



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PUBLIC SCHOOL 340

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X340

PRINCIPAL: NELLY MALDONADO **EMAIL:** NMALDON@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
Nelly Maldonado	*Principal or Designee	
Mary Dillon	*UFT Chapter Leader or Designee	
Katty Rivera	*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	
Ana Henriques	Member/Teacher	
Annette Nieves	Member/Teacher	
Lourdes Rendon	Member/Teacher	
Therese Lunetta	Member/Teacher	
Isamar Alvarez	Member/	
Belkis Rodriguez	Member/	
Francisca Amigon	Member/	
Rosaury Fernandez		
Heather Guerino		

Carmen Vargas		
Australia Morales		

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.

To improve student performance for all students especially those who are learning English as an additional language and students with disabilities, in English Language Arts, teachers will use appropriate and strategic feedback to increase students' reading comprehension in the middle grades. Currently 7.3 percent of students with disabilities score at the proficient level. As a result of the actions required by this goal, 14 percent of youngsters identifies as students with disabilities will score at proficient levels. Currently 38.7 percent of English language learners (82 students) at P.S. 340 scored at proficient levels. By June 2012, 45 percent of students (96 students) identified as ELL will score at proficient levels.

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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.
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- The school has determined a need to increase students' ability to be critical readers who regularly engage in inferential comprehension of text. The following data sources were consulted in the development of this goal: NYSTART accountability reports, assessment summary reports, periodic assessment (Acuity), reading response journals, and teachers' reading conference logs.

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

By June 2012 6 classroom teachers (from grades 4 and 5) will participate in professional development with outside consultant, school based Literacy Coach and school administrators on how to provide effective feedback to students through conferring and reading response journals. Teachers will keep conference notes and provide written and oral feedback noted in students' reading response journals and teacher's conference log.

In class coaching and modeling will be provided for teachers of self contained special education classes.

Teachers will engage in bi-weekly professional development sessions with Linda Hughs, an outside consultant. They will observe effective conferring techniques and will receive one on one coaching to improve their conferencing skills. During these sessions the consultant will model effectively conferring with students, and show them how to provide students with specific written feedback and suggestions for next teaching steps that will help students self adjust. A portion of these sessions will be devoted to strategies that meet the needs of our diverse group of learners.

Administrators and coaches will observe the kind of quality feedback given by teachers to students.

Administrators, coach and consultant will observe and coach teachers in feedback moves.

SBO proposed to use 50 minutes each week for professional learning

Per-session funding to allow additional time for professional learning.

All students including those with disabilities and students learning English as an additional language will have access to all components of a balanced literacy program. Reading feedback will be provided during the balanced literacy instruction:

1. **Independent Reading:** Students read a book at their independent level. The teacher confers with students during this time. (Approximately 30 minutes.)
2. **Independent Writing:** Students maintain work folders, Writer's Notebooks or portfolios, which reflect their ideas and insights. Through genre studies, author studies and craft units of study, students work carefully to change their raw material into published pieces. (Approximately 45 minutes.)
3. **Shared Reading:** Short texts (poems, rhymes, songs, articles) are carefully chosen by the teacher and presented in large text, placed on overhead transparency or provided for each student. The text is chunked by the teacher to model specific reading and writing strategies. (Approximately 10-15 minutes.)
4. **Interactive Writing:** In the lower grades teachers invite students to take risks in recording their oral sentences into written text. (Approximately 10-15 minutes.)
5. **Read Aloud:** The teacher chooses a text, usually grade level or one grade higher, and reads aloud the text to the class. The teacher models fluent reading behavior and the skills, strategies, and habits of good readers. (Approximately 15-20 minutes.) After a comprehension check, students choose a topic of conversation and draw themes/treasures at the end. (3-6)
6. **Word Study:** Depending upon grade, may be phonics, word study including prefixes and suffixes, root words, word families or words from the read aloud. (Approximately 20 minutes.)
7. **Guided Reading:** The teacher leads small group instruction based on assessed needs (Approximately 20-30 minutes.)

Progress will be measured at strategic intervals by:

- Agendas/ attendance, observations, teacher reflection sheets
- Teacher conference notes and RRJ feedback*

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.

To provide parents with timely information via curriculum meetings, etc., workshops (monthly or bimonthly), brochures, parent bulletin board, parent calendar, flyers and ARIS

To recruit, support and involve parents in school wide planning and decision making process, e.g.,

To encourage and actively involve parents in planning, and the delivery of instruction.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

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.
- P.S. 340 provides field work and student teaching experience for undergraduate and graduate students from Manhattan College, Lehman College and Teachers College. As a result we have an opportunity recruit and train teachers during their pre-service experience. We have a highly stable staff. Many of our staff members hold multiple certifications. In addition on-going tiered professional development is provided for all teachers.

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. P.S 340 hosts two Pre-Kindergarten classes and works with community agencies to smooth the transition to kindergarten. Children in pre kindergarten are instructed using the readers and writers workshop and will engage in a performance task in ELA and mathematics. Curriculum calendars and goals are shared with our partners so that they may support school initiatives. The partners include: Manhattan College and Lehman College, Literacy Support Systems, Mosholu Montefiore Development Corporation, Wavehill, VanCortlandt Park Urban Park Rangers, Safety City, Move to Improve, DL-TBE Grant, Award Reading, Theater Moves and American Ballroom Theater.

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.
- The budget sources that support this initiative include, tax levy (Fair Student Funding) and title one professional development funds.

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.

In order to improve teacher effectiveness in planning for curriculum and instruction, as well as improve student outcomes, teachers will implement one new Common Core aligned unit and embedded assessment task in ELA. By June 2012 in accordance with the Citywide Instructional Expectations, teachers will replace a current unit in the reading/ writing calendar with one Common Core aligned unit and assessment task.

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.

The school has determined a need to increase students' opportunity to engage in cognitively challenging instruction. A need was also determined to ensure that multiple entry points are embedded in instruction and performance tasks so that ELLs and SWDs can achieve mastery. The following data sources were consulted in the development of this goal: NYSTART accountability reports, assessment summary reports, periodic assessment (Acuity), student writing portfolios, school planning documents and teachers' plans.

