



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P.S. 310 EDUCATIONAL COMPLEX

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X310

PRINCIPAL: ELIZABETH CARDONA EMAIL: ECARDON2@SCHOOLS.NYC.GOV

SUPERINTENDENT: SONIA MENENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature |
|---------------------|--|-----------|
| Elizabeth Cardona | *Principal or Designee | |
| Keeley Sasseen | *UFT Chapter Leader or Designee | |
| Jocelyn Cueto | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Maria Colon | Member/Teacher | |
| Nancy Dauo | Member/Teacher | |
| Dana Damiano | Member/Teacher | |
| Jill-Marie Pirrotta | Member/Teacher | |
| Christina Preston | Member/Teacher | |
| Sheniza Bethune | Member/Parent | |
| Yolanda Ocampo | Member/Parent | |
| Margarita Hernandez | Member/Parent | |
| Surdalis Vasquez | Member/Parent | |
| Johana Deleon | Member/Parent | |

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, all students will be able to read, discuss, analyze and respond to texts written for a variety of purposes to further comprehension. This will be measured by the following:

- a.) 10-12% improvement in state test scores and simulations, a 12% increase in students reaching grade appropriate benchmarks in Fountas & Pinnell reading levels K-2 and 10% in grades 3-5.
- b.) 60% will perform at or above grade level on non-fiction tasks.

Comprehensive needs assessment

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

A review of our state data from 2010-2011 indicates a decline in 5% on the NYS ELA Exam (a decline from 35% to 30% performing on or above grade level).

In response to the decrease in state test scores, we created baseline and end line tasks for every writing unit. The implementation of these tasks will help teachers assess, inform their instruction and group students appropriately. In addition, our current literacy calendars now reflect 3-4 non-fiction units of study, which will expose our students to a variety of expository texts. Additionally, we have increased the number of times we assess students' reading levels using Fountas and Pinnell from two times per year to four times per year. Monitoring student reading levels more frequently will inform our teachers' instruction.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

P.S. 310 implements a balanced literacy approach to teaching reading and writing. This includes multiple daily read alouds, shared readings, guided reading, word study and phonics instruction.

- a) strategies/activities that encompass the needs of identified student subgroups,
 - Adding language development section in calendars.
 - Include pre and post assessment writing tasks in each unit.
 - Coaches will support teachers with unit development using performance indicators as a guide.
 - Coaches will support teachers in utilizing core standards for curriculum development.
 - Teachers will use reading assessments such as TCRWP Assessment in grades K-5, Early Performance Assessment in Language Arts (E-PAL) in grades 2-3 and Acuity and weekly comprehension assessments to monitor students' progress.

- Teachers will use the writing continuum as a guide to monitor students’ writing progress. Students will respond to a variety of text.
- Students will be able to formulate an opinion on a variety of text.
- Students will be able to write persuasively.
- Teachers will use conferencing as a time to set goals with students using F & P reading behaviors continuum.
- Coaches to work with small groups in grade 4
- Selected classes in grades 3-5 will be adopted by a staff member that will work with small groups as well as support teachers in analyzing data.
- Identified students in grades 3-5 will participate in the after school program for targeted instruction.
- Through guided reading, teachers will use effective questioning strategies to increase students’ comprehension.
- Teachers will continue to build differentiated reading strategies using research-based practices. We will identify and tier students to provide tier II and III response to intervention (RTI).
- Teachers will increase focus in writing, by way of inquiry studies.
- Teachers will collaborate with Academic Intervention Services providers, Special Education Teacher Support Services providers, school counselors, English as a Second Language teachers and any other specialist.
- Teachers will develop critical thinking questions to use during small group reading instruction to monitor comprehension.
- Teachers will select literature for grade level read alouds and develop critical thinking questions to focus on improving accountability
- Grades 1-5 Tier II students will participate in small group intensive guided reading during Extended Day twice a week.
- Instructional Specialists will use MIT to further support literacy development in small groups during their multiple intelligence support period.
- School wide reading campaign.
- Second grade simulated assessments in January and June.
- b) Staff and other resources used to implement these strategies/activities,
 - Homework Club for English Language Learners grades 1-4.
 - After-school English and Math program grades 3-5.
- c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Review of data during Grade Study Meetings
 - Participation in Leadership Team
- d) Timeline for implementation.
 - Interim Benchmarks – September 2011-June 2012
 - F & P assessment to be administered four times a year with at least a 3% increase in students meeting grade appropriate benchmark after each period.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Workshops for grades PreK-5 (ELA)
 - Teachers College (TC) assessment training

- Science and social studies workshops
- Arts & crafts workshops and games to support reading
- Assemblies, events, class celebrations and class trips
- Achievement Reporting and Innovation System (ARIS) training
- Class representation to facilitate communication
- Teleconferencing to support content development
- Homework Club (Kennedy High School)
- Academy and class newsletters to facilitate communication
- Common Core State Standards (CCSS)

Strategies for attracting Highly Qualified Teachers (HQT)

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

We will continue to cultivate collaborations with local universities to ensure that we recruit highly qualified candidates. Also, new teachers will be provided mentors. In addition, teachers will be provided the support of coaches in cycles.

Service and program coordination

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

Violence Prevention - Respect for All Program is coordinated by our Conflict Resolution Specialist. School-wide Respect for All point system to provide incentives for positive behavior.

Pre-School Program – Half-Day and Full-Day classes coordinated by Assistant Principal

Housing- Students with temporary housing provided with the following supports:

- Transportation bus passes
- Counseling Support if needed
- Basic School Supplies
- Enrolled in after school programs for academic support.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Literacy Coach (Title I)
- Writing Coach (C4E)
- Teacher collaboration with grade level colleagues during common prep
- After school teachers (Title I)
- Class size (Title II)

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, students will approach, meet or exceed performance standards in the areas of mathematics by emphasizing goal setting, problem solving with an emphasis on checking their work and mathematical reflection with alignment of common core standards. The goals will be measured by a 9% improvement in state test results or simulated results and a review of student portfolios. In addition, 60% of students will demonstrate a level 3 or 4 on math reflections according to school wide math reflection rubric.

Comprehensive needs assessment

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

According to our May 2011 test scores only 54% of our students were at or above grade level, reflecting a 5% decline from the previous year. We believe the changing assessment which focused more on problem solving, reading and writing adversely impacted on our results for the 2010-2011 academic year.

To increase achievement in mathematics we have decided to place a greater emphasis on having students write reflections after math investigations and open ended questions. We are also working with students to explain and show their work. We created a reflection rubric to use when teaching and assessing our students. Our goal is for 60% of our students to achieve a level 3 or 4 on the math reflection rubric. In addition, during the 2009-2010 school year, one of our Inquiry Teams studied the effects of goal setting on student progress. We found that goal setting has a great positive impact.

