CCSS.
 - ✓ To continue expanding our science audiovisual material collection to further support science instruction in all grades
 - ✓ To incorporate literacy skills into science lessons based on CCSS
 - ✓ To develop art projects throughout the school year to support student understanding of the science curriculum (i.e.: recycling art, building models and the Family Arts Program)

- ✓ To deepen students understanding of specific Science units through means of guest speakers (i.e.: veterinarians, botanists, nurses)
- ✓ To incorporate the internet into informational research projects with grades 2 to 5.

- ✓ To enrich the science curriculum through means of school trips, such as local museums, the Bronx Zoo, Bronx Botanical Gardens, the NY Aquarium, Green Meadows Farm, and the Hayden Planetarium
- ✓ To supplement students science experiences with after-school Enrichment Academies for students in grades K to 5

- To provide students with tasks and project based activities that follow the 07–08 version of the NYC Science Scope and Sequence
 - ✓ To conduct weekly hands-on experiments within science lessons to teach and reinforce the scientific method. Grades 2 to 5 will be rotated into the science/technology lab for experiments.
 - ✓ To use the scientific method as a guideline when developing whole class and/or individual Science Fair projects

- **Target Population:** All students in grades K- 5
- **Responsible Staff Members:** Science specialty teachers, classroom teachers, AIS support staff, AUSSIE Consultants
- **Implementation Timeline:** September 2011, January 2012 and May 2012

Strategies to increase parental involvement

- Parents will attend the school-wide Science Fair.

Strategies for attracting Highly Qualified Teachers (HQT)

- Currently, 100 % of our Science Specialty teachers are highly qualified teachers
- We provide professional development and support in order to retain our current staff.
- If the need should arise to recruit we will reach out to our Network for support, attend internal and external job fairs, use the New Teacher Finder and reach out to universities for prospective candidates.

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5 - Social Studies:

To improve the implementation of the Social Studies Curriculum (K-5) and the student achievement and student learning and understanding of the Social Studies Content in grades K to 5.

Comprehensive needs assessment

In past few years, we have monitored student progress in Social Studies and have continued to exposed 4th and 5th Grade students to Social Studies tests to keep students informed about but not limited to Document based questions, interpretation of political cartoons, and historical events to ensure student achievement performance on any future NYS Social Studies Test.

Instructional strategies/activities

Activity #1

- **Curriculum and Instruction:**
 - PS 307's Social Studies Curriculum Pacing Calendar, which is aligned with the NYC DOE Social Studies Scope and Sequence, will be revised and modified for grades K-5 to include CCSS
 - ✓ K - 5th grade students will demonstrate a visual recognition and awareness of at least 3 to 5 NYC/NYS Landmarks
 - ✓ PS 307 will integrate a "History Comes Alive" program throughout the school community. Starting with 4th grade, assigned classes will present biographical skits of famous Americans from different historical eras to other classes and grades.
 - ✓ The Social Studies committee will review material resources and make recommendations for new OTPS purchases.
 - ✓ The teachers will provide students with tasks and project-based activities that follow the 08–09 NYC Social Studies Scope and Sequence.
 - ✓ Teachers will use multiple trade books and resources that address the social studies unit and content and compliment the textbook series.
 - ✓ The teachers will incorporate the arts with Social Studies curriculum as identified in the Common Core State Standards.
 - ✓ The Social Studies committee will identify instructional school trips that will support the Social Studies Curriculum.
 - ✓ The teachers will utilize and supplement our Social Studies Audiovisual Library in order to enhance visual imagery of American history and further support the needs of our ELL students.
- **Assessment & Data:**
 - The 5th grade students who have been with our school at least 2 years will meet or exceed grade level standards on a PS 307 proctored Grade 5 Elementary level NYS Social Studies from November 2009.
 - The 4th grade students who have been with our school at least 2 years will be able to score at least a level 2 (approaching grade level standards) on the written section of a practice NYS Grade 5 Elementary Level Social Studies Test.
 - After-school and/or Saturday Social Studies Student Academy
 - After School Curriculum Development and Planning with Social Studies Committee

- **Target Population:** All students in grades K- 5
- **Responsible Staff Members:** Science specialty teachers, classroom teachers, AIS support staff, AUSSIE Consultants
- **Implementation Timeline:** September 2011, January 2012 and May 2012

Strategies to increase parental involvement

- Parents will be invited to Grade Orientations and Curriculum nights where the Social Studies curriculum will be shared with them and tips will be shared on how they can support at home.
- Student data will be shared with parents, homework packets will be sent home to reinforce the content on the Social Studies Test

Strategies for attracting Highly Qualified Teachers (HQT)

- Currently, 95 % of our classroom teachers are highly qualified teachers
- We provide professional development and support in order to retain our current staff.
- If the need should arise to recruit we will reach out to our Network for support, attend internal and external job fairs, use the New Teacher Finder and reach out to universities for prospective candidates.

ACADEMIC INTERVENTION SERVICES (AIS)

The chart below indicates the total number of students receiving AIS in each area listed for each grade in our 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	28	28	N/A	N/A	0	0	0	0
1	26	26	N/A	N/A	0	0	0	0
2	30	30	N/A	N/A	0	0	0	0
3	57	57	N/A	N/A	0	0	0	0
4	31	31	9	9	0	0	0	0
5	33	33	9	9	0	0	0	0

Name of Academic Intervention Services (AIS)	Description
ELA	We use the following programs/strategies for ELA Academic Intervention Services: Fountas & Pinnell Intervention Kit (Gr. 2-3), Harcourt Intervention Kit (Gr. 4-5), Elements of Reading: Vocabulary (Gr. 4-5), Teacher Created Publishers' Building Vocabulary (Gr. 4-5), NY Ready (Gr. 3-5), Buckle Down (Gr. 3-5), Read, Write and Listen (Gr. 3-5), the Comprehension Strategies Kit (Grades 3-5), Abrams Key Links (Gr. K-3), Voyager Passport (Kindergarten), Foundations (Kindergarten) and Words Their Way (Kindergarten and Gr. 1). The Academic Intervention Services are provided to our students in a variety of methods - via small group during the school day, the after school program and Saturday Academies. We have Classroom Teachers, Cluster Teachers, EGCR Teachers & F-Status teachers providing these services for students. Different materials/programs are used during the day and in the afterschool programs.
Mathematics	We use the following programs/strategies for Mathematics Academic Intervention Services: NY City Ready Instruction (Gr. 3-5), NY State Progress Coach (Gr. 3-5) and various math centers (Gr. K-5). The Academic Intervention Services are provided to our students in a variety of methods - via small group, during the school day, in the after school program and Saturday Academies. We have Classroom Teachers, Cluster Teachers, EGCR Teachers & F-Status teachers providing these services for our students.
Science	We use the following programs/strategies for Science Academic Intervention Services: Buckle Down Science (Gr. 4), Measuring Up Science (Gr. 4) and our own self-developed Science Performance Test (Gr. 4). The Academic Intervention Services are provided to our students in a variety of methods - via small group, during the school day, in our after school program and during Saturday Academies. We have Classroom Teachers & Cluster Teachers providing these services for our students.
Social Studies	For both the 5 th grade AIS students at the beginning of the school year to prepare for the November S.S. test, and for the 4 th grade AIS students toward the end of the school year to prepare them for 5 th grade, we use the following programs/strategies for Social Studies Academic Intervention Services related to the 5 th grade NYS Social Studies Test; such Social Studies Test Simulations using previous years' tests, creating hands-on models, plays, related test preparation Social Studies materials and DBQ related preparation materials. The Academic Intervention Services are provided to our students in a variety of methods - via small group, during the school day, in our after school program and during Saturday Academies. We have Classroom Teachers & Cluster Teachers providing these services for our students.
At-risk Services provided by the Guidance Counselor	NA
At-risk Services provided by the School Psychologist	NA
At-risk Services provided by the Social Worker	NA
At-risk Health-related Services	NA

PARENT INVOLVEMENT POLICY (PIP)

(Reviewed October 2011 by the School Leadership Team and distributed to Parents in November 2011)

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

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

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

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

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

- 100% attendance at mandated ELL Parent/Family Orientation/Selection Meetings
6. P. S. 307 will build the school's' and parent's capacity for strong parental/family involvement, in order to ensure effective involvement of parents and to support a partnership with the parents and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to families of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
 - i. the State's Academic Content Standards
 - ii. the State's student Academic Achievement Standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - Family Literacy, Math and Science Workshops to explain the instructional expectations, city and state standards, grade level benchmarks, and strategies to support their children at home and school
 - To ensure success and increase family attendance, we provide refreshments, instructional prizes and materials
 - Centralized bulletin boards for Literacy, Math, Science and Social Studies are publicly displayed with curriculum pacing calendars and units of study by grade level including information on assessment and rubrics
 - b. The school will provide training and materials to help parents/families work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Family Literacy, Math and Science Workshops to explain the instructional expectations, city and state standards, grade level benchmarks, and strategies to support their children at home and school
 - We conduct Family Involvement Workshops for parents in grades 3, 4 and 5 to orient them on the NYS and NYC tests and provide them with tips and strategies to enable them to help their students at home in preparation for the tests
 - Science Hot Spots brochure providing instructional connections such as websites, educational TV programs and museum sites to support academic achievement
 - Science Specialty teachers will collaborate with Kindergarten thru fifth grade teachers and present the Science curriculum at Family Curriculum Night for third through fifth grade
 - Access to Family Involvement Technology Work Stations with flat screen monitors, printers, internet connection, translation and ESL software and Microsoft Office etc.
 - Recruit and conduct annual Learning Leaders Training Institutes to facilitate family participation and student academic achievement
 - Active participation of PTA Executive Board Members and parent volunteers in executing Schoolwide Celebrations such as 100th Day Celebration, Poetry Celebration, Publishing Celebrations, Portfolio Celebration, Family Sports Night, "Think Green" Earth Day Celebration, Book Fairs, holiday and cultural celebrations all designed to build and nurture school spirit, loyalty and relationships
 - c. P. S. 307 will, with the assistance of its parents/families, educate its teachers, pupil services personnel, principal and other staff, on how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and on how to implement and coordinate parent programs and build ties between parents/families and schools, by:
 - School Parent Compact
 - School Leadership Team (SLT) Meetings
 - Staff development designed to enhance communication between parent/families and instructional staff at Parent Teacher Conferences including effective report card comments