Instructional strategies/activities

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

An initial staff conference led by the administration in September to explain new city-wide expectations

Follow-up grade level meetings led by literacy coach and administration to explain the implications of the work needed to implement the new CCLS aligned units and embedded assessment tasks as well as explain the parameters of the work ahead

Teachers will engage in bi-weekly team meetings to:

- 1) Reconfigure their current reading/ writing calendars to align with CCLS*
- 2) Replace one cycle with the CC unit and embedded assessment task*

Create/ revise existing lessons that will align to the new CCLS units

Progress toward meeting this goal will be assessed at strategic intervals using grade team (inquiry) meeting agenda/ attendance sheets and artifacts:

- 1) Revised school reading/ writing calendars on thumb drive*
- 2) Unit plans including lessons, activities and assessment/ performance tasks.*
- 3) Student generated work from embedded assessment task*
- 4) Observation of instruction during the units and/or the implementation of the task*

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.
- To provide parents with timely information via curriculum meetings, etc., workshops (monthly or bimonthly), brochures, parent bulletin board, parent calendar, flyers and ARIS
- To recruit, support and involve parents in school wide planning and decision making process, e.g.,
- To encourage and actively involve parents in planning, and the delivery of instruction.
- To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

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.
- P.S. 340 provides field work and student teaching experience for undergraduate and graduate students from Manhattan College, Lehman College and Teachers College. As a result we have an opportunity recruit and train teachers during their pre-service experience. We have a highly stable staff. Many of our staff members hold multiple certifications. In addition on-going tiered professional development is provided for all teachers.

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. P.S 340 hosts two Pre-Kindergarten classes and works with community agencies to smooth the transition to kindergarten. Children in pre kindergarten are instructed using the readers and writers workshop and will engage in a performance task in ELA and mathematics. Curriculum calendars and goals are shared with our partners so that they may support school initiatives. The partners include: Manhattan College and Lehman College, Literacy Support Systems, Mosholu Montefiore Development Corporation, Wavehill, VanCortlandt Park Urban Park Rangers, Safety City, Move to Improve, DL-TBE Grant, Award Reading, Theater Moves and American Ballroom Theater.

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. Fair Student Funds, Title One Funds/Title One professional development funds

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.

In order to improve teacher practice, one domain from the Danielson Framework for teaching will be adopted. Domain 3d, using assessment in instruction will be the focus. By June 2012 administration will observe characteristics of highly effective attributes from Danielson's Framework Domain 3d in 10% of the classes.

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.
- The school has determined a need to increase the capacity of our instructional staff to provide cognitively challenging instruction so that our students may achieve at high levels. A review of test data indicate that youngsters are not achieving at desired levels. The following data sources were consulted in the development of this goal: NYSTART accountability reports, assessment summary reports, periodic assessment (Acuity), student work and classroom observations.

Instructional strategies/activities

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

Administration will meet with all teachers to review the Danielson Framework for Teaching and explain in detail the emphasis on using assessment to drive instruction

One-on-one goal setting meeting with teachers to establish professional goals.

Cycles of short (5-10 minute) observations.

Success in meeting this goal will be evaluated through:

Teacher observations (informal)

Review of teacher lesson plans
Review of students work/assessments

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.

To provide parents with timely information via curriculum meetings, etc., workshops (monthly or bimonthly), brochures, parent bulletin board, parent calendar, flyers and ARIS

To recruit, support and involve parents in school wide planning and decision making process, e.g.,

To encourage and actively involve parents in planning, and the delivery of instruction.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

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.
- P.S. 340 provides field work and student teaching experience for undergraduate and graduate students from Manhattan College, Lehman College and Teachers College. As a result we have an opportunity recruit and train teachers during their pre-service experience. We have a highly stable staff. Many of our staff members hold multiple certifications. In addition on-going tiered professional development is provided for all teachers.

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. P.S 340 hosts two Pre-Kindergarten classes and works with community agencies to smooth the transition to kindergarten. Children in pre kindergarten are instructed using the readers and writers workshop and will engage in a performance task in ELA and mathematics. Curriculum calendars and goals are shared with our partners so that they may support school initiatives. The partners include: Manhattan College and Lehman College, Literacy Support Systems, Mosholu Montefiore Development Corporation, Wavehill, VanCortlandt Park Urban Park Rangers, Safety City, Move to Improve, DL-TBE Grant, Award Reading, Theater Moves and American Ballroom Theater.

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. Fair Student Funds, Title One Funds

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.

Improve academic progress of English Language Learners

By the end of the school-year 5 % of the English Language Learners in grade three will demonstrate academic progress as measured by the NYSESLAT Exam by increasing their scale score in the combined modalities by eight points.

Comprehensive needs assessment

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

Instructional strategies/activities

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

All ELL's will receive targeted instruction in content classes

ELL students in grades 3-6 will take interim and predictive assessments in ELA

90% of teachers will engage in professional development by on site bilingual teacher team on effective strategies in working with ELL's at different stages of language acquisition.

English Language Learners will receive additional academic support from ESL/ Bilingual Certified teachers and by reducing class and group size as much as possible.

Saturday Academy and Title III After school Program will be offered to all ELLs and will be modified regularly to target as many students as possible

A certified bilingual teacher will provide language support to new arrivals to the country who are at the pre-production or speech emergence phase of language acquisition.

This goal will be evaluated through:

Attendance for Saturday Academy and Extended Day

Attendance from ELS professional development

NYSESLAT Results

Analysis of NYSESLAT scores.

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.

To provide parents with timely information via curriculum meetings, etc., workshops (monthly or bimonthly), brochures, parent bulletin board, parent calendar, flyers and ARIS

To recruit, support and involve parents in school wide planning and decision making process, e.g.,

To encourage and actively involve parents in planning, and the delivery of instruction.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

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.

P.S. 340 provides field work and student teaching experience for undergraduate and graduate students from Manhattan College, Lehman College and Teachers College. As a result we have an opportunity recruit and train teachers during their pre-service experience. We have a highly stable staff. Many of our staff members hold multiple certifications. In addition on-going tiered professional development is provided for all teachers.

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. P.S 340 hosts two Pre-Kindergarten classes and works with community agencies to smooth the transition to kindergarten. Children in pre kindergarten are instructed using the readers and writers workshop and will engage in a performance task in ELA and mathematics. Curriculum calendars and goals are shared with our partners so that they may support school initiatives. The partners include: Manhattan College and Lehman College, Literacy Support Systems, Mosholu Montefiore Development Corporation, Wavehill, VanCortlandt Park Urban Park Rangers, Safety City, Move to Improve, DL-TBE Grant, Award Reading, Theater Moves and American Ballroom Theater.