We believe that by emphasizing goal setting, problem solving with an emphasis on students checking their work and reflection with alignment to the common core standards, students will be able to achieve this 9% increase.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Teachers will use an open-ended question daily.
 - There will be a minimum of two math investigations for each unit.
 - Teachers will work after school with students in grades 3-5 for targeted instruction with groups created based on student need.
 - Students will receive math instruction in Saturday Program.
 - Teachers will use data from simulated assessments, in-class assessments, and conferencing to differentiate instruction.
 - Teachers will create smart goals to introduce unit based on performance indicators.
 - Teachers will use conferencing as a time to monitor student goals. Students will be able to use goals to become self-managed learners. They will be able to articulate goals and will be able to monitor their progress towards meeting goals through reflection.

- Teachers will use math timelines for important supplemental material as well as key ideas to focus on.
- Weekly quizzes will be given to assess performance indicators taught that week.
- Continued development and implementation of school wide mathematical rubrics and use of rubrics to assess students’ reflections.
- Students will write reflection after investigations and will use rubrics to assess their understanding.
- Teachers will have students reflect at least three times a week in response to open-ended questions.
- Teachers will use data from simulated assessments, in-class assessments, conferencing and common core standards to differentiate instruction.
- Benchmarks will be created and used to assess progress on skills
- Unit tests will be revised to include Common Core State Standards
- Tasks will be created for every unit and used to track progress.
- b) Staff and other resources used to implement these strategies/activities,
 - Shared resources between grade members
 - Fast Math on Computers
 - Use of Technology (SMART Boards)
 - Math Coach push in for demo lessons
 - Math Prep Teacher
 - Two Staff members in extended day for enhanced targeted instruction
 - Everyday math games
 - Targeted intervention math program for after school
- c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Professional Development on Thursday
 - Teacher created units assessments
 - Teacher created unit investigations
 - Teacher created unit tasks
 - Academy meetings for investigations
- d) Timeline for implementation
 - 3% increase on math simulations after each administration (October, December, March) 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Workshops for grades K-5 (math)
 - Arts & Crafts workshops to support math
 - Assemblies, events, class celebrations and class trips
 - ARIS training
 - Class representation to facilitate communication

- Teleconferencing to support content development
- Academy and class newsletters to facilitate communication
- CCSS focus on Math

Strategies for attracting Highly Qualified Teachers (HQT)

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

We will continue to cultivate collaborations with local universities to ensure that we recruit highly qualified candidates. Also, new teachers will be provided mentors. In addition, teachers will be provided the support of coaches in cycles.

Service and program coordination

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

Violence Prevention - Respect for All Program is coordinated by our Conflict Resolution Specialist. School-wide Respect for All point system to provide incentives for positive behavior.

Pre-School Program – Half-Day and Full-Day classes coordinated by Assistant Principal

Housing - Students with temporary housing provided with the following supports:

- Transportation bus passes
- Counseling Support if needed
- Basic School Supplies
- Enrolled in after school programs for academic support.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Math Coach (C4E)
- Teacher collaboration with grade level colleagues during common prep
- Aussie Consultant Title I
- After School Title I

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, all Special Education students will approach, meet or exceed performance by focusing on reading and writing throughout content areas with an emphasis on vocabulary development. This goal will be measured by:

1. Achievement of Individualized Education Plans goals.
2. 5-10% increase in Special Education students making meeting performance level.
3. Increase of 2-4 levels on F & P assessments.

Comprehensive needs assessment

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

A review of our school demographics indicates that 19% of our school population has Special Needs. In addition, 6% of our Special Needs students are also ELLs. Currently, only 8% of our Special Needs students have made grade level performance standards on the ELA state assessment. Therefore, this sub group has shown a decrease in performance, creating an increase in the achievement gap. In math, 30% of our students are meeting grade level performance level, which is a decrease from the previous year, also increasing the achievement gap. It is our goal to further develop our students in the area of reading and writing with an emphasis on vocabulary and language development.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

In order for our Special Needs population to approach, meet or exceed performance levels, students will take part in differentiated multi sensory activities that include but are not limited to the use of technology. Also, lesson tiering and school wide organizational decisions were made to further support our Special Needs population. In addition, Special Education teachers will collaborate as a department to begin scaffolding the units of study in order to provide differentiated supports and/or techniques in an effort to share best practices.

- a) strategies/activities that encompass the needs of identified student subgroups,
 - Students will work with the organization Puppetry in Practice for grade 3.
 - Behavior support plan Instructional Support Team [IST] meetings.
 - Use of technology to differentiate instruction in Special Education classrooms.
 - Use of Smartboards.
 - Use of computer programs for math.
 - Use of Vocabulary Workshop Program
 - Use of F & P Intervention System by SETSS teacher for grades K-3.

- Extended Day utilizing reading and math intervention programs.
- We will continue to improve communication between General Education and Special Education Teacher Support Services (SETSS).
- Coaches will support teachers with lesson tiering.
- Expand extended day/after school leveled groups – small group instruction.
- Targeted grouping on language acquisition stages (newcomers, beginners, intermediate, advanced).
- Develop an inquiry study on the difference between development of early language acquisition and learning disabilities.
- Use of MIT to further support differentiation for language development.
- Frequent meetings with Special Education Department to plan scaffolding of units of study.
- Differentiation strategies will be included in each month’s unit of study.
- Utilizing IEP goals to develop individualized checklists to measure student progress toward their goals
- b) Staff and other resources used to implement these strategies/activities,
 - Classroom teachers, AIS, Related Service providers, Coaches, Administrators
- c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Frequent Special Education Department meetings and grade study meetings to look at and analyze student work to include differentiation strategies in unit plans.
- d) - Timeline for implementation.
 - Students will increase 1 level after each administration of F & P assessments to be administered four times a year.
 - Special Education Department meetings will be held a minimum of twice per month.
 - Checklists will be used during each unit that are aligned with IEP goals.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - TC assessment training
 - Arts & crafts workshops
 - Assemblies, events, class celebrations and class trips
 - ARIS training
 - Class representation to facilitate communication
 - Teleconferencing to support content development
 - Homework Club (Kennedy High School)
 - Academy and class newsletter to facilitate communication
 - Social and emotional workshops
 - CCSS – support strategies to meet CCSS

Strategies for attracting Highly Qualified Teachers (HQT)

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

We will continue to cultivate collaborations with local universities to ensure that we recruit highly qualified candidates. Also, teachers will be provided the support of coaches in cycles. New teachers will be assigned a mentor. In addition, teachers will be provided the support of coaches in cycles.

Service and program coordination

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

Violence Prevention - Respect for All Program is coordinated by our Conflict Resolution Specialist. School-wide Respect for All point system to provide incentives for positive behavior.