- Full integration of outreach staff into all school activities
 - Informal and formal meetings with main office staff (Home Outreach Personnel, Secretary and Parent Coordinator)
 - Welcome to our school protocols (Safety Officer, Parent Coordinator, Main Office staff, Related Service providers and SBST, nurse, custodial staff, Learning Leaders, effective modeling by administration and support staff for new teachers and “Can We Talk” forms)
 - Faculty PD Conferences and meetings
 - Involving all staff including instructional staff in a wide range of school based Family/Parent Involvement activities
- d. P. S. 307 will, to the extent feasible and appropriate, coordinate and integrate parental/family involvement programs and activities with Pre-K Programs, Learning Leaders Inc.
- Grade level Family Involvement Workshops provided during the school year by staff
 - Specialists will provide workshops/resources for K-3 parents/families on habits and practices they can employ at home to help their children develop good reading skills and habits
 - Specialists will provide information to parents/families about interpreting assessment results
 - Learning Leader volunteers assigned to designated classrooms and/or Schoolwide Celebrations
- e. P. S. 307 will take the following actions to ensure that information related to the school and parent/families programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Color coded Principal to Family Letters and event flyers (in both English and Spanish) with follow-up telephone calls
 - One-to-one parent conferences (by providing translators on every floor when necessary)
 - Monthly PTA meetings (in both English and Spanish)
 - Family Involvement Workshops and Curriculum Nights
 - School Leadership Team (SLT) meetings and centralized informational bulletin board
 - Strategically located Family Involvement Informational Bulletin Board
 - Regular telephone home outreach by designated Home Outreach Personnel
 - Strategic display of color coded flyers and announcements throughout our school facility
 - Monthly School Calendar
 - Posters displayed in front of the school

PARENT INVOLVEMENT POLICY (PIP) – SPANISH

(Revisado en Octubre de 2011 School Leadership Team y distribuido a los padres en Noviembre 2011)

1. PS 307 tomara las siguientes acciones para envolver a los padres / familias uniéndose en el desarrollo de su plan de participación de los padres en la escuela bajo la sección 1112 del ESEA: A
través de las reuniones mensuales del Equipo de Liderazgo Escolar (SLT) en donde se requiere el 50% de la representación de los padres
 - A través de los comentarios en las reuniones mensuales de la Asociación de Padres y Maestros (PTA), La participación en talleres familiares, Noches de Cursos Familiares, Amplias Celebraciones Escolares, etc.)
 - Miembros del Consejo Ejecutivo del PTA estará en comunicación con el personal del CAI de la Oficina de Participación Familiar y Defensa, la CDS-10 para el apoyo técnico

2. P.S. 307 tomará las siguientes acciones para envolver a los padres en el proceso de revisión de la escuela y la mejora en la sección 1116 del ESEA
 - Durante las reuniones del Equipo de Liderazgo Escolar (SLT), los Talleres de Participación Educativa Familiar, en curso las reuniones de Conferencias de Padres y Maestros, Promoción en duda los padres / Reuniones de instrucción del personal, etc., padres tienen la oportunidad de ver, revisar y preguntar acerca de la justificación de las evaluaciones, el desarrollo una comprensión de los datos y aprender acerca de sus implicaciones
 - La escuela lleva a cabo talleres de participación de la familia para orientar a los padres y familiares sobre los procedimientos de prueba, normas de funcionamiento y las estrategias para apoyar a sus hijos en el hogar.
 - A través de la reunión uno-a-uno con los padres / familias, coordinadora de padres, personal de instrucción y la administración.

3. PS 307 proporcionará la siguiente coordinación necesaria, asistencia técnica y otras formas de apoyo en la planificación y ejecución efectiva de los padres / actividades de participación de la familia para mejorar el logro académico del estudiante y el rendimiento escolar.
 - Alfabetización, Participación Familiar de talleres de Matemáticas y Ciencias
 - Reuniones de Orientación familiar sobre el nivel de grado
 - Nivel de Grado Medio-invierno, invierno, tareas de Primavera y paquetes de revisión del examen (si procede)
 - Celebraciones en toda la escuela (Portfolios de escritura y o matemática, poesía de café, celebración de publicar, competencias de matemáticas y vocabulario, El reconocimiento de Asistencia y 25 Reserva Iniciativa ... etc.)

4. PS 307 coordinará e integrará de Título I con estrategias de participación de los padres en los siguientes programas: [programas de inserción, tales como: Head Start, Reading First,
Early Reading First, Even Start, Padres como Maestros, Programas de Instrucción en la casa para los más pequeños en edad preescolar y programas operados por el Estado:

- Talleres de Orientación para Padres/Familias de Pre-Kinder y Kinder
- Talleres de cursos

5. PS 307 se realizara las medidas siguientes para llevar a cabo, la participación de los padres, una evaluación anual del contenido y la eficacia de esta política de participación de los padres

para mejorar la calidad escolar. La evaluación incluirá la identificación de barreras a una mayor participación de los padres en las actividades para padres (con especial atención a los padres que están en desventaja económica, son discapacitados, tienen dominio limitado en Inglés, tiene una alfabetización limitada, o de cualquier minoría étnica o racial de fondo). La escuela utilizará

los resultados de la evaluación acerca de su política de participación de los padres y actividades para diseñar estrategias para una participación más efectiva de los padres, y revisar, si son

necesarias (y con la participación de los padres) sus políticas de participación de los padres

- Encuesta familiar que se llevara a cabo por los miembros del Equipo de Liderazgo Escolar (SLT) y miembros de la Junta Ejecutiva del PTA. Las encuestas se entregara a los estudiantes para llevar a casa.
- 100% de la tasa de respuestas a la Encuesta de Clima de Nueva York para Padres sobre el aprendizaje
- 98% de la asistencia en la noche de conferencias entre Padres y Maestros y PTC conferencias de seguimiento
- 100% de asistencia a la orientación mandatorio a los padres /Familia de ELL / Selección de Reuniones

6. PS 307 fortalecerá la capacidad para tener una fuerte participación de los padres de familia, con el fin de garantizar la participación efectiva de los padres y apoyar una alianza entre los

padres y la comunidad para mejorar el desempeño académico del estudiante, mediante las siguientes actividades específicamente descritas a continuación:

a. La escuela proveerá asistencia a las familias de niños atendidos por la escuela, en su caso, de entender temas como los siguientes, mediante la realización de las acciones

descritas en este párrafo

- i Contenido de las normas Académicas del Estado
- ii Normas del logro académico estudiantil del estado
- iii El Estado y las evaluaciones académicas locales incluyendo evaluaciones alternativas, los requisitos de la Parte A, cómo supervisar

el progreso del niño, y cómo

trabajar con los educadores: (lista las actividades, como talleres, conferencias, clases, tanto en el Estado y fuera del Estado,

incluidos los equipos u otros

materiales que puedan ser necesarias para asegurar el éxito)

las reglas de la ciudad, y del estado,

puntos de referencia del nivel de grado, y las estrategias para apoyar a sus hijos en el hogar y la escuela

*Para asegurar el éxito y aumentar asistencia familiar, se hacen refrescos, premios de instrucción y materiales

*Centralizada para la Alfabetización, Matemáticas, Ciencias y Estudios Sociales se muestra públicamente calendarios

estimulación plan de estudios y

unidades de estudio por nivel de grado incluyendo la nformación sobre la evaluación y hoja de evaluación.

b. La escuela proporcionará capacitación y materiales para los padres/familias para que trabajen con sus hijos para mejorar sdesempeño académico tales como la alfabetización,

y el uso de la tecnología, según proceda, para fomentar la participación de los padres, por:

*Talleres de Alfabetización Familiar, Matemáticas y Ciencias para explicar las expectativas de instrucción de la ciudad y normas estatales, puntos de referencia a nivel de grado, y las estrategias para mantener a sus hijos en el hogar y la escuela.

*Llevamos a cabo talleres de participación familiar para los padres en los grados 3, 4 y 5 para orientarlos sobre las pruebas del Estado y de la Ciudad Nueva York y

darles consejos y estrategias que les permitan para ayudar a los estudiantes a que se preparen para las pruebas en su casa.

*El Folleto de ciencias "Science Hot Spot" sugerencias educativas proporcionar puntos conexión instruccional, tales como sitios en la internet, programas de televisión

educativos y sitios para museos, los cuales ayudan al rendimiento académico.

*Los profesores de Ciencias colaborarán con los maestros de Kindergarten y Quinto grado, presentaran el plan de estudio de Ciencias de Tercero a Quinto grado en la

Noche De Plan De Estudios Familiar.

*Acceso a la Estación de trabajo de Tecnología Familiar con monitores de pantalla plana, impresoras, con acceso a la Internet, con programas de traducción de inglés y

de Microsoft Office etc

*Reclutara y conducirá anualmente entrenamientos para "Learning Leaders Institutes" con el fin de facilitar la participación de la familia y ayudar a los estudiantes con sus

logros académicos

*La participación activa de los miembros del Consejo Ejecutivo del PTA y padres voluntarios en la ejecución de celebraciones, tales como la Celebración de 100° Días,

Celebración de la Poesía, Editorial celebraciones, la cartera Celebración, Noche de Deporte Familiar, "Piensa Verde" Celebración Día de la Tierra, Ferias del Libro,

culturales y celebraciones festivas todos ellos diseñados para construir y alimentar el espíritu de la escuela, la lealtad y las relaciones

c. PS 307, con la ayuda de sus padres o familias, educara a sus maestros, personal de servicio estudiantil, y otros funcionarios principales, sobre la manera de llegar a,

comunicarse y trabajar con los padres como socios iguales, en el valor y la utilidad de las contribuciones de los padres, y sobre cómo implementar y coordinar programas de

padres y construir lazos entre los padres / familia y la escuela, por:

*Escuela de Padres Compacto

*Reuniones del Equipo de Liderazgo Escolar (SLT)

*Desarrollo del personal diseñado para mejorar la comunicación entre padres /familias y durante la conferencia de Padres y Maestros efectividad en los comentarios en

la boleta

*Plena integración del personal de extensión en todas las actividades escolares

*Reuniones informales y formales con personal de la oficina principal (Inicio de Extensión de Personal, Secretario y Coordinador de Padres)

*Bienvenidos a nuestra escuela de protocolos (oficial de seguridad, la Coordinadora de Padres, personal de la oficina principal, los proveedores de servicios relacionados y,

enfermera SBST, personal de limpieza, de "Learning Leaders", modelado eficaz y apoyo del personal de administración para los nuevos maestros y formas "¿Podemos hablar")

*Conferencias y Reuniones de la Facultad del PD

*Envolvimiento de todo el personal incluyendo el personal de instrucción en una amplia gama de clases base Padres/ familias y su Participación en las actividades

d. PS 307, en la medida de lo posible y apropiado, coordinar e integrar a los padres en los programas de participación de la familia y actividades con los programas de Pre-K, "Learning Leaders Inc".