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. Fair Student Funding, Title III and Title One funds.

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.

In order to improve teacher effectiveness in planning for curriculum and instruction, as well as improve student outcomes, teachers will implement one new Common Core aligned unit and embedded assessment task in Mathematics.

By June 2012 in accordance with the Citywide Instructional Expectations, teachers will replace a current unit in the mathematics pacing guide with one Common Core aligned unit and assessment task.

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.

The school has determined a need to increase students' opportunity to engage in cognitively challenging instruction. A need was also determined to ensure that multiple entry points are embedded in instruction and performance tasks so that ELLs and SWDs can achieve mastery. The following data sources were consulted in the development of this goal: NYSTART accountability reports, assessment summary reports, periodic assessment (Acuity), student writing portfolios, school planning documents and teachers' plans.

Instructional strategies/activities

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

By June 2012 in accordance with the Citywide Instructional Expectations, teachers will replace a current unit in the mathematics pacing guide with one Common Core aligned unit and assessment task.

An initial staff conference led by the administration in September to explain new city-wide expectations

Follow-up grade level meetings led by mathematics coach and administration to explain the implications of the work needed to implement the new CCLS aligned units and embedded assessment tasks as well as explain the parameters of the work ahead

Teachers will engage in bi-weekly team meetings to:

- 1) *Reconfigure their current mathematics pacing guide to align with CCLS*

*2) Replace one cycle with the CC unit and embedded assessment task
Create/ revise existing lessons that will align to the new CLLS units*

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.

To provide parents with timely information via curriculum meetings, etc., workshops (monthly or bimonthly), brochures, parent bulletin board, parent calendar, flyers and ARIS

To recruit, support and involve parents in school wide planning and decision making process, e.g.,

To encourage and actively involve parents in planning, and the delivery of instruction.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

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.

P.S. 340 provides field work and student teaching experience for undergraduate and graduate students from Manhattan College, Lehman College and Teachers College. As a result we have an opportunity recruit and train teachers during their pre-service experience. We have a highly stable staff. Many of our staff members hold multiple certifications. In addition on-going tiered professional development is provided for all teachers.

Service and program coordination

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

Budget and resources alignment

- 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.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

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

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	
Mathematics	
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 10x340 School Name PS 340

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

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

Category: Basic Focused Comprehensive

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

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

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

For the school year 2010-2011, students with disabilities and English language learners were the 2 subgroups that were identified for not making AYP in ELA. After examining school data such as the item skills analysis in acuity, we have determined that students are not performing well in reading when challenged by complex text that requires higher order analysis to be understood. An examination of data and classroom observations indicate that reading instruction must be more nuanced. Differentiated instruction based on evidence gleaned from student work and steeped in strategies with higher order questioning must become consistent throughout the building. Teachers need to develop lessons with multiple entry point for their diverse group of learners.

Additionally, we believe that budget cuts and larger class sizes have had a huge impact on achievement. With fewer teachers to provide targeted intervention services to our subgroups that did not meet AYP, the expected gains were not achieved.

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

The following are the interventions that we plan to implement to address the needs of the subgroups who have failed to meet AYP:

With the additional SINI grant funds we will implement the following plan:

- Host an After School Academy to target the specific needs of our ELL'S and SWD's. Instruction will be provided by 6 certified, bilingual, ESL, special education and common branch teachers. The program will run 2 days a week for 1 ½ hours/per day over the course of 3 months.
- A part time expert special education teacher/staff developer to support special education teachers.

Professional development on appropriate strategies for ELL and SWDs.

- Hire consultants to provide focused professional development for staff on effective/research based strategies for working with ELL's and students with disabilities.
- Model lessons and study groups on effective reading strategies
- Use of formative assessments to track and monitor students progress on weekly basis on order to differentiate instruction
- Grade level meetings with coaches.

The SINI response plan program will be an important component of our structured support for all student groups.

Additional supports funded by other sources:

- Saturday Academy for 3rd, 4th and 5th grade students in ELA and Math
- Thursday and Friday After school Program for 2nd-6th grade small group instruction
- Extended Day Program homogeneously grouped by proficiency level and staffed by certified bilingual /ESL teachers for ELL Students
- Award Reading Program to support curriculum
- Math and ELA Coaches push into 4th grade classes to reduce class size during Math and ELA periods
- IEP teacher pushes into SWD classes to further reduce student to teacher ratio
- Hiring F status teacher to provide targeted small group instruction

Parent Involvement:

- ELA and Math workshop for parents

Part B: For Title I SINI Schools Only

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

We have set aside in galaxy the mandatory 10 percent for professional development. An additional 5 percent is earmarked to pay for our content coach. We have hired literacy consultants, Bilingual/ESL specialists and highly trained and seasoned F status retirees to coach, model, support and train PS 340 teachers. Professional development allocations are blended with other monies to fund a literacy and math coach.

We have created and revised ESL /Content area units/ lessons under the direction of a 30 year seasoned ESL instructor/ researcher to reflect the most current research on effective strategies for developing students' language acquisition. Dr. Cloud has observed bilingual teachers in the delivery of these revised lessons in order to provide feedback on the use of differentiated strategies and cooperative learning techniques. Teachers will continue to implement these effective strategies throughout the year. Administrators, coaches, consultants will observe teachers' lessons and give feedback to help teachers self adjust their lessons.

We have hired 2 expert literacy consultants to assist and mentor teachers who service ELL's and students with disabilities during the reading block. Consultants modeled for teachers how to hold effective reading conferences using the research decide teach model in order to help teachers set individualized reading goals and practice reading strategies during independent reading.

PS 340 literacy coach and assistant principal will continue to hold grade meetings around revising the curriculum calendars to align with the Common Core Learning Standards.

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

New teachers are mentored by expert peers. The mentoring concept reaches beyond first year teachers. In addition to the required mentoring, other classroom teachers are mentored around specific cooperatively defined needs. Teachers are also coached by expert teachers and consultants.

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

In addition to the required letter to parents, the principal will meet with the PTA, SLT and other groups.