Pre-School Program -Half-Day and Full-Day classes coordinated by Assistant Principal

Housing - Students with temporary housing provided with the following supports:

- Transportation bus passes
- Counseling Support if needed
- Basic School Supplies
- Enrolled in after school programs for academic support.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Title I- After school
- Fair Student Funds – Teachers
- Title IIA

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2012, all English Language Learner (ELL) students will approach, meet or exceed ELA performance by focusing on reading and writing with an emphasis on vocabulary development. This goal will be measured by:

1. 5-10% increase in ELL students making meeting performance level.
2. Increase of 2-4 levels on F&P assessments.

Comprehensive needs assessment

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

A review of our school demographics indicates that 26% are ELLs. In addition, 6% are both ELLs and IEPs. Our ELL students continue to under-perform, as only 5% of our students performed at grade level on the ELA state test in 2011. This reflects a decline of 8% from the previous year. In mathematics 31% of our students are performing at grade level in the 2011 math state test. In both these areas we have seen an increasing achievement gap for our ELL students.

An analysis of our NYSESLAT data indicates that 29% are beginners, 36% are at the intermediate level and 34% are at the advanced level.

Our data indicates that we must further develop our students in the area of reading and writing.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
Using a balanced literacy approach we will continue to build our ELL's giving special emphasis to reading and writing. Our ESL teachers working in conjunction with classroom teachers will be assessing, analyzing and planning for targeted reading instruction using F & P data. Teachers will use the Continuum of Literacy and Learning by Fountas & Pinnell to help students develop specific reading goals. Our ESL teachers will use read aloud, shared reading, guided reading and vocabulary building activities to develop students' reading skills.

In writing our ESL teachers will be meeting twice a month to review student work and determine develop appropriate scaffolding strategies for upcoming writing unit. These ideas will be turn-keyed during grade study to classroom teachers and will be imbedded into our unit plans. In addition, teachers will use the NYSESLAT writing rubric to provide feedback to students based on their level of language proficiency.

In addition we will implement the following instructional strategies and activities:

- Continuous use of conferring to monitor student progress and determine student needs.
 - Review of student writing twice a month to determine next instructional steps for students
 - Implementation of vocabulary workshop program in grades 3-5 to increase student’s word analysis skills.
 - Increased use of visual supports during reading lessons.
 - Assignment of peer buddies for ELL students
 - Increased use of technology such as SMART boards, laptops, and iPads.
 - Level 1 and 2 students will participate in extended day and after school program Tuesday and Wednesday.
 - ELL’s will participate in Title III Saturday program in preparation for NYSESLAT and other state assessments.
 - Parents as Partners Title III after school Program to support Beginner ELL’s and parents with homework and Early Language development.
 - Our ESL teachers will use TCRWP, ELL Assessment Acuity, and NYSESLAT to inform instruction.
 - We will continue to improve communication between ESL teachers and General Education teachers by sharing weekly lesson objectives and data.
 - Increased opportunities for accountable talk during lessons.
 - School wide inquiry focus on writing
- b) Staff and other resources used to implement these strategies/activities,
- All classroom teachers and ESL teachers will be involved in supporting ELL students. Title III funds will be used to provide after school Parents and Partners Program and students and Saturday Program to support ELL’s.
- c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- Teachers were involved in the decision making to use TCRWP as the school progress-monitoring tool. In addition teachers were involved in the development of writing units as well as ELL scaffolding strategies. Teachers were also involved in developing this document.
- d) Timeline for implementation.
- Students will increase one level after each administration of TCRWP assessments to be administered four times a year.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - TC assessment training
 - Arts & crafts workshops
 - Assemblies, events, class celebrations and class trips
 - ARIS training
 - Class representation to facilitate communication
 - Teleconferencing to support content development

- Homework Club (Kennedy High School)
- Academy and class newsletters to facilitate communication
- ELLs training
- CCSS – support strategies to meet CCSS
- Parents as Partners – Title III program
- Looking at students’ writing – using resources (i.e., dictionary)
- Developing English language using native language

Strategies for attracting Highly Qualified Teachers (HQT)

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

We have actively recruited two additional highly qualified ESL teachers this year. We continue to cultivate collaborations with local universities to ensure that we can recruit qualified candidates. In addition we provide professional development opportunities for all teachers on balanced literacy and writing unit development. In addition, teachers will be provided the support of coaches in cycles.

Service and program coordination

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

Violence Prevention - Respect for All Program is coordinated by our Conflict Resolution Specialist. School-wide Respect for All point system to provide incentives for positive behavior.

Pre-School Program – Half-Day and Full-Day classes coordinated by Assistant Principal

Housing - Students with temporary housing provided with the following supports:

- Transportation bus passes
- Counseling Support if needed
- Basic School Supplies
- Enrolled in after school programs for academic support.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Title I- After school Program
- Fair Student Funds -Teachers
- Title III- Parents and Partners and Saturday Program
- Title IIA

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

By June 2012, 100% of teachers will be involved in the following:

1. The development, analysis and implementation of common core standards in order to further develop our curriculum.
2. Development of Inquiry Teams with a focus on writing.
3. Self-Reflection and Goal setting using Danielson Teaching Framework.

Comprehensive needs assessment

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

With the adoption of the CCLS in 2010, it is imperative that targeted professional development be provided to 100% of teachers. It is the expectation that all teachers have a thorough understanding of the reading, writing, language, listening and speaking standards outlined in the CCLS. Teachers will work in teacher teams to create rigorous reading and writing units that require students to analyze, discuss and respond to a variety of texts and genres, including narratives, expository non-fiction and opinion pieces.

Teachers will work in Inquiry Teams with a focus on writing. One aspect of the Inquiry Team work will be preparing students to write on-demand. The goal is to help students respond critically to prompted, on-demand questions and throughout scaffolded unit writing pieces. New York State exams require students to explain, clarify and extend thinking around multiple genres; professional development will be focused on equipping teachers with the tools to scaffold unit plans.

New York City requires that teachers participate in self-reflection and goal-setting processes. Using the Charlotte Danielson Frameworks, teachers will identify areas in need of professional growth based on the Danielson competencies. One hundred percent of the teachers will participate in self-reflection and goal-setting with Assistant Principals. Assistant Principals will monitor growth and offer feedback on a monthly basis. Teacher goals will be revisited and revised in January.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Weekly grade study meetings, totaling four a month. Meetings will be focused on reading/writing, math, science, and social studies, as well as teacher needs.
 - Teacher leaders to help facilitate grade study meetings and development of teacher best practices.
 - Weekly academy meetings where inquiry work will be studied, mini school themes developed.
 - Morning book clubs on topics that are identified as a school need. Some may focus on conferencing, critical thinking, and RTI.