- *El nivel de grado de participación en los Talleres Familiares previstos durante el año escolar por el personal.

- *Especialista personal proporcionará talleres y recursos para K-3 a los padres / familias sobre los hábitos y prácticas que pueden emplear en el hogar para ayudar a sus hijos a desarrollar habilidades de lectura y Buenos hábitos

- *Especialistas proporcionarán información a los padres / familias sobre la interpretación de resultados de las evaluaciones

- *Voluntarios de "Learning Leaders" serán asignados a salones designados y / o celebraciones de la Escuela

e. PS 307 adoptara las siguientes medidas para garantizar que la información relacionada a la escuela y los padres o los programas de familias, reuniones y otras actividades, sean

enviadas a los padres de los niños participantes en un formato comprensible y uniforme, incluyendo formatos alternativos a petición, y, a la medida de lo posible, en un idioma que los

padres puedan entender:

- *Código de color de las Cartas de la Principal a las Familias y volantes de los eventos (en inglés y español) con un seguimiento de llamadas telefónicas

- *Conferencia de Padres de uno a uno (proporcionando traductores en cada piso cuando sea necesario)

- *Reuniones mensuales del PTA (en inglés y español)

- *Talleres de Participación Familiar y unas noches de Plan de Estudio

- *Información de Reuniones del Equipo de Liderazgo Escolar (SLT) y centralizar un boletín de anuncios.

- *Estratégicamente poner un tablero sobre la información de la participación Familiar

- *Ordinaria de divulgación teléfono de su casa por personal designado Inicio de

- *Estratégicamente mostrar la codificación de los colores para el uso de volantes y anunciarlo a lo largo de la escuela

- *Calendario Mensual de la escuela

- *Anuncios de actividades serán disponibles en frente de la escuela

SCHOOL-PARENT COMPACT

DISTRICT 10 – CHILDREN FIRST NETWORK 109

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

SCH YR: 2011-2012

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

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

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

DISTRICTO 10 – CHILDREN FIRST NETWORK 109

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

Año Escolar: 2011-2012

ACUERDO ENTRE LA ESCUELA Y LOS PADRES

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

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

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

**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 Maria Quail	District 10	Borough Bronx	School Number 307
School Name Science School for Exploration and Disco			

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

Principal Luisa Piniero Fuentes	Assistant Principal Yolanda Valez
Coach	Coach
ESL Teacher Ashleigh Giangrasso	Guidance Counselor
Teacher/Subject Area Laura O'Connell/Special Ed.	Parent
Teacher/Subject Area Marcy Schickler/EGCR	Parent Coordinator
Related Service Provider	Other
Network Leader	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	5	Number of certified bilingual teachers	1	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	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2		

D. School Demographics

Total number of students in school	312	Total Number of ELLs	92	ELLs as share of total student population (%)	29.49%
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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. [i](#)

Paste response to questions 1-6 here

1. Describe the steps followed for the initial identification of those students who may possibly be ELL's. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary) and the formal initial assessment. Also describe steps taken to annually evaluate ELL's using the NYSESLAT.

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

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

When P.S. 307 receives the NYSESLAT scores in the fall, the data is used to identify which students are still eligible for ESL services and to place them with ESL certified self-contained or pull-out/push-in teachers. Professional development will continue to be offered to instructional staff to explain the LAB-R and NYSESLAT tests and scores to expand teachers' knowledge about ELL assessments. A segment on ESL strategies essential for ELL students gives staff members the ability to embed various ESL strategies into their planning so that teaching and learning can be most effective. P.S. 307 seeks to provide professional development on proven ESL

strategies and techniques such as the use of music, pictorial representations, activating prior knowledge, building background, kinesthetic activities, and body language in order to help students succeed academically. Professional development will also focus on the use of critical thinking skills and vocabulary development.

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

Administering the NYSESLAT:

The school takes many steps to prepare and administer the NYSESLAT examination. Well in advance of the testing windows, the ESL staff and school-wide testing coordinator run a school-wide test history report as well as the report of students eligible to take the NYSESLAT in ATS to make sure all eligible ELL students have been identified. The list from ATS will be compared against the ESL department's existing list of ELL's to make sure all entitled/eligible ELL students will be tested. In addition, with the assistance of the pupil secretary, the ESL coordinator keeps close watch on all admitted and discharged students around the time of the test so that an accurate list of eligible students can be maintained. The ESL Coordinator also checks the IEP's of ELL students who are entitled to testing accommodations. The list of ELL's who have testing modifications listed on their IEP's is distributed to all staff members administering the examination to make them aware of the eligible accommodations for the students they are testing. The ESL certified staff members administering the examination are also given training on what each testing modification requires in relation to the NYSESLAT. The same will apply for any general education ESL student who may need any additional testing accommodations not already provided to ELL's.

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

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

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

- How many students need to be tested in each grade, and in each class?
- What other locations and personnel are available to help the ESL Coordinator with administering the test?
- If staff is going into one class to administer the test to a large group of students, are there any non-ELL's in the class? If so, where will they go during the testing?

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

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

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

At the beginning of the year ELL Parent Orientation meeting, held in September, The New York City Department of Education Orientation Video for Parents of English Language Learners is shown in their home language, if available. This video will inform them of the three options available. ELL Family Orientation Meetings are held to inform parents/families of the various program choices they have. This school serves the following grades (includes ELLs and EPs) K 1 2 3 4 5. In addition to the video, the pamphlet titled "Information for Parents of English Language Learners" provided by the city is also distributed to the parents, in their home language, to serve as a guide to at home as needed. All workshops are conducted in both English and Spanish, translation is provided by our bilingual Parent Coordinator and/or our Assistant Principal. The ESL Coordinator works with our bilingual home outreach personnel to follow up with parents who did not attend the orientation via telephone, written notices and in person meetings, to ensure that all parents have been informed of their options. As new students are admitted to the school and tested to determine eligibility for ESL services, the ESL Coordinator schedules meetings for the parents of newly admitted ELL's to view the video and to receive the information given at the Parent Orientation.

The initial workshop takes place in September after all of the students admitted up to that point have been tested to determine eligibility. After September, the ESL Coordinator, pupil secretary and Parent Coordinator meet informally to identify parents of newly admitted students who need to receive the information about the three types of programs. The ESL Coordinator, Parent Coordinator and a

member of the administration will plan and implement a parent orientation for the new parents within ten days of their child(ren) being admitted to the school.

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned.

At the beginning of the year ELL Parent Orientation meeting, The New York City Department of Education Orientation Video for Parents of English Language Learners is shown to inform parents of newly admitted ELL's of the three options in programming in New York City. Once the video has been viewed the Entitlement Letters and Parent Survey and Program Selection are distributed to the parents in both English and the Native Language and are completed by the parent before leaving the orientation. For those parents who are not in attendance at the orientation, the ESL Coordinator works with the Parent Coordinator to follow up with them in order to ensure that those parents come into the school to view the video, be informed of their options and to complete the forms as well as to receive the Entitlement Letter. As new students are admitted, the parents are asked to bring their child to school themselves on the first day so that the parent may learn about the three options, view the video and complete the forms. The school follows the procedure of asking parents to complete the Parent Survey and Program Selection forms during the orientation and to hand the completed form to a member of the staff in order to ensure that these forms can be collected in a timely manner. The ESL Coordinator makes photocopies of these forms, files the originals in the students' cumulative files and keeps the copies in a file folder in the ESL office. For ELL's who are currently enrolled in the school and are not new admits, Continued Entitlement letters are given to parents at dismissal on the earliest day possible in order to ensure they receive the document. Should an individual other than a parent come to pick-up a student, the parent will be contacted and asked to come to the school to pick-up the letter. A distribution list is kept of all letters distributed to parents and is kept in a file in the ESL office. This system applies to Continued Entitlement Letters, Transitional Letters and Non-Entitlement letters.

Home outreach and communication with families whose home language is not English is facilitated by our Principal, Assistant Principal, Parent Coordinator, and our bilingual home outreach personnel. These human resources assist us in maintaining open lines of communication between school and home. Should a parent speak a language other than those spoken by the staff at the school, the school will contact the translation office to arrange for a translator to accommodate the parent's needs.

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

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

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

In kindergarten, entitled students are placed in one of the three kindergarten classrooms. Students who are general education students are placed in one of our two general education Kindergarten classes and students who are identified as being entitled to a self-contained special education setting are placed in our Kindergarten special education class. All three of our Kindergarten classes are serviced through a push-in ESL program. Those students identified as being at a beginner or intermediate proficiency level receive 360 minutes of ESL services per week, while those students identified as performing at an advanced proficiency level receive 180 minutes or push-in ESL services per week. In Kindergarten, our ELL's are serviced by our full time ESL teacher, Ashleigh Giangrasso and one of our part

time F-status teachers, Marian Silverstein.

ELL students in first grade are grouped heterogeneously based on English proficiency level and placed into classrooms with general education teachers and receive the mandated ESL services through a push-in program by our full time certified ESL teacher, Ashleigh Giangrasso. In second grade, our ELL's are placed in one of three classes. Those students identified as ELL's who are also entitled to a self-contained special education setting are placed in a self-contained special education class. The remaining ELL's are placed in one of two general education classes. Those ELL's in second grade performing at a beginner or intermediate level of English proficiency are placed in a classroom with an ESL certified classroom teacher who also has a common branch license. ELL's in second grade performing at an advanced level of English proficiency are placed in a general education classroom with a general education teacher. Students in the second grade special education class as well as students in the general education class are serviced according to their level by our full time ESL teacher, Ashleigh Giangrasso and one of our F-Status ESL teachers, Maria Fuentes.