**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/BobCohen	District 10	Borough Bronx	School Number 340
School Name 10X340			

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

Principal Nelly Maldonado	Assistant Principal Alexei Nichols
Coach Nancy Iodice	Coach Emma Suarez-Baez
ESL Teacher Hsiao-yiing Liu	Guidance Counselor Rhonda Hughes
Teacher/Subject Area Ana Henriquez/Bilingual	Parent Katty Rivera
Teacher/Subject Area Mary Dillon/Science	Parent Coordinator Maria Acosta
Related Service Provider Maria Fotinis	Other Felipe Orozco/Bilingual
Network Leader Bob Cohen	Other Lourdes Rendon/Bilingua

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	4	Number of certified bilingual teachers	6	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	605	Total Number of ELLs	146	ELLs as share of total student population (%)	24.13%
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Part II: ELL Identification Process

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

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

1. The Pupil Accounting Secretary distributes a Home Language Identification Survey to parents of all new admits. Based on the information parents enter on this form we determine the student's home language and whether he or she is eligible for the LABR. An assigned certified bilingual teacher will then conduct an interview in the parent's native language to gather information about the student's educational background and home language. When the student's home language is designated as a language other than English based on the criteria, the student will be administered LAB-R by the ESL Teacher. If the Spanish-speaking student is determined to be an English Language Learner, he or she will be administered Spanish LAB by a bilingual teacher. The administration of both LAB-R and Spanish LAB is completed within 10 days of the student's enrollment.

All English Language Learners are evaluated annually using the New York State English as a Second Language Achievement Test (NYSESLAT). At the beginning of each school year the Testing Coordinator reviews class rosters to identify returning students and new admits to ensure that students are appropriately tested and that the correct accommodations are provided. Information is gathered from various ATS reports (RLAT, RSPE, RLER) and CAP are cross-referenced for accuracy. Numerous consultations take place between the Testing Coordinator, the IEP Teacher, and the ESL Teacher immediately prior to testing for the NYSESLAT. A testing schedule is created that groups students for administration according to their grade and accommodation(s).

PS 340 has professional development for all teachers responsible for administering tests. Training includes review of proper test administration procedures and active proctoring. Teachers administering the NYSESLAT are given the Administrative Manual for review in advance of the testing period. Lists are created of the NYSESLAT-eligible students from ATS reports. They are subsequently assigned to a certified ESL or bilingual teacher (as is most appropriate to the child's placement) for the speaking portion of the NYSESLAT, which is administered on a one-to-one basis by the ESL or bilingual teacher. Records are maintained by all the teachers involved, and the teachers communicate regularly with the testing coordinator throughout the testing window. The reading, writing, and listening portions of the NYSESLAT are administered according to the same stringent procedures. Daily schedules for all three days are created and reviewed for accuracy by the Testing Coordinator, ESL Teacher, IEP Teacher, and school administration. Special education ELLs are placed according to their individual accommodations. Testing takes place within the prescribed window. Records of absent students are kept by the Testing coordinator and students' homes are called to inform the school and guarantee that they will be available for testing within the make-up window.

2. Our school sends an invitation to parents of newly admitted students as soon as the students are identified as entitled to the Bilingual/ESL services. The ELL parent orientation meeting is held several times at the beginning of the school year and at the times when new admits are identified as ELLs. Parents who are unable to attend the first meeting will be invited to another meeting at a more convenient time. The parent coordinator makes phone calls to parents who have not attended the orientation meetings scheduled at different times. Every effort is made to accommodate these parents' schedules.

At the meetings, the ESL teacher explains the three programs to the parents and the Parent Coordinator translates. Parents have opportunities to ask questions about educational programs and services available for their children. Parents are also provided with a brochure "A Guide for Parents: Transitional Bilingual Education Programs, Dual Language Programs, and English as a Second Language Programs." In addition, they view an Orientation Video for Parents of English Language Learners. The brochures and videos are available in different languages such as Bengali, Urdu, and Spanish. If a parent's home language is other than what is available in

the brochures and videos, there is usually a parent interpreter present for assistance whenever it is possible. Parents of the students who need continued services in the Bilingual/ESL programs are sent a Parent Choice Continuation Letter once a year to inform them of the services available for their children. They are asked to choose a program suitable for their children.

3. To ensure that all Program Selection Forms are returned, our school has numerous steps in place. Whenever the Program Selection Forms for continuing entitled students are not returned, the ESL teacher reminds these students to ask their parents to return the signed continuation forms. After two reminders, the parent coordinator places phone calls to the parents who have not returned the continuation forms. As for the parents of newly enrolled and identified ELLs, ELL orientation meetings are scheduled for them at different times. At the meetings, the Program Selection Forms are filled out after these parents are provided with the essential information regarding the three program models available in the New York City public school system. The parent coordinator makes phone calls to other parents to invite them to meetings at a convenient time to them. In cases where parents cannot be reached, certified mail is sent to them to notify them of the date and time of a new meeting. Every effort is made to reach out to parents of ELLs to inform them of the educational programs available to their children.

4. The LAB-R is given to all students who qualify based on the Home Language Identification Survey. If the child is eligible for bilingual or ESL services, the Bilingual Coordinator will show the parent the Orientation Video for Parents of English Language Learners that describes the program options (Transitional bilingual program or free-standing ESL). And the parents will select their program preferences.

5. According to the Parent Survey and Program Selection forms for newly admitted students for the past three years, more parents of newly admitted students chose the Transitional Bilingual Program as their first choice. For the school year of 2009 to 2010, 51% of parents chose the Transitional Bilingual Education Program, and 49% of parents chose the English as a Second Language Program. For the school year of 2010 to 2011, 69% of parents chose the Transitional Bilingual Education Program, and 31% of parents chose the English as a Second Language Program. For the school year of 2011 to 2012, 62% of parents chose the Transitional Bilingual Education Program, and 38% of parents chose the English as a Second Language Program. (See the attached table.)

This trend of requesting the Transitional Bilingual Program as the first choice seems to correlate with the fact that many newly admitted students were more dominant in Spanish. Parents of students who were more dominant in English tended to choose the English as a Second Language Program. There were individual cases where parents requested the English as a Second Language Program even though their children had limited English proficiency.