- Professional development on the development of Specific, Measurable, Attainable, Realistic, Time-bound (SMART) Goals.
 - Instructional Specialists will be trained in different ways to use Multiple Intelligences and guided reading as a ways to meet the needs of students.
 - Turnkeys outside of school meetings where teachers/ coaches/assistant principals attend.
 - Increasing teachers’ use and understanding of technology and how it can assist with differentiated instruction, as well as student engagement.
 - Professional development on the use of Acuity to and differentiate instruction.
 - Use of the Achievement Reporting and Innovation System (ARIS) to form a learning community for the sharing of ideas.
 - Workshops on the concept of tiering to differentiate instruction.
 - Teachers will share best practices through lab sites, intervisitations, and at staff conferences/meetings.
 - Inquiry update from each mini-school will be presented during staff conferences. (Each academy and the core team will be given the opportunity to share two times during the year, in addition to the June professional development day.)
 - Teachers will participate in after school professional development on the implementation of reading strategies to support critical thinking activities in the classroom.
 - Teachers will participate in after school professional development on how to develop effective questioning using Depth of Knowledge .
 - All teachers will be involved in the development of units of study to implement the new common core standards.
 - Utilizing our Thursday professional development time, teachers will be involved in inquiry work study to support the implementation of the new common core standards to meet the differentiated learning needs of students.
 - Train teachers in the use of TCRWP in order to closely monitor benchmarks in reading and develop plans for student goals.
 - Further training on the use of conferencing to set, monitor, and achieve goals.
 - Use professional development time to further train teachers in the use of technology to achieve common core standards.
 - Infusion of content area planning grade study.
 - Professional development to further increase knowledge of the content of tiering to differentiate instruction.
 - Increasing development of teacher leaders in the area of content.
- b) Staff and other resources used to implement these strategies/activities,
Staff used to implement the professional development plan includes the following: 1) Literacy coaches, math coach, 2) Assistant Principals, ESL and Special Education Teams and grade leaders.
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
Teachers are included in the decision-making process around how all professional development is proceeding. Teachers were given a survey to identify specific areas of needs with regard to Common Core Literacy Standards development. Teachers were able to select their targeted inquiry work around writing
- d) Timeline for implementation.
Professional Development around the Common Core Literacy occurs on a weekly basis. Implementation of the units created around the Common Core Literacy Standards occurs during readers and writers workshop. Inquiry Teams meet twice monthly. All staff member are a part of an inquiry team which has set S.M.A.R.T goals around their inquiry work. Teachers use ARIS to record their bimonthly findings and next steps. Teachers have participated in self-reflection and goal-setting around Danielson Framework. These goals will be monitored monthly and revisited in January.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Curriculum night – progress report meetings/analyzing student work (December and April)
 - Life skills and academic support
 - School Leadership Team (SLT)
 - CCSS – understanding CCSS using student examples

Strategies for attracting Highly Qualified Teachers (HQT)

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

We will continue to cultivate collaborations with local universities to ensure that we recruit highly qualified candidates. Also, teachers will be provided the support of coaches in cycles. New teachers will be assigned a mentor.

Service and program coordination

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

Violence Prevention - Respect for All Program is coordinated by our Conflict Resolution Specialist. School-wide Respect for All point system to provide incentives for positive behavior.

Pre-School Program – Half-Day and Full-Day classes coordinated by Assistant Principal

Housing - Students with temporary housing provided with the following supports:

- Transportation bus passes
- Counseling Support if needed
- Basic School Supplies
- Enrolled in after school programs for academic support.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Literacy Coach grades 3-5 (Title I)
 - Math Coach grades K-5 (C4E)
 - Writing Coach grades K-5 (Title I)
 - Grades K-5 Teacher Leaders
 - Thursday Professional Development (Inquiry)
 - ARRA City Wide Instructional Expectations

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

| | ELA | Mathematics | Science | Social Studies | At-risk Services: Guidance Counselor | At-risk Services: School Psychologist | At-risk Services: Social Worker | At-risk Health-related Services |
|-----------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|
| | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS | # of Students Receiving AIS |
| K | 5 | 0 | N/A | N/A | 3 | 3 | 3 | 2 |
| 1 | 85 | 85 | N/A | N/A | 4 | 2 | 2 | 7 |
| 2 | 65 | 65 | N/A | N/A | 5 | 8 | 3 | 3 |
| 3 | 68 | 68 | N/A | N/A | 6 | 2 | 5 | 0 |
| 4 | 63 | 63 | 100 | 0 | 5 | 7 | 5 | 2 |
| 5 | 54 | 54 | 0 | 0 | 4 | 4 | 5 | 0 |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

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

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

| Name of Academic Intervention Services (AIS) | Description |
|--|--|
| <p>ELA</p> | <ul style="list-style-type: none"> • Academic Intervention Specialist and other support personnel will provide AIS in reading and writing during the school day. Guided Reading Specialist will work with Levels 1 and 2 students in groups of 5 to 6 students utilizing programs that target students’ academic needs. Programs such as: Voyager Passport, Great Leaps, Ladders to Success, Soars to Success, Classroom Connections Skills Bag, Foundations, Wilson, and Fountas & Pinnell Leveled Literacy Intervention will be utilized to support our at-risk students. • Teachers will provide additional two days of literacy in extended day program to support Levels 1 and 2 students. Students will be engaged in guided reading during extended day twice a week (Tuesday and Wednesday). Teachers will provide instruction through an integrated approach aligned with the regular school day program. • ESL and bilingual teachers will provide daily ESL instruction to eligible English Language Learners. Program such as: Harcourt Intervention, Kidspiration, English Language Learners Trophies, and Leveled Literacy Intervention. • Teachers will provide additional literacy instruction during the afterschool two times a week to support Levels 1 and 2 students utilizing Reading Comprehension Strategies Kit and Math Targeted Intervention Programs. • Saturday will be targeted to support English Language Learners for intermediate and advanced students. |
| <p>Mathematics</p> | <ul style="list-style-type: none"> • Ms. Bennett will see five grade 4 students four periods a week for AIS.(Cycled every two months.) • Teachers will provide literacy and mathematics instruction in an extended day program (during after school Tuesday and Wednesday) to support Levels 1 and 2 students starting in December. • Teachers will provide instruction through an integrated approach aligned with the regular school day program. Fast Math Program on-line will be utilized to support our at-risk students. |