In third grade, ELL students at the beginning or intermediate level of English proficiency are placed in a general education class taught by a teacher who has both an ESL and common branch license. The students who are at an advanced level of English proficiency are placed in a general education setting with a general education teacher. These students are served by our full time ESL teacher, Ashleigh Giangrasso and one of our F-status ESL teachers, Maria Fuentes.

In grades four and five, ELL students are grouped heterogeneously based on English proficiency level and placed into classrooms with a general education teacher and receive the mandated ESL services through a push-in program by our full-time certified ESL teacher, Ashleigh Giangrasso and one of our ESL certified F-Status teachers, Maria Fuentes.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested?

Since the opening of P.S. 307 in 2003, 100% of the parents of ELL's who have completed the Parent Survey at P.S. 307 have chosen to enroll their students in our ESL Program. While we do not currently have bilingual or dual education programs at P.S. 307, our staff does convey to parents that these programs are available at other schools in the area and that we will assist them in finding a school that can provide their child(ren) with the opportunity to participate in a bilingual or dual language setting. So far during the 2011-2012 school year, all of the parents with the exception of one have chosen to have their children enrolled in our free-standing ESL program. The one parent who did not choose the ESL program refused to complete the Parent Selection form and stated that she will not complete the form because she does not believe that her child is an ELL. This student is currently in our general education Kindergarten class and is being served by our ESL certified staff according to New York City and State regulations.

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

We have reviewed our Parent Surveys and Program Selection forms for the past several years and they have revealed that 100% of the parents (who completed the parent survey forms at P.S. 307) have opted to have their children participate in a free-standing ESL program. Based on the 100% request rate for a free-standing ESL program we can say that the model of ESL instruction that we currently offer does align with parent requests.

Should a parent choose a program that P.S. 307 does not currently offer, the ESL Coordinator, Parent Coordinator and Assistant Principal will identify a school in the area that does have the program available and contact that school to inform the school of the situation. The staff at P.S. 307 will do everything in our power to ensure a smooth, successful transition for the family and new school. Finally, should fifteen or more parents with children in two consecutive grades choose the bilingual option; P.S. 307 will need to form a bilingual class for these students.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	92	Newcomers (ELLs receiving service 0-3 years)	86	Special Education	20
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	86	0	13	6	0	3	0	0	0	92
Total	86	0	13	6	0	3	0	0	0	92

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

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

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	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																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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	16	22	26	17	4	2	0	0	0	0	0	0	0	87
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	2	0	0	0	2	0	0	0	0	0	0	0	4
TOTAL	16	24	26	18	4	4	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?

1. How is instruction delivered?

a. What are the organizational models?

As can be seen from the ELL Program Breakdown chart above, the ELL program at P.S. 307 is a Push-In and Self-Contained model. In Kindergarten, there are two push-in general education classes and one push-in special education class all served by our full time ESL teacher, Ashleigh Giangrosso and one of our F-Status ESL teachers, Marian Silverstein. In first grade, there are two push-in classes, and in

A. Programming and Scheduling Information

second grade, there is one self-contained ESL class lead by an ESL certified teacher and one push-in class. All of the classes in first grade are serviced by our full time ESL teacher, Ashleigh Giangrasso, as well as by one of our ESL F-status teachers, Marian Silverstein. In second grade, the push-in class is serviced by one of our F-status teachers, Maria Fuentes. During the 2011-2012 school year, P.S. 307 will have one self-contained ESL class in third grade lead by an ESL certified teacher and one push-in class serviced by our full time ESL teacher, Ashleigh Giangrasso and one of our F-Status ESL teachers, Maria Fuentes. In fourth grade we have one push-in class serviced by our full time ESL teacher and one of our F-Status ESL teachers, Maria Fuentes. In the fifth grade we have one push-in class, serviced by our full time ESL teacher and our F-status ESL teacher, Maria Fuentes. The number of periods of ESL services each of these classes receive varies throughout the week and depends on the proficiency level of the students in the class. For students classified as Beginners or Intermediates as per the LAB-R and NYSESLAT, our school complies with CR-PART 154 and provides these students with two units of ESL instruction or 360 minutes of ESL instruction per week under the guidance of a certified ESL teacher. Those students who have been identified as Advanced level or former ELL's receive one unit, or 180 minutes of ESL instruction with a certified ESL teacher per week. Each of the identified groups completes these minutes each week through 50 minute long periods, in their general education or special education classroom.

In the push-in model, English as Second Language teachers push-in to work with students from the same grade level who have been identified as English Language Learners. When the ESL teacher pushes into the classroom, she may pull her groups of ELL's aside to work with them or support them within the context of the whole class. The decision about which model to use during a push-in period is one that is made after collaboration between the classroom teacher and the ESL teacher and after looking at student data and behaviors to determine the most appropriate model for each group of students.

b. What are the program models?

In kindergarten, the students are group according to English proficiency level. All of the students achieving an advanced proficiency level are placed in one of our kindergarten general education classes, while those students achieving a beginner or intermediate level of English proficiency are placed in a second general education class. The only exceptions are the three ELL's in our kindergarten special education classroom. In the two first grade classes, the one fourth grade class and the one fifth grade class, the English proficiency level is heterogeneous. These heterogeneous groupings in our general education classes in these grades allow for our beginner ELL's to have English proficient peers to learn from and observe. In the second and third grades, students achieving a beginning or intermediate level of proficiency are placed in our self-contained ESL classrooms taught by an ESL certified teacher. These students also have English proficient peers in their classroom to serve as language models for our students learning English. The students in second and third grade performing at an advanced level of English proficiency are placed in the general education class in the appropriate grade and are served by an out of classroom ESL certified teacher in a push-in model. For all classes and grades, each period of service is 50 minutes in length and is delivered in English by a certified ESL teacher.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model?

Currently, P.S. 307 has three full-time certified ESL teachers and two F-Status certified ESL teachers on staff. In kindergarten and first grade, ELL's are serviced by our full time ESL teacher, Ashleigh Giangrasso and our F-status ESL teacher, Marian Silverstein. In second grade, ELL's in the self contained classroom receive their minutes from their ESL certified teacher, Judith Boksner, with support and collaboration from our ESL out of classroom staff. In the other second grade classroom, ELL students receive their mandated minutes through instruction from our F-status ESL teacher, Maria Fuentes. In third grade, those ELL's in the classroom taught by ESL certified teacher Trinelle Ragoonanan, receive their mandated minutes from their classroom teacher with collaboration and support from our out of classroom ESL staff. Finally, in fourth and fifth grade all ELL's receive their mandated minutes from our full time ESL teacher, Ashleigh Giangrasso and F-status ESL teacher, Maria Fuentes. A weekly schedule is kept for each ESL teacher documenting the minutes each teacher is expected to serve each class. When a period of service is missed or cancelled, a make-up session is scheduled to ensure all ESL students are receiving their mandated minutes. Each ESL teacher is held responsible for tracking the students on her schedule and ensuring

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)	Dual Language
100%	100%	100%
75%	75%	75%
50%	50%	50%
25%	25%	25%
0%	0%	0%

A. Programming and Scheduling Information

instruction per day. During many of these periods of Reading and Writing instruction an ESL certified teacher is present to push-in to the classroom to work with the ESL students at an advanced level during their ELA instruction. In Kindergarten, P.S. 307 has placed the ELL's

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?

Paste response to questions 5-14 here

5. Describe your targeted intervention programs for ELL's in ELA, math and other content areas.

Since our current program is a free-standing ESL program, all content area material is delivered in English. Below is a description of the targeted intervention programs used for ELL's in ELA, math, Science and Social Studies. Through ESL Professional Development programs, our staff has learned to implement proven ESL strategies and techniques such as the use of music, pictorial representations, activating prior knowledge, building background, kinesthetic activities, and body language in order to help students succeed academically. All ELL's are eligible for all of the Academic Intervention Services offered based on their academic needs.

We use the following researched based programs for ELA Academic Intervention Services: Harcourt Intervention (Gr. K – 5), Harcourt ELL Intervention (Gr. K-3), Fountas & Pinnell Intervention Kit (Gr. K-5), Targeted Instruction (Gr. 3-5) and the Crystal Springs Intervention Kits for grades K-2 and 3-5. The Academic Intervention Services are provided to our students in a variety of methods – via small group during the school day, the after school program and Saturday Academies. We have Classroom Teachers, Content Specialty Teachers, ESL Certified Teachers, EGCR Teachers & F-Status teachers providing these services for students. AUSSIE consultants also provide services based on student needs in grades PK-5. The AUSSIE consultants work in collaboration with the classroom teachers to analyze student data and formulate small groups to work on targeted skills for identified students. Across the grades in literacy we find that our ELL students struggle the most with literacy. As the result of this observation, our AIS providers work with groups of students comprised mostly of ELL's in an effort to assist these students in successfully achieving their literacy goals.

P.S. 307 uses the following programs/strategies for Mathematics Academic Intervention Services: Buckle Down (Gr. 3 -5) and Math Comprehensive Assessment. (Gr. 3- 5), and the Everyday Math built in differentiation lessons. The Academic Intervention Services are provided to our students in a variety of methods – via small group, during the school day, in the after school program and Saturday Academies. We have Classroom Teachers, Content Specialty Teachers, EGCR Teachers & F-Status teachers providing these services for our students. AUSSIE consultants also provide services based on student needs in grades PK-5. The AUSSIE consultants work in collaboration with the classroom teachers to analyze student data and formulate small groups to work on targeted skills for identified students. ELL's are targeted during these intervention sessions based on their mathematics performance data.

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For both 5th grade, at the beginning of the school year in preparation for the November Social Studies test, and for the 4th grade toward the end of the school year to prepare them for 5th grade, we use the following programs/strategies for Social Studies Academic Intervention Services related to the 5th grade NYS Social Studies Test in addition to the core Social Studies curriculum being taught across the grades: Test Simulations using previous years' tests, creating hands-on models, role plays, related test preparation Social Studies materials and DBQ related preparation materials. The Academic Intervention Services are provided to our students in a variety of methods – via small group, during the school day, in our after school program and during Saturday Academies. We have Classroom Teachers, ESL certified teachers and Cluster Teachers providing these services for our students.