In the past three years, more than half of the parents of first and second graders requested the Transitional Bilingual Program as their first choice: 81% and 84% in 2009-2010, 90% and 96% in 2010-2011, and 87% and 84% in 2011-2012. For the school years 2010-2011 and 2011-2012, the majority of parents (86% and 92%) of third graders chose the Transitional Bilingual Education Program when it was offered to them. Parents of fourth grade and up requested the English as a Second Language Program as their first choice. The trend for parental choice in fourth grade and up seems to opt for more English instruction.

6. The programs offered at our school are generally aligned between parent choice and program offerings. After the parent orientation meetings, the Parent Survey and Program Selection forms for newly admitted students are reviewed. Students are placed in the programs that their parents have requested for them.

The continuation letters for the Bilingual and ESL services are also reviewed. Parents' program choices are aligned with student placements.

Part III: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	146	Newcomers (ELLs receiving service 0-3 years)	118	Special Education	10
SIFE	0	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	3

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	88	0	0	3	0	1	0	0	0	91
Dual Language										0
ESL	30	0	2	22	0	7	3	0	1	55
Total	118	0	2	25	0	8	3	0	1	146

Number of ELLs in a TBE program who are in alternate placement: 1

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	21	26	21	21										89
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	22	26	21	21	0	90								

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	2	3	2	20	15	5							51
Chinese	1													1
Russian														0
Bengali		2	1											3
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													1
TOTAL	6	4	4	2	20	15	5	0	0	0	0	0	0	56

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. Our ELL population is provided with the mandated services mostly through homogeneous grouping based on their English proficiency levels and grades. In most of the bilingual classes, the students are at the beginning and intermediate levels. 38% of the students in the third grade bilingual class are at the advanced level and the other 62% are at the beginning and intermediate levels. The four bilingual classes are formed by grade. As for the ESL pull-out and push-in programs, the grouping is mainly based on the students' English proficiency

A. Programming and Scheduling Information

levels and grades. The Grade 1 group is composed of ELLs at the beginning and intermediate levels. The Grade 2 group is heterogeneous. The Grade 3 group is at the intermediate level. 75% of the Grades 4, 5, and 6 groups are mainly at the advanced level. When there are differences in proficiency levels, other groups are formed to make the grouping more homogeneous. For instance, the new comers in Grades 4 and 5 receive ESL instruction in a small group to meet their unique language needs. Every effort has been made to group students according to their language needs.

2. In order to ensure that all students receive the mandated instructional minutes from Part 154, all bilingual teachers incorporate ESL, ELA, and NLA into their instructional day. ESL, ELA and NLA instructional minutes are integrated throughout the content area instruction over the course of the day. The beginning ELLs receive 360 minutes of ESL per week and 60-90 minutes of NLA per day. The intermediate ELLs receive 360 minutes of ESL and 45-60 minutes of NLA per day. And the advanced ELLs receive 180 minutes of ESL and 180 minutes of ELA per day, and 45 minutes of NLA per day.

The ESL instruction in the pull-out and push-in programs is delivered following the NYS Learning Standards in ESL. As required by CR Part 154, the beginning and intermediate ELLs receive 360 minutes of ESL per week, and the advanced ELLs receive 180 minutes of ESL per week. The ELA instruction is delivered following the NYS Learning Standards in English Language Arts. As required by CR Part 154, the advanced ELLs in the TBE and ESL programs receive one unit of instruction per week, i.e., 180 minutes of English Language Arts instruction. The ELLs are receiving the required instruction in the content areas: Math, Science, and Social Studies. As required by CR Part 100 and CR Part 154, the ELLs receive one unit of instruction, i.e., 180 minutes, in each of the content areas per week.

3. In order to ensure that contents are comprehensible, teachers use the following methods: Our literacy program for ELLs adheres to the Children First Initiative's uniform curriculum. All of the ELL programs use a balanced approach to literacy: read aloud, shared reading, guided reading, independent reading, and various writing cycles. All ELL programs are also aligned with state standards, including New York State Learning Standards for all curriculum areas and New York State ESL Standards.

In the transitional bilingual program, all the ELLs learn the same content areas as their general education peers. The materials are made comprehensible to them through the ESL strategies. For example, in the second grade bilingual class, the bilingual teacher uses the social studies curriculum created by the Bilingual Team at our school to support our ELLs. Based on the assessment data that show the higher speaking and listening proficiency levels than the reading and writing proficiency levels in their native language, the second grade bilingual teacher has decided to provide more support to strengthen their oral language to facilitate their reading and writing skills in the social studies curriculum. In the third grade bilingual class, ELLs benefit from preview-view-review format in mathematics and are taught explicit vocabulary in their native language first in order to promote the transfer of mathematical skills to their second language.

To support the learning of ELLs in the ESL program, a variety of instructional materials are used. The ESL component in our ELL programs is literature-based. Children's literature is used to facilitate acquisition of four language skills. Graphic organizers, interviewing techniques, recording data, structuring information in easily accessible visual formats, audio-visual aids, SMART Board, and other techniques are used to facilitate learning. Technology is also integrated into the instruction to facilitate language and content acquisition. The computer programs used to facilitate learning and language acquisition are Microsoft Word, PowerPoint, TimeLiner, and WebBlender. In addition, to address ELLs' linguistic needs in learning the conventions of the English language, World of Language published by Silver Burdett Ginn, and handbooks for writing and learning published by Houghton Mifflin are used. In addition to the ESL instruction in the ESL programs, these ELLs also receive content area instruction from their classroom teachers and science teachers with the ESL methodologies. Every effort is made to make the contents comprehensible to the ELLs.

4. A variety of assessment tools are in place to evaluate our ELLs in their native language, Spanish. Based on the Home Language Identification Survey, the new admits are administered LABR if they are eligible for testing. The newly identified ELLs are then administered Spanish LAB to determine their language dominance to ensure proper placement in one of the two educational programs for the ELLs.

In Kindergarten and First Grade, El Sol, the Spanish version of ECLAS, is used to assess the basic literacy skills such as letter recognition, sound correspondence, sight words and so on. At the end of the school year kindergarten students are also assessed using EDL and EDL2, the Spanish version of DRA and DRA2. In all the other grades all ELLs in the bilingual classes are evaluated at three different benchmarks throughout the year (beginning, middle, end) in Spanish. These evaluations consist of running records with reading comprehension passages. Third grade ELLs in the bilingual class also take ELE in the spring of each school year. In addition, they take modified assessments in Spanish, particularly in Mathematics: quizzes, EDM (Everyday Math) end-of-unit assessments, and state exams.