| | |
|--|---|
| <p>Science</p> | <ul style="list-style-type: none"> ● Classroom teachers will provide small group instruction in science by integrating content area throughout the curriculum. ● The science teachers and classroom teachers will use the scientific method to provide hands-on instruction. ● The 3rd-5th grade science teacher will provide science in the science lab using FOSS and Delta programs. ● Higher order thinking skills will be infused throughout the curriculum. ● The 4th grade students will participate in a hands-on science intensive practical test preparation. ● The lower grades are using FOSS program within their regular science instruction. ● The upper grades are using Harcourt science program. |
| <p>Social Studies</p> | <ul style="list-style-type: none"> ● Use of teleconferencing to enrich Social Studies curriculum. ● Grades 3, 4 and 5 teachers will utilize the social studies Department of Education Units of Study with Trade Books to support at risk students. ● K-2 Houghton Mifflin /Harcourt Program. |
| <p>At-risk Services provided by the Guidance Counselor</p> | <ul style="list-style-type: none"> ● Guidance Counselor will provide small group counseling support once a week to students who exhibit social and emotional difficulties. Peer mediation. |
| <p>At-risk Services provided by the School Psychologist</p> | <ul style="list-style-type: none"> ● Psychologist's main focus is testing and evaluation of triennials, initials and reevaluation of cases and consulting with teachers. |
| <p>At-risk Services provided by the Social Worker</p> | <ul style="list-style-type: none"> ● Offers one-to-one counseling to address behavioral issues that impact school performance. Parent interviews and referrals to outside agencies to request services support. |
| <p>At-risk Health-related Services</p> | <ul style="list-style-type: none"> ● School nurse provides health services to students as needed. |

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

**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 Corinne Rello Anselmi | District 10 | Borough Bronx | School Number 310 |
| School Name Marble Hill | | | |

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

| | |
|---|--|
| Principal Elizabeth Cardona | Assistant Principal Grissell Garcia |
| Coach Kristie Callaghan | Coach type here |
| ESL Teacher Madelyn Vargas | Guidance Counselor Janett Miranda |
| Teacher/Subject Area Aida Calle | Parent Jocelyn Cueto |
| Teacher/Subject Area type here | Parent Coordinator Sabina Perez |
| Related Service Provider Olga Torres | Other type here |
| Network Leader type here | Other type here |

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 | 0 | 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 | 1 | | |

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|------------|---|---------------|
| Total number of students in school | 745 | Total Number of ELLs | 171 | ELLs as share of total student population (%) | 22.95% |
|------------------------------------|------------|----------------------|------------|---|---------------|

Part II: ELL Identification Process

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

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

1 The identification process for students who may be possible ELLs is as follows: Upon arrival, the Pupil Accounting Secretary, Ms. Sonia Colon-Meisinger, and licensed ESL teacher, Mrs. Mildred Perez, provide the parent of the potential ELL student with a Home Language Identification Survey (HLIS). The HLIS is provided in the native language of the parent. If the HLIS indicates that the student is a potential ELL, an informal interview in English and in the native language is conducted by Ms. Mildred Perez, a licensed ESL teacher. Ms. Perez is also fluent in Spanish, allowing for the informal Spanish language interview. Our ELL students' native language is almost exclusively Spanish. If a language other than Spanish is required for the purpose of an informal interview, phone translators affiliated with the DOE are available. If the determination is made that the student is a potential ELL, the parent is informed in writing and the student is administered the R-LAB within ten days of the student's registration date. The R-LAB is administered by licensed ESL teachers, Ms. Madelyn Vargas, Ms. Mildred Perez and Ms. Ortiz. If the student is proficient on the R-LAB, no further action is required. If the student is not proficient on the R-LAB, the student is then administered the Spanish LAB if the native language is Spanish. The Spanish language LAB is administered by Ms. Vargas, Ms. Perez and Ms. Ortiz who are all fluent in Spanish as well as licensed ESL teachers. The student is then placed in the language program of the parent's choosing no later than ten days after registration. To evaluate ELL students using the New York State English as a Second Language Achievement Test (NYSESLAT), every spring, ATS reports such as the RLER, RLAT and RMSR are generated to ensure eligible students are administered the exam. To ensure all four components of the NYSESLAT are given to each eligible student, careful attendance records are kept throughout the testing dates to monitor who was administered the exam. Experienced exam proctors in addition to the ESL coordinator, ensure all documents are collected, and accounted for. Any student absent during the testing dates are given the portion of the exam they missed during the NYSESLAT make-up dates. Parents of ELL students are informed in writing of test eligibility status in addition to testing date and time. When the results of the test arrive, parents are informed in writing if the student is "entitled" to continued services or "no longer entitled" based on NYSESLAT proficiency. Copies of the "no longer-entitled" or "continued entitlement" letters are kept in a binder in the office of the ESL coordinator.

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

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

4 Students are placed in a Bilingual program if 15 or more parents on a grade of a similar native language request a specific

native language Bilingual program, such as a Spanish Bilingual program or Spanish Dual Language program. Students are placed in an ESL program when parents select an “English only program”. To ensure parents are informed, entitlement and placement letters are sent to parents. Copies of the entitlement and placement letters are kept on file in a binder in the office of the ESL coordinator. In addition, periodic parent ELL meetings are available in the parent native language. Parents also have available to them written information in the native language. The

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

| Year | # of Students Tested with R-LAB | Not Entitled | Entitled | Parent Choice | |
|---------|---------------------------------|--------------|----------|---------------|-----|
| | | | | Bil. | ESL |
| 2009-10 | 97 | 58 | 39 | 1524 | |
| 2010-11 | 164 | 111 | 53 | 1835 | |
| 2011-12 | 90 | 52 | 38 | 731 | |

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

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 <small>(60%:40% → 50%:50% → 75%:25%)</small> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language <small>(50%:50%)</small> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Self-Contained | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Push-In | 6 | 6 | 6 | 6 | 6 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 |
| Total | 7 | 6 | 6 | 7 | 6 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|-----|-------------------------------|----|
| All ELLs | 171 | Newcomers (ELLs receiving service 0-3 years) | 100 | Special Education | 66 |
| SIFE | 0 | ELLs receiving service 4-6 years | 32 | Long-Term (completed 6 years) | 39 |

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 | 100 | 0 | 33 | 32 | 0 | 9 | 39 | 0 | 13 | 171 |
| Total | 100 | 0 | 33 | 32 | 0 | 9 | 39 | 0 | 13 | 171 |

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

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chinese | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| French | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Punjabi | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Polish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Albanian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Yiddish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 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 | EP | EL | EP |
| Spanish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chinese | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|---------|----|-----|----|----|----|----|---|---|---|---|----|----|----|-------|
| Spanish | 42 | 101 | 68 | 68 | 66 | 57 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 402 |
| Chinese | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bengali | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Urdu | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Arabic | 3 | 3 | 1 | 2 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| 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 |

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|-----------|------------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|------------|
| Polish | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Albanian | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Other | 23 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| TOTAL | 70 | 106 | 71 | 71 | 67 | 59 | 0 | 444 |

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. a. The organizational models in P.S. 310 are ESL self-contained and both an ESL push-in and pull-out model. This year we do not have a bilingual kindergarten as the Parent Program Selection choices indicated a need for a self-contained ESL kindergarten class.