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

Our plan for continuing transitional support for ELL's reaching proficiency on the NYSESLAT is to continue to provide ESL

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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6. Describe your plan for continuing transitional support (2 years) for ELL's reaching proficiency on the NYSESLAT. Our plan for continuing transitional support for ELL's reaching proficiency on the NYSESLAT is to continue to provide them with ESL services at an advanced proficiency level. An ESL teacher will Push-In to the classroom to provide ESL strategies and differentiation in the context of the whole class setting and as a supplement to the core curriculum. In addition to continued service, the ESL teachers will

B. Programming and Scheduling Information--Continued

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Our plan for continuing transitional support for ELL's reaching proficiency on the NYSESLAT is to continue to provide them with ESL services at an advanced proficiency level. An ESL teacher will Push-In to the classroom to provide ESL strategies and differentiation in the context of the whole class setting and as a supplement to the core curriculum. In addition to continued service, the ESL teachers will conference with classroom teachers to identify specific student needs to be addressed during ESL instruction. In addition to the above

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

P.S. 307 does not have a Dual Language Program at this time.

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.

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

Instructional personnel who service ELL students, including common branch teachers, subject area teachers, paraprofessionals and special education teachers will be provided with professional development early in the school year on issues that pertain to the ELL population. Professional development will occur during classroom teacher's common prep periods, pre and post observation conferences with administration, during lunch shares, during professional development days such as Election Day, and after school. P.S. 307 offers Professional Development on most Mondays after school for all staff. Professional development for instructional personnel who service ELL students is completed in many ways including, but not limited to, in-house by employees of the school, in-house by outside professionals and outside of the school. The Assistant Principal and Parent Coordinator also attend these professional development sessions. During the 2010-2011 school year, non-certified ESL classroom teachers attended ESL focused professional development outside of the school at sites such as Fordham for BETAC trainings and within Network 10 for NYSESLAT trainings. The resources and information these teachers received was then turn-keyed to the remaining staff at P.S. 307. ESL certified teachers also attended off site professional development such as the Diversity Series, RTI for Diverse Learners: Targeted Instruction for ELL's Series which took place at Fordham University and the Improving Outcomes for All English Language Learners 3-part series presented by the Regional Bilingual Specialist at 1 Fordham Plaza. Again, all resources and information gathered at these sessions were taken back to P.S. 307 and turn keyed to the rest of the staff. P.S. 307 will continue to seek out these professional development opportunities for both ESL certified and non-ESL certified staff members. The school frequently checks the websites of the New York City Office of English Language Learners, the Bronx BETAC at Fordham University and Teacher's College for these opportunities.

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

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

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

As with all professional development opportunities attended by staff members at P.S. 307, the attendees of an ESL Workshop will discuss the contents and topics of each workshop attended with an administrator to evaluate the quality and usefulness of the material and to determine when/if the material will be turn-keyed to the rest of the staff. The turn-key of important information pertaining to ELL's takes place during Monday professional development sessions, lunch shares, Election Day Professional Development and/or Chancellor's Conference Day Professional Development, depending on the time of year. Agendas and sign in sheets for these in-house professional development workshops are kept on file in the ESL room as well as the main office.

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

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

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

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

P.S. 307 constantly seeks opportunities for ESL targeted professional development for our teachers and staff. These opportunities have included workshops and institutes through the Bronx BETAC, the Office of English Language Learners and Teacher's College. The administration and ESL staff at P.S. 307 diligently seek out these opportunities for our staff in order to allow them to not only meet and exceed the required 7.5 hours, but also to allow them to become more knowledgeable and confident in their teaching of ELL's. This year the school has a new staff member who will need to complete those 7.5 hours and we have to find meaningful and activities through the

D. Professional Development and Support for School Staff

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

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

Instructional personnel who service ELL students, including common branch teachers, subject area teachers, paraprofessionals and special education teachers will be provided with professional development early in the school year on issues that pertain to the ELL population. Professional development will occur during classroom teacher's common prep periods, pre and post observation conferences with administration, during lunch shares, during professional development days such as Election Day, and after school. P.S. 307 offers Professional Development on most Mondays after school for all staff. Professional development for instructional personnel who service ELL students is completed in many ways including, but not limited to, in-house by employees of the school, in-house by outside professionals and outside of the school. The Assistant Principal and Parent Coordinator also attend these professional development sessions. During the 2010-2011 school year, non-certified ESL classroom teachers attended ESL focused professional development outside of the school at sites such as Fordham for BETAC trainings and within Network 10 for NYSESLAT trainings. The resources and information these teachers received was then turn-keyed to the remaining staff at P.S. 307. ESL certified teachers also attended off site professional development such as the Diversity Series, RTI for Diverse Learners: Targeted Instruction for ELL's Series which took place at Fordham University and the Improving Outcomes for All English Language Learners 3-part series presented by the Regional Bilingual Specialist at 1 Fordham Plaza. Again, all resources and information gathered at these sessions were taken back to P.S. 307 and turn keyed to the rest of the staff. P.S. 307 will continue to seek out these professional development opportunities for both ESL certified and non-ESL certified staff members. The school frequently checks the websites of the New York City Office of English Language Learners, the Bronx BETAC at Fordham University and Teacher's College for these opportunities.

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

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

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

As with all professional development opportunities attended by staff members at P.S. 307, the attendees of an ESL Workshop will discuss the contents and topics of each workshop attended with an administrator to evaluate the quality and usefulness of the material and to determine when/if the material will be turn-keyed to the rest of the staff. The turn-key of important information pertaining to ELL's takes place during Monday professional development sessions, lunch shares, Election Day Professional Development and/or Chancellor's Conference Day Professional Development, depending on the time of year. Agendas and sign in sheets for these in-house professional development workshops are kept on file in the ESL room as well as the main office.

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

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

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

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

E. Parental Involvement

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

1. Describe parental involvement in your school, including parents of ELL's.

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

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

During the 2008-2009 school year, we piloted Science Family Nights during which parents participated in science experiments similar to those their students experienced during the school year. Experiments were provided at every grade level. The parents received detailed information on the expectations of the New York State Science Test and the importance of exposing students to all the areas of Science. As with other family workshops, Science Curriculum Night presentations and handouts were provided in both English and Spanish to assist parents in accessing the workshop content. Science Curriculum Nights will again be provided during the 2011-2012 school year.

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

During the 2009-2010 school year, P.S. 307 partnered with Lehman College Art Gallery to implement a Saturday Parents as Art Partners program. During this program parents of both ELL's and non-ELL's at all grade levels were invited to the school to do art with their children. The group made art projects focused around animals and their diets. The group of parents, students and staff even had the opportunity to travel to the Bronx Zoo to participate in art through observing the animals at the zoo. This program was again implemented for the 2010-2011 school year in partnership with Town Hall. This time, parents and students worked on art projects that incorporated science themes. This program will be continued once again during the 2011-2012 school year in order to continue to enrich our students' and parents love of the visual arts.

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

In addition to workshops and various family activities, all parents are encouraged to join the PTA and/or to volunteer within the school.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The school has worked in conjunction with many agencies to bring workshops and experiences to all parents in our school community. We will continue to work with these agencies to ensure the parents of our students are receiving the information they need. The school has worked with agencies such as: CAPPs to present a child abuse workshop, the NYPD to learn about cyber safety, NYC Learning Leaders to inform parents of the school and involve them in the school community, the Bronx Health Link to present information on asthma, Safety City to speak to children and families about safety, and the Administration of Child Services to present information on abuse and neglect. The school has also worked with Dial-a-Teacher to inform parents of resources available to them for homework assistance and Town Hall, an art organization, with our series of Saturday "Families as Partners in Art" Workshops. These workshops involved a Town Hall visual arts teaching artist and PS 307's Art Committee staff who worked alongside parents and their children in art education. All art projects were aligned to science curriculum. In addition to the workshops and presentations that other organizations have helped the school to present, our bilingual parent coordinator is always available to parents to assist them in locating any resource or organization they may need.

3. How do you evaluate the needs of parents?

E. Parental Involvement

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3. How do you evaluate the needs of parents?

The staff at P.S. 307 is very involved in speaking with the parents frequently as well as listening to what the parents are asking for. Our bilingual parent coordinator speaks with parents to ensure that they are met with and made diligent to meet the needs of our

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

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?

Paste response to questions 5-14 here

5. Describe your targeted intervention programs for ELL's in ELA, math and other content areas. Since our current program is a free-standing ESL program, all content area material is delivered in English. Below is a description of the targeted intervention programs used for ELL's in ELA, math, Science and Social Studies. Through ESL Professional Development programs, our staff has learned to implement proven ESL strategies and techniques such as the use of music, pictorial representations, activating prior knowledge, building background, kinesthetic activities, and body language in order to help students succeed academically. All ELL's are eligible for all of the Academic Intervention Services offered based on their academic needs.

We use the following researched based programs for ELA Academic Intervention Services: Harcourt Intervention (Gr. K – 5), Harcourt

B. Programming and Scheduling Information--Continued

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We use the following researched based programs for ELA Academic Intervention Services: Harcourt Intervention (Gr. K – 5), Harcourt ELL Intervention (Gr. K-3), Fountas & Pinnell Intervention Kit (Gr. K-5), Targeted Instruction (Gr. 3-5) and the Crystal Springs Intervention Kits for grades K-2 and 3-5. The Academic Intervention Services are provided to our students in a variety of methods – via small group during the school day, the after school program and Saturday Academies. We have Classroom Teachers, Content Specialty Teachers, ESL Certified Teachers, EGCR Teachers & F-Status teachers providing these services for students. AUSSIE consultants also provide services based on student needs in grades PK-5. The AUSSIE consultants work in collaboration with the classroom teachers to analyze student data and formulate small groups to work on targeted skills for identified students. Across the grades in literacy we find that our ELL students struggle the most with literacy. As the result of this observation, our AIS providers work with groups of students comprised mostly of ELL's in an effort to assist these students in successfully achieving their literacy goals.