5. a. Students with interrupted formal education require our special attention. Currently our school does not have any SIFE students. If

Native Language Usage and Supports

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

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

A. Programming and Scheduling Information

significant ESL and academic development.

b. For our newly arrived ELLs who have not had any exposure to the English language and whose home language is not Spanish, we

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. Of the 146 English Language Learners at our school, 81% of them have been in the Bilingual or ESL programs for 0 to 3 years, 17% of them have been in the Bilingual or ESL programs for 4 to 6 years, and 2% of them have been in the Bilingual or ESL programs for more than 6 years. We offer a wide variety of academic interventions to address the educational needs of our ELLs. These academic interventions include direct instruction by Math and Literacy coaches, and small group and individualized instruction in ELA by consultants, the morning program (Tuesday – Friday at 7-8 AM), extended day (Tuesday and Wednesday afternoons from 2:30-3:20), and Saturday Academy (17 scheduled Saturdays).

Content-area instruction in social studies is provided for the target population by classroom teachers and is delivered entirely in English. In science, ELLs receive all instruction in English. The children attend science class twice weekly in the fourth through sixth grades. An after-school program for second graders (in both general education and bilingual Spanish classes) integrates language arts instruction with the content areas.

Mathematics instruction is delivered in English for the ELLs in monolingual classrooms. The ELLs in the bilingual classes also receive instruction in their native language, Spanish. Teachers in kindergarten through grade five utilize the Everyday Mathematics curriculum, and Impact Mathematics is the curriculum for the sixth grade. Both programs provide options for differentiation and second-language support that are integral to the programs.

In addition to the mandated Bilingual/ESL services, during the school day, kindergarteners, first, second, and third graders receive small-group reading instruction, in both Spanish and English, five days per week. In the first, second, and third grades ELLs receive pull-out guided reading instruction in English twice weekly. All of these interventions include comprehensive instruction in writing, reading, speaking, and listening.

Our ELLs are targeted and provided ELA and math intervention through morning, and Saturday Academy programs that are geared toward providing preparation for NYS tests. All programs are delivered in English, with some students receiving clarification from their teacher in their native language, Spanish (where indicated) to further their English-language acquisition in the content areas. Second-language literacy is taught and reinforced utilizing the Buckle Down, New York Content Reading, and Preparing for Excellence series along with teacher-made materials. Mathematics skills and concepts are taught using the Blast Off, Buckle Down, and Write Math series along with various teacher-designed lessons.

We are supplementing curricular programs for ELLs with specific groups that meet during the extended day period. Extended day consists of two 50-minute periods per week. ELL students remain at school during the extended day program and receive 100 additional minutes of instruction in literacy and mathematics. There are two cycles of extended day period for this school year. The cycle A of the extended day period includes some students in early grades and mostly students in upper grades. The cycle B of the extended day period will include students in early grades.

During the extended day our third grade bilingual students are being serviced by two bilingual teachers in small groups to focus on language acquisition and literacy support with a focus on preparing for the ELA and Math state exams. Two more licensed teachers are supporting the upper (4th and 5th) grades with the same focus. A new comer extended day small group has been implemented twice a week for 50 minutes to provide additional language support provided by a licensed bilingual teacher. In addition a group of first grade ELLs will also be receiving language support from a licensed ESL teacher.

9. The students reaching proficiency on the NYSESLAT are given transitional support during the school day and through after-school classes or tutoring, Saturday programs, and/or summer programs. There are guided reading groups conducted throughout the school day. Push-in coaches and teachers provide additional support as needed. To provide additional testing support, students are also given test modification such as extended time (time and 1/2) on the standardized tests.

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

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11. None.

Courses Taught in Languages Other than English ⓘ

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

Math:	Spanish			
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D. Professional Development and Support for School Staff

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

1. Our yearly initiatives for staff development at P.S. 340 include all teachers of ELLs. Teachers are trained to meet instructional goals set by our school, the NYC Children First Initiative and NYS Learning Standards. Our ELLs are challenged to meet the academic demands expected of the other general education students. Their teachers are given full support and training to achieve these goals in literacy, math and the other content areas. There are on-going grade and departmental meetings with our literacy and math coaches and other support staff. Modifications and scaffolds for ELLs are part of the discussions at these grade and departmental meetings. Our scheduled coaching sessions for teachers in the ELL programs (with articulation afterwards) are consistent with the training and/or focus discussed at these meetings. There are also meetings/study groups held specifically to support our teachers in the transitional bilingual program. Teachers of ELLs also attend ESL/bilingual workshops offered by the Bilingual Team at our school.

2. In order to facilitate the transition of our ELLs from elementary to middle school, articulation is discussed between the guidance and fifth and sixth grade classroom teachers, ESL teacher, and students. In addition, middle school workshops are held for parents in English and Spanish. Data on the exam history (ELA, Math NYSESLAT) are reviewed. It is our goal to help students find the right placement for their middle school studies and ELL services in the middle schools. The needed ELL services at the time of the middle school application are pre-printed on the middle school application. Once choices are listed, matches are made to choices. Every effort is made to inform the parents of our ELLs about the middle school options that are available to their children.

3. The Bilingual Team at our school is providing on-site training to all staff members on effective ESL strategies. Over the course of the year, all new staff or staff in need of Jose P. training will receive a total of 7.5 hours of required ELL training. The training records are kept by the literacy coach.

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. Parents are members of the PTA and they serve on the School Leadership Team. They participate in school-led workshops, volunteer in classrooms, and assist with school initiatives. Parents including the parents of ELLs are involved in school events/activities. The majority of the workshops/orientations are bilingual (Spanish/English). In the instances when a workshop may only be presented in one language, it is shortly after offered in the other dominant school language. For parents that speak limited English and their second language is not Spanish, if there is not an individual in the building that speaks their language, the Parent Coordinator sits with them one-on-one and contacts the Language Interpretation Unit for over-the-phone translation.