1. b.
- Homogeneous grade, heterogeneous proficiency self-contained classes.
 - Homogeneous grade push-in with heterogeneous proficiency levels.
 - Heterogeneous grade level with homogeneous proficiency levels pull-out.
 - Homogeneous grade with heterogeneous proficiency level pull-out.
 - Heterogeneous push-in with homogeneous proficiency levels.

2. a. Teachers receive and analyze the NYSESLAT results as well as various other data to determine student proficiency levels to formulate groups. In a Transitional Bilingual class, the Part 154 mandated ESL, ELA and NLA instructional minutes are embedded in the flow of the instructional day. In the ESL self-contained class, mandated ESL and ELA minutes are also embedded in the instructional flow of the day. In the ESL push-in and pull-out programs, three ESL teachers ensure students receive their mandated minutes by grouping students based on the levels indicated in 1.b.. ESL target sheets indicate the names of the individual students served and the exact amount of minutes the student is provided with ESL services. In past Transitional Bilingual kindergarten classes, all level students receive 180

A. Programming and Scheduling Information

minutes a week of Native Language Arts (NLA) including 180 or 360 minutes a week of ESL depending on NYSESLAT levels. All self-contained, push-in or pull-out ESL, Beginning and Intermediate students receive 360 minutes a week of ESL. Advanced students receive 180 minutes a week of ESL including 180 minutes a week of English Language Arts (ELA).

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

4. Our first step in evaluating the native language is when a potential ELL student is given the R-LAB and does not pass. The Spanish LAB is then administered. Although this is the first year, we do not have a bilingual kindergarten classroom due to the 2011-2012 selections on the Parent Program Selection forms, student native language is used should the student require academic, social or emotional support.

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

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

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

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

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

Native Language Usage and Supports

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

| Native Language Usage/Support | Transitional Bilingual Education (TBE) |
|-------------------------------|--|
| 100% | |
| 75% | |
| 50% | |

A. Programming and Scheduling Information

but is not limited to SmartBoards, laptops, desktops, and audio materials. Our ELL-SWDs have access to all our specials such as library, dance, music, conflict resolution, math support, science laboratories for K-2 and 3-5 students. Our ELL-SWDs also participate in our

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. The targeted intervention programs for ELLs in ELA and in math are as follows:
To support ELL students in math academic intervention specialists will work with ELL students in small group instruction. Programs such as Voyager Passport, Fountas and Pinnell Leveled Literacy Intervention in grades k-3 for low performing students, Vocabulary Workshop for grades 3-5, Soliloquy, Read 180, Classroom Connections Skills Bag, Foundations and Wilson will be used. In addition, ELL students also participate in Readers' Theatre and Guided Reading groups. ELA interventions for ELL students are also available during Extended Day and the After School Program. NYSESLAT Test Prep is also available for our ELL students during our Saturday Academy Program. All supplemental programs are in English with Spanish support when necessary.

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

9. Transitional support for ELL students achieving proficiency on the NYSESLAT includes students working with teachers during the Extended Day Program. This grade-appropriate support group will allow students who are newly proficient to continue to develop their self-confidence in the use of their second language in a monolingual setting. This small group instruction period will allow the teacher to work closely with the proficient student to continue the development of complex linguistic skills. In addition, we offer the Parents as Partners Program for beginner students and their parents in grades 3-5 to support students with homework.

10. For the 2011-2012 school year, we will:

- Align our curriculum to the Common Core Learning Standards to include an ESL and SETSS component.
- Implement unit tasks after every literacy unit.
- Implement Teacher's College Assessments with Benchmarks in grades k-5 to ensure assessment consistency.
- Increase progress reporting to parents of ELLs.
- Pilot Vocabulary Workshop in upper grades.

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

12. ELL students are afforded equal access to all school programs through careful scheduling. ELL students participate in gym, dance, music, science lab, math support, technology, and conflict resolution. Supplemental services includes Saturday NYSESLAT Test Prep Academy, After School Academic Intervention Services for ELA and math.

13. Instructional materials used to support ELLs specifically are: Trophies and Readers' Theatre, Soliloquy on-line program, Moving into English, (the ESL Component of Reading First) and authentic literature, Vocabulary Workshop in grades 3-5, and vocabulary tracking systems for Tier I, II and III words. In addition, all ELL students have access to listening centers, and Smartboards.

14. The Moving into English ESL portion of Reading First supports the teacher in the teaching of ESL as per Part 154 language allocation.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. The targeted intervention programs for ELLs in ELA and in math are as follows:
To support ELL students in math academic intervention specialists will work with ELL students in small group instruction. Programs such as Voyager Passport, Fountas and Pinnell Leveled Literacy Intervention in grades k-3 for low performing students, Vocabulary Workshop for grades 3-5, Soliloquy, Read 180, Classroom Connections Skills Bag, Foundations and Wilson will be used. In addition, ELL students also participate in Readers' Theatre and Guided Reading groups. ELA interventions for ELL students are also available during Extended Day and the After School Program. NYSESLAT Test Prep is also available for our ELL students during our Saturday Academy Program. All supplemental programs are in English with Spanish support when necessary.

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14. The Moving into English ESL portion of Reading First supports the teacher in the teaching of ESL as per Part 154 language allocation.

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

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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14. The Moving into English ESL portion of Reading First supports the teacher in the teaching of ESL as per Part 154 language allocation.

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

Courses Taught in Languages Other than English

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

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

| | | | | |
|----------|---|--|---|---|
| Science: | 0 | | 0 | 0 |
|----------|---|--|---|---|

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.)
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- All staff, classroom teachers, Special Education teachers, ESL teachers, psychologist, occupational and physical therapist can avail themselves to Department of Education professional development offered throughout the year.
- Assistant Principal and ESL teachers attend monthly network meetings focused on supporting ELL students.
- Pupil accounting secretary attends periodic meetings regarding procedures for registering ELL students.

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3. Teachers will be provided with ELL training on the stages of second language acquisition. Teachers will be trained in the use of Periodic ELL Assessments in addition to regularly administered assessments in an effort to make informed instructional decisions regarding student groups. Teachers will be trained in ELL strategies as implemented using the following teaching strategies:

- Accountable talk and the ELL student
- Strategies for developing listening skills with the ESL student
- Supporting ELLs with literacy skills
- Supporting ELLs with Math skills
- Assessing comprehension in ELL students
- Sensitivity training
- Differentiation and the ELL student
- Multiple level ELL students and learning styles
- Curriculum Calendars now include an ELL and SETSS component
- Vocabulary development and the ELL student.

Records will be maintained as evidenced by agendas and sign-in sheets. In addition, formal and informal teacher observations will determine teacher application of ESL training.