P.S. 307 uses the following programs/strategies for Mathematics Academic Intervention Services: Buckle Down (Gr. 3 -5) and Math Comprehensive Assessment. (Gr. 3- 5), and the Everyday Math built in differentiation lessons. The Academic Intervention Services are provided to our students in a variety of methods – via small group, during the school day, in the after school program and Saturday Academies. We have Classroom Teachers, Content Specialty Teachers, EGCR Teachers & F-Status teachers providing these services for our students. AUSSIE consultants also provide services based on student needs in grades PK-5. The AUSSIE consultants work in collaboration with the classroom teachers to analyze student data and formulate small groups to work on targeted skills for identified students. ELL's are targeted during these intervention sessions based on their mathematics performance data.

P.S. 307 has two full-time Science specialty teachers who push into all of our classrooms to provide Science instruction. These teachers will teach the class alone or will co-teach with the classroom teacher. In the subject area of Science, we also use the following programs/strategies for Science Academic Intervention Services: Buckle Down Science (Gr. 4), Measuring Up Science (Gr. 4) and our own self-designed Science Performance Test (Gr. 4). The Academic Intervention Services are provided to our students in a variety of methods – via small group, during the school day, in our after school program and during Saturday Academies. We have Classroom Teachers & Content Specialty Teachers providing these services for our students. We also provide an after-school Science Academy for 4th and 5th grade students to enhance their experiences and knowledge of the scientific method. Experiments were selected from various middle school level resources. Science specialty teachers provided these services for our 5th grade students. In grades K-3, the Science teachers work with the students to research and create Science fair projects to display at our Family Science Fair Night. In addition, Saturday Family Science workshops are offered to provide our students and their families with further Science exposure and instruction.

For both 5th grade, at the beginning of the school year in preparation for the November Social Studies test, and for the 4th grade toward the end of the school year to prepare them for 5th grade, we use the following programs/strategies for Social Studies Academic Intervention Services related to the 5th grade NYS Social Studies Test in addition to the core Social Studies curriculum being taught across the grades: Test Simulations using previous years' tests, creating hands-on models, role plays, related test preparation Social Studies materials and DBQ related preparation materials. The Academic Intervention Services are provided to our students in a variety of methods – via small group, during the school day, in our after school program and during Saturday Academies. We have Classroom Teachers, ESL certified teachers and Cluster Teachers providing these services for our students.

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

Our plan for continuing transitional support for ELL's reaching proficiency on the NYSESLAT is to continue to provide them with ESL services at an advanced proficiency level. An ESL teacher will Push-In to the classroom to provide ESL strategies and differentiation in the context of the whole class setting and as a supplement to the core curriculum. In addition to continued service, the ESL teachers will

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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13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
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15. Do required services support, and resources correspond to ELLs' ages and grade levels?
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P.S. 307 has two full-time Science specialty teachers who push into all of our classrooms to provide Science instruction. These teachers will teach the class alone or will co-teach with the classroom teacher. In the subject area of Science, we also use the following programs/strategies for Science Academic Intervention Services: Buckle Down Science (Gr. 4), Measuring Up Science (Gr. 4) and our own self-designed Science Performance Test (Gr. 4). The Academic Intervention Services are provided to our students in a variety of methods – via small group, during the school day, in our after school program and during Saturday Academies. We have Classroom Teachers & Content Specialty Teachers providing these services for our students. We also provide an after-school Science Academy for 4th and 5th grade students to enhance their experiences and knowledge of the scientific method. Experiments were selected from various middle school level resources. Science specialty teachers provided these services for our 5th grade students. In grades K-3, the Science teachers work with the students to research and create Science fair projects to display at our Family Science Fair Night. In addition, Saturday Family Science workshops are offered to provide out students and their families with further Science exposure and instruction. For both 5th grade, at the beginning of the school year in preparation for the November Social Studies test, and for the 4th grade toward the end of the school year to prepare them for 5th grade, we use the following programs/strategies for Social Studies Academic Intervention Services related to the 5th grade NYS Social Studies Test in addition to the core Social Studies curriculum being taught across the grades: Test Simulations using previous years' tests, creating hands-on models, role plays, related test preparation Social Studies materials and DBQ related preparation materials. The Academic Intervention Services are provided to our students in a variety of methods – via small group, during the school day, in our after school program and during Saturday Academies. We have Classroom Teachers, ESL certified teachers and Cluster Teachers providing these services for our students.

6. Describe your plan for continuing transitional support (2 years) for ELL's reaching proficiency on the NYSESLAT. Our plan for continuing transitional support for ELL's reaching proficiency on the NYSESLAT is to continue to provide them with ESL services at an advanced proficiency level. An ESL teacher will Push-In to the classroom to provide ESL strategies and differentiation in the context of the whole class setting and as a supplement to the core curriculum. In addition to continued service, the ESL teachers will conference with classroom teachers to identify specific student needs to be addressed during ESL instruction. In addition to the above

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.

None necessary.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

P.S. 307 does not have a Dual Language Program at this time.

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.

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Instructional personnel who service ELL students, including common branch teachers, subject area teachers, paraprofessionals and special education teachers will be provided with professional development early in the school year on issues that pertain to the ELL population. Professional development will occur during classroom teacher's common prep periods, pre and post observation conferences with administration, during lunch shares, during professional development days such as Election Day, and after school. P.S. 307 offers Professional Development on most Mondays after school for all staff. Professional development for instructional personnel who service ELL students is completed in many ways including, but not limited to, in-house by employees of the school, in-house by outside professionals and outside of the school. The Assistant Principal and Parent Coordinator also attend these professional development sessions. During the 2010-2011 school year, non-certified ESL classroom teachers attended ESL focused professional development outside of the school at sites such as Fordham for BETAC trainings and within Network 10 for NYSESLAT trainings. The resources and information these teachers received was then turn-keyed to the remaining staff at P.S. 307. ESL certified teachers also attended off site professional development such as the Diversity Series, RTI for Diverse Learners: Targeted Instruction for ELL's Series which took place at Fordham University and the Improving Outcomes for All English Language Learners 3-part series presented by the Regional Bilingual Specialist at 1 Fordham Plaza. Again, all resources and information gathered at these sessions were taken back to P.S. 307 and turn keyed to the rest of the staff. P.S. 307 will continue to seek out these professional development opportunities for both ESL certified and non-ESL certified staff members. The school frequently checks the websites of the New York City Office of English Language Learners, the Bronx BETAC at Fordham University and Teacher's College for these opportunities.

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

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

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

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

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

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

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E. Parental Involvement

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

1. Describe parental involvement in your school, including parents of ELL's.

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

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

During the 2008-2009 school year, we piloted Science Family Nights during which parents participated in science experiments similar to those their students experienced during the school year. Experiments were provided at every grade level. The parents received detailed information on the expectations of the New York State Science Test and the importance of exposing students to all the areas of Science. As with other family workshops, Science Curriculum Night presentations and handouts were provided in both English and Spanish to assist parents in accessing the workshop content. Science Curriculum Nights will again be provided during the 2011-2012 school year.

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

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

In addition to workshops and various family activities, all parents are encouraged to join the PTA and/or to volunteer within the school.

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

The school has worked in conjunction with many agencies to bring workshops and experiences to all parents in our school community. We will continue to work with these agencies to ensure the parents of our students are receiving the information they need. The school has worked with agencies such as: CAPPs to present a child abuse workshop, the NYPD to learn about cyber safety, NYC Learning Leaders to inform parents of the school and involve them in the school community, the Bronx Health Link to present information on asthma, Safety City to speak to children and families about safety, and the Administration of Child Services to present information on abuse and neglect. The school has also worked with Dial-a-Teacher to inform parents of resources available to them for homework assistance and Town Hall, an art organization, with our series of Saturday "Families as Partners in Art" Workshops. These workshops involved a Town Hall visual arts teaching artist and PS 307's Art Committee staff who worked alongside parents and their children in art education. All art projects were aligned to science curriculum. In addition to the workshops and presentations that other organizations have helped the school to present, our bilingual parent coordinator is always available to parents to assist them in locating any resource or organization they may need.

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3. How do you evaluate the needs of parents?

The staff at P.S. 307 is very involved in speaking with the parents frequently as well as listening to what the parents are asking for. Our bilingual parent coordinator speaks with parents to ensure that they are met with and made diligent to meet the needs of our

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)	10	5	4	1	0	1	0	0	0	0	0	0	0	21
Intermediate(I)	2	15	4	3	1	0	0	0	0	0	0	0	0	25
Advanced (A)	4	4	18	14	3	3	0	0	0	0	0	0	0	46
Total	16	24	26	18	4	4	0	0	0	0	0	0	0	92

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	3	0	2	0	0	0	5
4	0	0	0	0	2	0	0	0	2

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

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

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

Native Language Tests

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELL's. What insights do the data provide about your ELL's? How can this information help inform your school's instructional plan?

P.S. 307 uses the ECLAS-2, m-Class Reading 3D and Fountas & Pinnell assessments to assess the early literacy skills of our ELL's. The data from these assessments shows us that our ELL's typically perform lower than their proficient classmates when early literacy skills are assessed. In addition, we have found while there are many visual references in these early literacy assessments aimed at assisting the students, many of our ELL's are not familiar with the vocabulary for the visual, causing them to struggle to answer the question. For example, a student is shown a picture of a cat and asked to say what sound the word starts with. If the student does not know the English word for "cat" he will struggle to produce the first sound of the word. We have also noticed that many of our ELL's in the early grades struggle to master the concept of letter/sound relationships. To combat these areas of weakness, ESL instruction will be tailored to include intensive instruction in these areas. The daily routines of ESL instruction will include practice in the areas of weaknesses as identified in the early literacy skills assessments. For example, in order to address weaknesses in sound/letter relationships, each time the group meets, the ESL teacher will review the sounds the students struggled with on the assessment through pictures, words, kinesthetic motions corresponding to the sound, and literature. Across the grades, identified areas of weakness are addressed during the 37 ½ minute extended day periods. This time allows for intensive, small group instruction on targeted skills identified as areas in need of further instruction through these early literacy assessments.