2. The school does partner with other agencies or Community Based Organizations to provide bilingual workshops or services to ELL parents. We have partnered with Cornell University who has provided workshops on nutrition, Save Energy, Save Dollars, and Making Ends Meet. Bronx Health also comes to the school to conduct workshops on asthma, healthy homes and financial planning. Parents of Pre-K students were recently invited to a bilingual Jump Start activity affiliated with Lehman College. The first CPR class for parents was offered in Spanish and was presented by the Fire Department. The English CPR class is scheduled to be held in December. P.S. 340 has also joined with the Montefiore Medical Center - Women's Center for a bilingual workshop on The Real AIDS Prevention Project (R.A.P.P.). Cornell University also holds a Nutrition Workshop for students with limited English proficiency (Spanish/English).

E. Parental Involvement

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3. Parents participate in the citywide parent survey. They submit their concerns and ideas to the Leadership Team. The needs of the parents are evaluated through surveys and one-on-one conversations between parents and the Parent Coordinator. The Parent Coordinator also takes into consideration the needs of the students to present workshops to the parents offering techniques on how to better assist their children with their schoolwork at home.

4. Parent survey results are used to determine workshop topics. The activities parents are offered are activities they can in turn use with their families at home. For example, parents are always asking for ways they can assist their children with math or reading for the State Exams. As a result a series of workshops is scheduled for the parents to teach them games they can play at home with their children so that they may reinforce the skills the children have learned at school. Another example is the nutrition workshop, which teaches parents to cook healthier meals.

All the workshops, flyers, and notices to parents and parent outreach are provided in English and Spanish. Staff is made available for translation at PTA meetings and parent teacher conferences, and in all school events and celebrations.

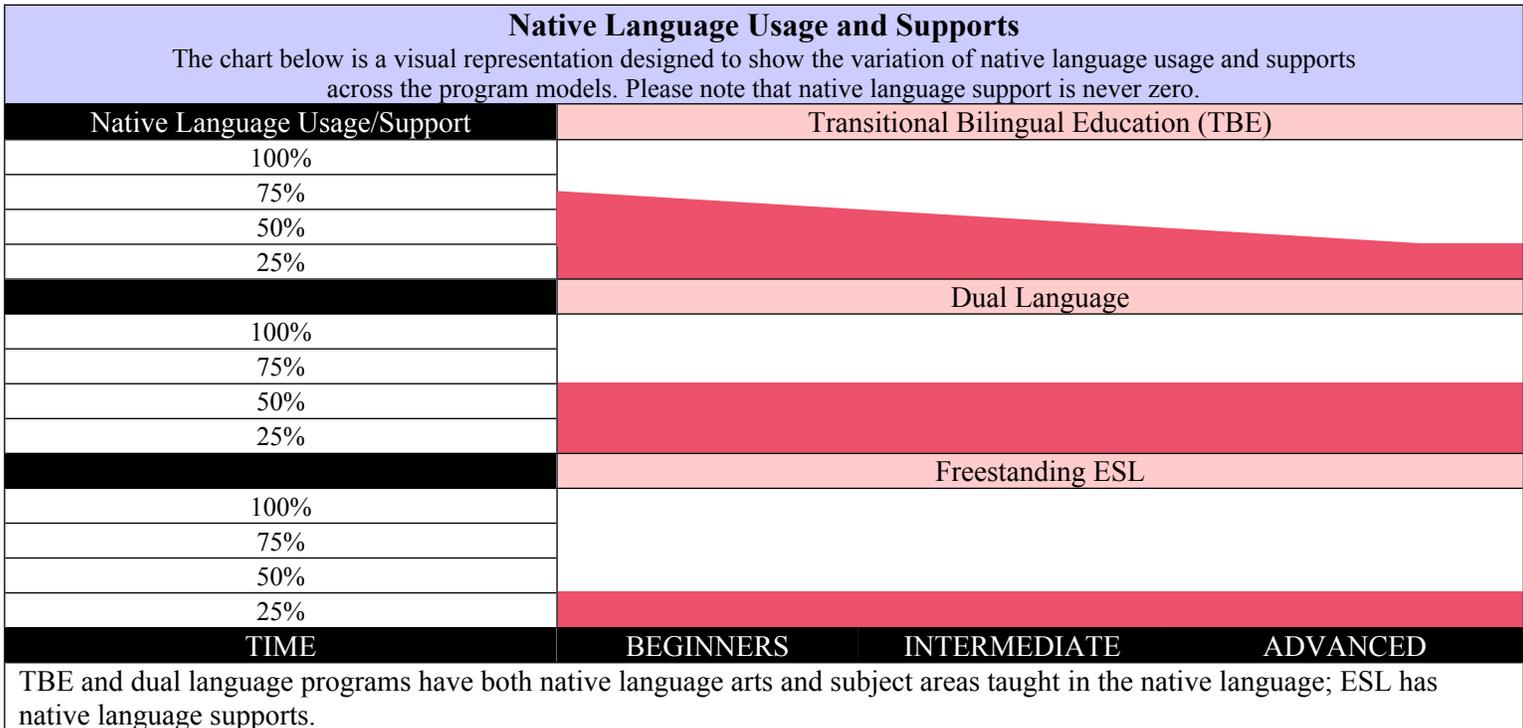
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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
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B. Programming and Scheduling Information--Continued

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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. Of the 146 English Language Learners at our school, 81% of them have been in the Bilingual or ESL programs for 0 to 3 years, 17% of them have been in the Bilingual or ESL programs for 4 to 6 years, and 2% of them have been in the Bilingual or ESL programs for more than 6 years. We offer a wide variety of academic interventions to address the educational needs of our ELLs. These academic interventions include direct instruction by Math and Literacy coaches, and small group and individualized instruction in ELA by consultants, the morning program (Tuesday – Friday at 7-8 AM), extended day (Tuesday and Wednesday afternoons from 2:30-3:20), and Saturday Academy (17 scheduled Saturdays).

Content-area instruction in social studies is provided for the target population by classroom teachers and is delivered entirely in English. In science, ELLs receive all instruction in English. The children attend science class twice weekly in the fourth through sixth grades. An after-school program for second graders (in both general education and bilingual Spanish classes) integrates language arts instruction with the content areas.

Mathematics instruction is delivered in English for the ELLs in monolingual classrooms. The ELLs in the bilingual classes also receive instruction in their native language, Spanish. Teachers in kindergarten through grade five utilize the Everyday Mathematics curriculum, and Impact Mathematics is the curriculum for the sixth grade. Both programs provide options for differentiation and second-language support that are integral to the programs.