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

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

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

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

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

3. Parental involvement activities are determined based on our survey of parents. We ensure that we meet the needs of our parents by providing life skills as well as strategies to meet their child's academic, social emotional and health needs. We are continuously evaluating our parental involvement program and make changes as needed.

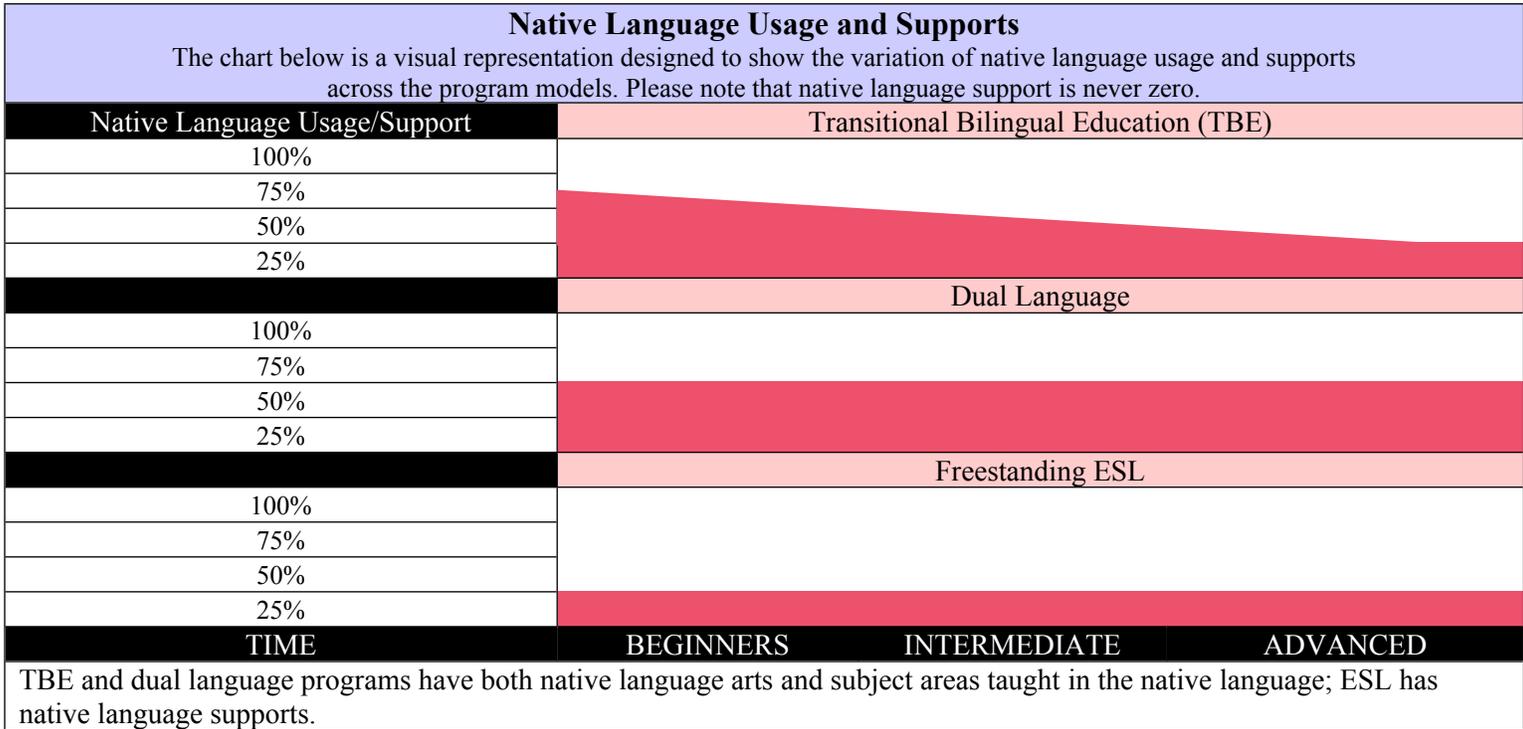
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |

| | | | |
|---|--------------------|--------------------|----------------------|
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. The targeted intervention programs for ELLs in ELA and in math are as follows:
To support ELL students in math academic intervention specialists will work with ELL students in small group instruction. Programs such as Voyager Passport, Fountas and Pinnell Leveled Literacy Intervention in grades k-3 for low performing students, Vocabulary Workshop for grades 3-5, Soliloquy, Read 180, Classroom Connections Skills Bag, Foundations and Wilson will be used. In addition, ELL students also participate in Readers' Theatre and Guided Reading groups. ELA interventions for ELL students are also available during Extended Day and the After School Program. NYSESLAT Test Prep is also available for our ELL students during our Saturday Academy Program. All supplemental programs are in English with Spanish support when necessary.

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

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9. Transitional support for ELL students achieving proficiency on the NYSESLAT includes students working with teachers during the Extended Day Program. This grade-appropriate support group will allow students who are newly proficient to continue to develop their self-confidence in the use of their second language in a monolingual setting. This small group instruction period will allow the teacher to work closely with the proficient student to continue the development of complex linguistic skills. In addition, we offer the Parents as Partners Program for beginner students and their parents in grades 3-5 to support students with homework.

10. For the 2011-2012 school year, we will:

- Align our curriculum to the Common Core Learning Standards to include an ESL and SETSS component.
- Implement unit tasks after every literacy unit.
- Implement Teacher's College Assessments with Benchmarks in grades k-5 to ensure assessment consistency.
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Part V: Assessment Analysis

A. Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|----|----|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Beginner(B) | 20 | 10 | 8 | 1 | 5 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 47 |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|----|----|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Intermediate(I) | 4 | 9 | 10 | 10 | 16 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 58 |
| Advanced (A) | 14 | 10 | 4 | 5 | 8 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 54 |
| Total | 38 | 29 | 22 | 16 | 29 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 159 |

| 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 | 2 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | I | 0 | 2 | 2 | 2 | 7 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | A | 0 | 17 | 10 | 3 | 7 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | P | 0 | 9 | 8 | 10 | 14 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| READING/ WRITING | B | 0 | 10 | 9 | 1 | 5 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | I | 0 | 9 | 9 | 10 | 16 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | A | 0 | 8 | 5 | 5 | 8 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | P | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | 18 | 21 | 8 | 0 | 47 |
| 4 | 8 | 23 | 6 | 0 | 37 |
| 5 | 10 | 10 | 0 | 0 | 20 |
| 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 | 5 | 4 | 24 | 3 | 18 | 0 | 0 | 0 | 54 |
| 4 | 5 | 3 | 16 | 0 | 13 | 0 | 2 | 0 | 39 |
| 5 | 0 | 4 | 11 | 2 | 2 | 0 | 1 | 0 | 20 |
| 6 | | | | | | | | 0 | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual Spe Ed | | | | | | | | | 0 |