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

The data gathered from both NYSESLAT and LAB-R results, provides us with an opportunity to recognize patterns across proficiency levels and grades. In kindergarten, we find that most of the LAB-R eligible students who have attended Pre-Kindergarten at P.S. 307 score at an advanced or proficient level on the LAB-R. Those kindergarteners who are new arrivals to the country or who have not had a Pre-Kindergarten experience with P.S. 307 tend to score at a beginner or intermediate level on the LAB-R. Across the proficiency levels in kindergarten, these students all tend to struggle more with the reading portion of the exam than the listening and speaking portion. In first grade, students who were in Kindergarten at P.S. 307 tend to increase about one proficiency level from the LAB-R at the beginning of their Kindergarten year to the NYSESLAT during the spring of their Kindergarten year. There are, of course, a few exceptions where the students' proficiency level decreases from the LAB-R to the NYSESLAT. In first grade, the ESL teachers work diligently to pinpoint the skills that the ESL students struggled with on the previous years NYSESLAT in order to address these areas of weakness in the students' proficiency. As with our kindergarten students, we find that across the proficiency levels in first grade, students all tend to struggle more with the reading and writing portion of the exam than the listening and speaking portion. We have also noticed that some of our students achieved an advanced level score in the first grade, only to fall back to an intermediate level in the second grade. To reverse this trend, our certified ESL teachers are diligently working with both classroom teachers and with students not making progress in using the re-teaching materials from Moving Into English and the ELL Intervention Kit. In addition, these students are receiving other AIS services and interventions by experienced E-Status teachers, as well as participating in all core curriculum activities. By second grade, many of the

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.

None necessary.

Part VI: LAP Assurances

School Name: P.S. 307

School DBN: 10X307

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lusia Piniero Fuentes	Principal		
Yolanda Valez	Assistant Principal		
	Parent Coordinator		
Ashleigh Giangrasso	ESL Teacher		
	Parent		
Laura O'Connell/Special Ed.	Teacher/Subject Area		
Marcy Schickler/EGCR	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **10X307** School Name: **P.S. 307 Science School for Explora**

Cluster: _____ Network: **CFN 109**

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

Part A: Needs Assessment Findings

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

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

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

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

P.S. 307 has two families that identify Arabic as their home language, one family that identifies Krio as a home language, four families that identify Philipino (a.k.a Tagalog) as their home language, one family that identifies Bengali as their home language, one family that identifies as Twi being a home language and two families that identify Vietnamese as their home language. The parents in the families that

identify Arabic as their home language have at least one member of the family speaks English and attends all meetings and conferences with the parent to translate, the individual also provides translation of all of the written materials sent home with the students on an as needed basis. The office staff at P.S. 307 is aware that these families may contact the office with additional questions about materials sent home by the English speaking family member and make every attempt to address each question asked. The families that speak Bengali, Krio, Philipino (a.k.a Tagalog), Twi and Vietnamese do not require written or oral translation of information from the school. The one exception we have come across with the family who speaks Twi was during a social history evaluation, a translator was requested to ensure complete understanding of the language being used during the session. Of course should the need for a translator or other translation services arise and an English speaking family member is not available, the school will attempt to use the telephone hotline through the Office of Translation and Interpretation Services.

Approximately 25% of our student population is English Language Learners as evidenced by the LAB and NYSESLAT test results. This percentage, compiled with the results from our Home Language Surveys, provide us with the information needed to identify what the needs of our families are in terms of language translation and interpretation. These findings are reported to the school community at orientations, family workshops/trainings, and Parent Teacher Conferences.

Part B: Strategies and Activities

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

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

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

While we do not typically need translation services for languages other than Spanish, should a parent request a translation of a document in a language other than English or Spanish, the school will complete a Translation Request Form and contact the Translation and Interpretation

Unit to request to have the documents translated. In addition, many of the documents that are distributed to parents such as the ELL Parent Choice Brochure and Student Report Cards are available to download in many different languages. Translated copies of these documents are kept in both the main office and the ESL office for easy access should a parent need a translated copy.

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

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

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

As a school, we will continue to fulfill Section VII of Chancellor's Regulations A-663 (Translations) by providing timely translation and distribution of critical communications. P.S. 307 will also continue to inform parents as to how to obtain a translation or interpretation if it is not readily available. P.S. 307 will continue to provide interpretation services during school hours to those parents whose primary language is one which our staff and/or parent volunteers can speak and to provide parents whose primary language is a covered language and who require language assistance services with written notification of their rights regarding translation and interpretation services. In addition, for both sessions of Parent Teacher conferences, and for all workshops and parent meetings, we utilize all bilingual staff, school aides, psychologists and social workers to translate information for all parents that require translation. Finally, information on the Translation and Interpretation Unit, including written request forms, telephone translation services contract information and request for in person translation, is kept on file in the main office for easy access in the event that a parent needs further translation services.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: P.S. 307X	DBN: 10X307
Cluster Leader:	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 type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 50
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: 13
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 the 2011-2012 school year, P.S. 307 plans to hold Title III after school academies, a breakfast academy and a Saturday academy series to support our English Language Learners. Our full time out of classroom ESL teacher will also assist with instruction during a Social Studies after school academy. The after school academies will be held in three cycles and specific information for each cycle can be found below. The Saturday academies will take place during four months and are also described in detail below.

During Cycle I, there will be three ESL certified teachers and three general education teachers working during our second and third grade after school academies. In addition to the after school academies during Cycle I there will also be a second grade breakfast academy lead by two of our ESL certified teachers. During Cycle II, there will be three ESL certified teachers and two general education teachers teaching the second and third grade after school academies. During Cycle III, there will be three ESL certified teachers and four general education teachers teaching during our after school academies. During the Social Studies after school academy for grade five, taking place in October and November, there will be one ESL certified teacher, two general education teachers and one content area teacher teaching our fifth graders. Finally, during our Saturday Academies, there will be one ESL certified teacher and four general education teachers teaching our third, fourth and fifth grade students. Of course, pending approval of this plan, only the ESL certified teachers will be paid out of the Title III budget for these academies.

In Cycle I of our after school academies, taking place during the months of November and December, our full-time ESL teacher, Ashleigh Giangrasso will teach a group of third grade English Language Learners (ELLs) as will our self-contained ESL teacher, Trinelle Ragoonanan. The need for this academy was identified based on literacy data gathered from the E-CLAS 2, Fountas & Pinnell, ELL Periodic Assessments and ELA Simulation assessments. The data from these assessments showed that our ELLs in third grade need additional scaffolding and differentiation during supplemental instruction to assist them in reaching their literacy needs. Through this after school academy, all seventeen of our ELLs in third grade will be served. While this academy is open to all third graders at P.S. 307 during Cycle I, the ELLs in third grade will be grouped based on areas of need and will receive instruction from one of the two ESL certified teachers teaching this academy. All instruction during this academy will be in English and the academy will run for nine sessions, one to two sessions per week for approximately four weeks. Each session will last for one hour and fifteen minutes, for a total of eleven hours and fifteen minutes of service for each child during the months of November and December. During the third grade after school academy, the two ESL teachers will use materials based on the needs of the students in their

Part B: Direct Instruction Supplemental Program Information

group. Materials will be chosen from the following programs: the Harcourt ELL Intervention Kit, the Flying Start to Literacy guided reading program, and/or the Comprehension Toolkit. Prior to the beginning of the After School Academy, the two ESL teachers will meet with the general education teacher also teaching during this academy to group students based on need and to identify specific materials to use during these intervention sessions.

Also during Cycle I, one of our substitute teachers who is ESL certified, Sandra Garcia, will lead a second grade Title III after school academy. When examining data from the mClass Reading 3D and E-CLAS 2 literacy assessments, the second grade and ESL teachers were able to identify areas of need to be addressed during this academy. Through the data collected from the literacy assessments, the ELLs in second grade have shown the need for supplemental literacy instruction that includes scaffolding and differentiation to meet their literacy goals. This program will also last for nine sessions taking place in November and December, with one to two sessions held per week. Each of these nine sessions will be one hour and fifteen minutes. Through this program, the two ESL teachers listed above will be able to serve all twenty-four ELLs in second grade. During these sessions, all instruction will be in English. These teachers will use components of the Harcourt ELL Intervention Kit, Key Links Literacy and Avenues to address the needs of the students in their group. In addition to these programs, the ESL teachers teaching this academy will supplement the materials used during instruction to better meet the needs of their students. Prior to the beginning of the After School Academy, the two ESL teachers will meet with the general education teachers also teaching during this academy to group students based on need and to identify specific materials to use during these intervention sessions.

Finally, P.S. 307 plans to hold a second grade Breakfast Academy during Cycle I. This Breakfast Academy will be taught by our second grade self contained ESL teacher, Judith Boksner and our out of classroom ESL teacher, Ashleigh Giangrasso. The rationale for this academy is that our ELLs in second grade need additional assistance outside of the school day to continue to make progress toward their language and literacy goals. These needs in the areas of reading, writing, listening and speaking have been identified through NYSESLAT data, E-CLAS2 data and mClass Reading 3D data. The Breakfast Academy will include fifteen of our ELLs from the second grade. The fifteen ELLs will be identified based on the data from the assessments listed above. These breakfast academy sessions will take place during November and December, one to two sessions per week, for a total of ten sessions. Each session will last for forty-five minutes. All instruction during these sessions will be delivered in English and will be targeted to address the individual needs of the students in the academy. Lessons and materials implemented during these sessions will be based on student data and may come from various programs including but not limited to Avenues, the Harcourt ELL Intervention Kit, the Crystal Springs Intervention kit and/or the Key Links Literacy program.

During Cycle II of after school academies, three ESL certified teachers will be providing instruction to ELLs in grades two and three. This cycle will be held during the months of January and February. During Cycle II, data from mid-year literacy assessments including E-CLAS 2, mClass Reading 3D and Fountas & Pinnell will be analyzed to identify a target group of students who will continue to benefit from small group intervention after school.

In second grade, a group of ELLs identified by the literacy data collected in early January will be divided

Part B: Direct Instruction Supplemental Program Information

between our full-time out of classroom ESL teacher, Ashleigh Giangrasso and our self-contained second grade ESL teacher, Judith Boksner. Each group will contain a maximum of fifteen students, so there is potential for all of our second grade ELLs to be served, since the groups will be based on data it is not possible to predict exactly how many of our ELLs in second grade will be included during this cycle. During these supplemental instructional periods, the 2 ESL certified teachers will be using programs that address the specific areas of weakness identified in literacy assessments prior to the beginning of this academy. Materials and lessons may make use of programs including but not limited to: Avenues, Harcourt ELL Intervention, Key Links Literacy and Flying Start Guided Reading. All instruction during this academy will be in English. The second grade academy for Cycle II will be held for thirteen sessions during the months of January and February, each session lasting one hour and fifteen minutes.

In third grade during Cycle II, our self-contained ESL teacher in third grade, Trinelle Ragoonanan will be providing intervention after school for a targeted group of students. During Cycle II, data from the E-CLAS 2 and Fountas & Pinnell literacy assessments will be analyzed to identify a target group of students who will continue to benefit from small group intervention after school. This group will contain a maximum of fifteen students and since the groups will be based on data it is not possible to predict exactly how many of our ELLs in third grade will be included. Ms. Ragoonanan will be using a researched based program that addresses these students' needs as identified in literacy assessments to assist these ELLs in further developing their literacy skills. This program will be identified once the January round of assessments has been completed and the needs of this group of students are clear. All instruction during this academy will be in English. This academy will be held during the months of January and February and will run for thirteen sessions, each session lasting one hour and fifteen minutes.

During the months of March and April, the after school academies will be operating in Cycle III. During this cycle, two of our ESL certified teachers will be teaching a third grade after school academy and our second grade ESL teacher will be teaching a second grade after school academy. As with Cycle I, all of our ELLs in second and third grade will be invited to participate in these academies, for a total of seventeen in third grade and twenty-four ELLs in second grade. Each of these after school academies will be held for ten sessions, each session lasting one hour and fifteen minutes. As with previous cycles, all instruction during these sessions will be in English.

In second grade, our self-contained second grade ESL teacher, Judith Boksner, will choose from the following programs to assist the second grade ELLs in reaching their literacy goals: the Harcourt ELL Intervention Kit, Moving Into English and Avenues. The specific program will be chosen based upon identified needs as shown in E-CLAS 2 and mClass Reading 3D literacy assessments. The rationale for this cycle of after school academies is to ensure that all of our ELLs are continuing to receive supplemental instruction in their areas of need in order to prepare them for third grade. Since instruction during this academy is based on literacy data, each student will be receiving scaffolded, differentiated instruction to ensure continued progress toward their reading and writing goals. Since there are twenty-four ELLs in second grade, not all ELLs will be serviced by an ESL certified teacher during this institute. The ELLs who are not placed with Ms. Boksner, the ESL certified classroom teacher, will receive instruction from a general education teacher.

In third grade, our out of classroom ESL teacher, Ashleigh Giangrasso and our self-contained third grade

Part B: Direct Instruction Supplemental Program Information

ESL teacher, Trinelle Ragoonanan will be using materials to address student needs as identified by the E-CLAS 2 and Fountas & Pinnell literacy assessments. These materials may be teacher created or pulled from the various research-based literacy programs available at P.S. 307. Some of these programs include: the Harcourt ELL Intervention Kit, Avenues, Key Links Literacy, and Moving Into English. The rationale for this cycle of after school academies is to ensure that all of our ELLs are continuing to receive supplemental instruction in their areas of need in order to prepare them for fourth grade. Since instruction during this academy is based on literacy data, each student will be receiving scaffolded, differentiated instruction to ensure continued progress toward their reading and writing goals. Since there are two ESL certified teachers during this academy, it is expected that all seventeen of our ELLs in third grade will receive this supplemental instruction from an ESL teacher.

While our fourth and fifth grade ELLs are not being taught by ESL certified teachers during Cycles I, II & III of the literacy after school academies, they will be participating in a non-Title III after school academies in both literacy and math led by four general education teachers. Our full time ESL teacher, Ashleigh Giangrasso will collaborate with the teachers of these academies to identify and provide any materials and supports the ELLs in these grades may need to be successful during their grade-level instructional academy.

Our kindergarten and first grade ELLs will also participate in an after school literacy academy during Cycles II & III. These after school literacy academies are not Title III programs; however our ESL out of classroom teacher, Ashleigh Giangrasso will collaborate with the teachers of these academies to identify the needs of the ELLs in their groups. Once the needs of these students have been identified the teachers of the academy and the ESL teacher will work together to identify a program or combination of programs to implement with the ELLs in kindergarten and first grade. Some of the materials used during these academies, such as the Flying Start Guided Reading program may have been purchased using Title III funds. For example, P.S. 307 has used the Avenues program with kindergarten ELLs in the past during after school academies and has found this program to be very successful with these students. The Avenues program was purchased with Title III funds and may be used to support our ELLs in kindergarten during their after school literacy academies.

In addition to the after school literacy academies described above, our out of classroom ESL teacher will be providing instruction to our fifth grade ELLs during a Social Studies after school academy. Ms. Giangrasso will co-teach with the fifth grade classroom teacher during one session of the Social Studies after school academy. Ms. Giangrasso will be serving all four of our fifth grade ELLs during this session. The session during which Ms. Giangrasso will be providing instruction will last for one hour and fifteen minutes. All instruction during this session will be in English and Ms. Giangrasso will be using scaffolding, vocabulary instruction and graphic organizers will to supplement the materials presented by the classroom teacher to allow greater access to the material. The rationale for including Ms. Giangrasso in this academy is to allow for our ELLs in this grade the opportunity for smaller group instruction in areas of need as they relate to Social Studies. For example, the level of vocabulary presented in some of the Social Studies texts in fifth grade can be broken down and/or presented in a visual format by the ESL teacher to ensure a greater understanding about our ELLs and former ELLs in fifth grade.

Finally, to better support our ELLs in grades three, four and five, our out of classroom ESL teacher,

Part B: Direct Instruction Supplemental Program Information

Ashleigh Giangrasso will be added to the staff providing instruction during our Saturday academies. There will be four general education teachers in addition to Ms. Giangrasso. This year there will be four sessions of these Saturday academies, one in January, one in February and two in March. Ms. Giangrasso will provide instruction in English to our seventeen ELLs in third grade, four ELLs in fourth grade and four ELLs in fifth grade during these academies. Each Saturday academy session will be three hours long, for a total of twelve hours of instruction. During these Saturday academies student needs as identified by the ELA and math simulations will be identified and addressed. Ms. Giangrasso has been added to the staff of these academies to better support our ELLs and to provide them with small group instruction that is scaffolded and tailored to their individual needs. The materials used during the academies will be identified based on student needs as identified by ELA and math simulations as well as Fountas & Pinnell, Everyday Math and Acuity data. For the ELLs in these grades, materials heavy in visuals as well as technology based interventions will be emphasized.

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:

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

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

Part C: Professional Development

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

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

Part D: Parental Engagement Activities

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

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

Begin description here:

Parents of ELLs are given equal opportunities to participate in any and all family activities and programs P.S. 307 offers. Families are involved through a variety of venues. In the fall of each year, Family Curriculum Institutes are held in each grade with the goal of providing families with opportunities to learn about the Literacy, Mathematics, Science and Social Studies units and how to support their children at home. Our ESL teacher will collaborate with the grade level teachers and administrators presenting these workshops to identify specific materials that can be distributed to parents of ELLs to further support these students at home. For example, during the kindergarten workshop math manipulatives such as pattern blocks and coins are distributed to provide families with concrete, solid representations of vocabulary and skills addressed in the kindergarten math curriculum. All family orientations/workshops devote segments to possible modifications and/or enhancements required for ELL students. Presentations and handouts are provided in both English and Spanish to ensure all families are able to access workshop content. For those families in our school who do not speak English or Spanish, every effort is made to translate materials into their home language and to find a translator to assist these families in participating in all workshops and family activities.

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

During the 2008-2009 school year, we piloted Science Family Nights during which parents participated in

Part D: Parental Engagement Activities

science experiments similar to those their students experienced during the school year. Experiments were provided at every grade level. The parents received detailed information on the expectations of the New York State Science Test and the importance of exposing students to all the areas of Science. As with other family workshops, Science Curriculum Night presentations and handouts were provided in both English and Spanish to assist parents in accessing the workshop content. Science Curriculum Nights will again be provided during the 2011-2012 school year.

Parents are also involved through a variety of other venues. Family workshops are held throughout the year to address such issues as: asthma, hygiene, healthy eating, safety, and the state math and ELA tests. As in past years, families of ELL students will be invited to attend, and translators and bilingual materials will be provided. Throughout the year, during the school day and on Saturdays, Family Institutes/Workshops will also be held in order to maximize parent and family participation. These institutes afford parents opportunities to learn a variety of literacy and mathematics skills and strategies and how to support their children at home. Through the skills of our bilingual Parent Coordinator, parent volunteers, and our PTA executive board, presentations and materials are provided in both English and Spanish.

During the 2009-2010 school year, P.S. 307 partnered with Lehman College to implement a Saturday Parents as Art Partners program. During this program parents of both ELLs and non-ELLs at all grade levels were invited to the school to do art with their children. The group made art projects focused around animals and their diets. The group of parents, students and staff even had the opportunity to travel to the Bronx Zoo to participate in art through observing the animals at the zoo. This program will be continued once again during the 2011-2012 school year in order to continue to enrich our students' love of the arts.

All ELL parents are offered equal opportunities to participate in all of the activities mentioned above as well as any additional trips, performances and presentations done within the school. Parent and family participation is further encouraged by providing participants with gift bags of instructional materials, resources (such as cassette players and books-on-tape), and manipulatives that will assist them in reinforcing concepts with children at home. Any and all workshops, programs and materials are offered in a bilingual format to ensure all parents are being reached. Parents are informed of these opportunities through bilingual parent involvement calendars sent home on a monthly basis, phone calls home from our parent outreach staff and posted signs on the doors of the school's main entrance. In addition, when possible, parents are reminded verbally during drop off and dismissal times.

In addition to workshops and various family activities, all parents are encouraged to join the PTA and/or to volunteer within the school.

Part E: Budget

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

Allocation Amount: \$

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