| NYS Science | | | | |
|-------------|---------|---------|---------|-------|
| Level 1 | Level 2 | Level 3 | Level 4 | Total |
| | | | | |

| | | | | | | | | | |
|------------------------------|---------|----|---------|----|---------|----|---------|----|----|
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 0 | 1 | 8 | 0 | 29 | 0 | 15 | 0 | 53 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NYSAA Bilingual Spe Ed | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | 0 | 0 | 0 | 0 |
| Integrated Algebra | 0 | 0 | 0 | 0 |
| Geometry | 0 | 0 | 0 | 0 |
| Algebra 2/Trigonometry | 0 | 0 | 0 | 0 |
| Math | 0 | 0 | 0 | 0 |
| Biology | 0 | 0 | 0 | 0 |
| Chemistry | 0 | 0 | 0 | 0 |
| Earth Science | 0 | 0 | 0 | 0 |
| Living Environment | 0 | 0 | 0 | 0 |
| Physics | 0 | 0 | 0 | 0 |
| Global History and Geography | 0 | 0 | 0 | 0 |
| US History and Government | 0 | 0 | 0 | 0 |
| Foreign Language | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |
| Other | 0 | 0 | 0 | 0 |
| NYSAA ELA | 0 | 0 | 0 | 0 |
| NYSAA Mathematics | 0 | 0 | 0 | 0 |
| NYSAA Social Studies | 0 | 0 | 0 | 0 |
| NYSAA Science | 0 | 0 | 0 | 0 |

| Native Language Tests | | | | | | | | |
|----------------------------|---|------------------------|------------------------|------------------------|---|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
| | Q1 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) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Chinese Reading Test | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

- 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?

Additional Information

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

Part VI: LAP Assurances

| School Name: <u>Marble Hill</u> | | School DBN: <u>10X310</u> | |
|---|---|---------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. | | | |
| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
| Elizabeth Cardona | Principal | | 10/20/11 |
| Grissell Garcia | Assistant Principal | | 10/20/11 |
| Sabina Perez | Parent Coordinator | | 10/20/11 |
| Madelyn Vargas | ESL Teacher | | 10/20/11 |
| Jocelyn Cueto | Parent | | 10/20/11 |
| Aida Calle | Teacher/Subject Area | | 10/20/11 |
| | Teacher/Subject Area | | |
| Kristie Callaghan | Coach | | 10/20/11 |
| | Coach | | |
| Janett Miranda | Guidance Counselor | | 10/20/11 |
| | Network Leader | | |
| Olga Torres | Other <u>Related Service</u> <u>Prov</u> | | 10/20/11 |
| | Other | | |
| | Other | | |
| | Other | | |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10X310 **School Name:** P.S. 310 Educational Complex

Cluster: B **Network:** 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.

The following three sources are used to assess our school's translation needs:

- Parent Coordinator serves as liaison with parents in identifying translation needs;
- School Counselors;
- Parent Survey provides further information; and
- Parents on School Leadership Team

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

All written communication to the home is translated by the secretary into Spanish, as 98% of our population is Hispanic.

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

Part B: Strategies and Activities

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

- All memos and letters will continue to be translated by school staff.

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

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

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

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

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. 310 Complex | DBN: 10x310 |
| 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: 121 |
| Grades to be served by this program (check all that apply): |
| <input checked="" type="checkbox"/> K <input type="checkbox"/> *1 <input type="checkbox"/> *2 <input type="checkbox"/> *3 <input type="checkbox"/> *4 <input 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: 7 |
| # of certified ESL/Bilingual teachers: 2 |
| # of content area teachers: 5 |

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:

P.S. 310 is committed to supporting our English Language Learners to further develop their literacy skills. A review of our NYSESLAT data indicates that we have 47 beginner students, 58 Intermediate students, and 54 Advanced students. Our NYSESLAT data reflects that our students have deficiencies in the area of reading and writing. Last year in the New York State ELA only 5% of our ELLs were on grade level with the majority of our ELLs being on level 1 & 2. In mathematics 31% of our ELLs were at above grade level. In mathematics we need to continue to support our ELL students to articulate their mathematical thinking, particularly in writing. To support our students to meet grade level standard, we will create an after school program for beginners and a Saturday program for our intermediate and advanced students.

AFTER SCHOOL PROGRAM FOR BEGINNERS - PARENTS AS PARTNERS

The after school program will service 30 Beginner students from grades 2-5. Two cross grade classes will be formed (Gr. 2 & 3 and Gr. 4 & 5). The goal of our after school beginner class will be to support students with their language development. Students will be involved in activities to strengthen all four strands of communication: listening, speaking, reading and writing. In addition, students will receive homework help.

- Read Aloud – mini lesson (40 minutes) – comprehension storytelling with vocabulary development using Text Talk program and Reader's Theatre for oral language development
- Small Groups Shared Reading
- Homework Help

Program start date: November 15, 2011 through March 30, 2012 (Two days a week: Tuesday & Wednesday, from 3:30-5:00 p.m.) for our beginner students.

Starting February 4, 2012 through April 21, 2012 from 8:30-11:30 a.m. the Saturday program will focus on increasing students' English Proficiency using ESL strategies to build students' listening, speaking, reading and writing skills with special attention to preparation for the New York State English Language Arts Test. Students will be involved in listening, vocabulary development, guided reading and test preparation work in English. 90 English Language Learners in grades 3-5 will participate.

Students will receive a 2-hour Literacy Block:

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

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

- Mini Lesson – with active engagement and opportunity for accountable math talk and

Part B: Direct Instruction Supplemental Program Information

vocabulary development

- Small Group work (Guided Practice and Independent Work)
- Sharing

Teachers will use ESL strategies to develop students' mathematics skills by way of focusing on accountable talk and writing in this content area. Math literature and math manipulatives will be used to support the further development of all four communication strands and to support students with explaining their mathematical thinking. Students will work on explaining the process of their mathematical thinking and writing as well as in writing using Empire State Mathematics materials. Approximately 75 English Language Learners in grades 3-5 will participate in the Saturday program.

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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:

Many of our ELL students have deficiencies in reading and writing. In order to address this we will be providing teachers with professional development on shared reading, guided reading and writing. We will also provide professional development on the use of scaffolding strategies to support beginning writers. This three-part professional development series will be open to all teachers. The two-hour session will be held after school for a total of 6 hours of professional development. In addition, we will be providing a two-hour session on the stages of language acquisition.

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 as Partners Program□□□□

Parents have expressed interest in learning how to support their children with homework. This is a particular concern for our beginner students who do not have English language support at home. This

Part E: Budget

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

Allocation Amount: \$24304

| Budget Category | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|-----------------|-----------------------|---|
| Travel | | |
| Other | | |
| TOTAL | <u>24,304.</u> | |