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?
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In addition to the mandated Bilingual/ESL services, during the school day, kindergarteners, first, second, and third graders receive small-group reading instruction, in both Spanish and English, five days per week. In the first, second, and third grades ELLs receive pull-out guided reading instruction in English twice weekly. All of these interventions include comprehensive instruction in writing, reading, speaking, and listening.

Our ELLs are targeted and provided ELA and math intervention through morning, and Saturday Academy programs that are geared toward providing preparation for NYS tests. All programs are delivered in English, with some students receiving clarification from their teacher in their native language, Spanish (where indicated) to further their English-language acquisition in the content areas. Second-language literacy is taught and reinforced utilizing the Buckle Down, New York Content Reading, and Preparing for Excellence series along with teacher-made materials. Mathematics skills and concepts are taught using the Blast Off, Buckle Down, and Write Math series along with various teacher-designed lessons.

We are supplementing curricular programs for ELLs with specific groups that meet during the extended day period. Extended day consists of two 50-minute periods per week. ELL students remain at school during the extended day program and receive 100 additional minutes of instruction in literacy and mathematics. There are two cycles of extended day period for this school year. The cycle A of the extended day period includes some students in early grades and mostly students in upper grades. The cycle B of the extended day period will include students in early grades.

During the extended day our third grade bilingual students are being serviced by two bilingual teachers in small groups to focus on language acquisition and literacy support with a focus on preparing for the ELA and Math state exams. Two more licensed teachers are supporting the upper (4th and 5th) grades with the same focus. A new comer extended day small group has been implemented twice a week for 50 minutes to provide additional language support provided by a licensed bilingual teacher. In addition a group of first grade ELLs will also be receiving language support from a licensed ESL teacher.

9. The students reaching proficiency on the NYSESLAT are given transitional support during the school day and through after-school classes or tutoring, Saturday programs, and/or summer programs. There are guided reading groups conducted throughout the school day. Push-in coaches and teachers provide additional support as needed. To provide additional testing support, students are also given test modification such as extended time (time and 1/2) on the standardized tests.

10. An extensive school-wide intervention programs for ELLs will be implemented during the Extended Day block. Small group intensive tutorials will be instituted with a particular focus on reading and writing.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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During the extended day our third grade bilingual students are being serviced by two bilingual teachers in small groups to focus on language acquisition and literacy support with a focus on preparing for the ELA and Math state exams. Two more licensed teachers are supporting the upper (4th and 5th) grades with the same focus. A new comer extended day small group has been implemented twice a week for 50 minutes to provide additional language support provided by a licensed bilingual teacher. In addition a group of first grade ELLs will also be receiving language support from a licensed ESL teacher.

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10. An extensive school-wide intervention programs for ELLs will be implemented during the Extended Day block. Small group intensive tutorials will be instituted with a particular focus on reading and writing.

11. None.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Our yearly initiatives for staff development at P.S. 340 include all teachers of ELLs. Teachers are trained to meet instructional goals set by our school, the NYC Children First Initiative and NYS Learning Standards. Our ELLs are challenged to meet the academic demands expected of the other general education students. Their teachers are given full support and training to achieve these goals in literacy, math and the other content areas. There are on-going grade and departmental meetings with our literacy and math coaches and other support staff. Modifications and scaffolds for ELLs are part of the discussions at these grade and departmental meetings. Our scheduled coaching sessions for teachers in the ELL programs (with articulation afterwards) are consistent with the training and/or focus discussed at these meetings. There are also meetings/study groups held specifically to support our teachers in the transitional bilingual program. Teachers of ELLs also attend ESL/bilingual workshops offered by the Bilingual Team at our school.

2. In order to facilitate the transition of our ELLs from elementary to middle school, articulation is discussed between the guidance and fifth and sixth grade classroom teachers, ESL teacher, and students. In addition, middle school workshops are held for parents in English and Spanish. Data on the exam history (ELA, Math NYSESLAT) are reviewed. It is our goal to help students find the right placement for their middle school studies and ELL services in the middle schools. The needed ELL services at the time of the middle school application are pre-printed on the middle school application. Once choices are listed, matches are made to choices. Every effort is made to inform the parents of our ELLs about the middle school options that are available to their children.

3. The Bilingual Team at our school is providing on-site training to all staff members on effective ESL strategies. Over the course of the year, all new staff or staff in need of Jose P. training will receive a total of 7.5 hours of required ELL training. The training records are kept by the literacy coach.

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. Parents are members of the PTA and they serve on the School Leadership Team. They participate in school-led workshops, volunteer in classrooms, and assist with school initiatives. Parents including the parents of ELLs are involved in school events/activities. The majority of the workshops/orientations are bilingual (Spanish/English). In the instances when a workshop may only be presented in one language, it is shortly after offered in the other dominant school language. For parents that speak limited English and their second language is not Spanish, if there is not an individual in the building that speaks their language, the Parent Coordinator sits with them one-on-one and contacts the Language Interpretation Unit for over-the-phone translation.

2. The school does partner with other agencies or Community Based Organizations to provide bilingual workshops or services to ELL parents. We have partnered with Cornell University who has provided workshops on nutrition, Save Energy, Save Dollars, and Making Ends Meet. Bronx Health also comes to the school to conduct workshops on asthma, healthy homes and financial planning. Parents of Pre-K students were recently invited to a bilingual Jump Start activity affiliated with Lehman College. The first CPR class for parents was offered in Spanish and was presented by the Fire Department. The English CPR class is scheduled to be held in December. P.S. 340 has also joined with the Montefiore Medical Center - Women's Center for a bilingual workshop on The Real AIDS Prevention Project (R.A.P.P.). Cornell University also provides nutrition workshops for parents of children with diabetes (Spanish/English).

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3. Parents participate in the citywide parent survey. They submit their concerns and ideas to the Leadership Team. The needs of the parents are evaluated through surveys and one-on-one conversations between parents and the Parent Coordinator. The Parent Coordinator also takes into consideration the needs of the students to present workshops to the parents offering techniques on how to better assist their children with their schoolwork at home.

4. Parent survey results are used to determine workshop topics. The activities parents are offered are activities they can in turn use with their families at home. For example, parents are always asking for ways they can assist their children with math or reading for the State Exams. As a result a series of workshops is scheduled for the parents to teach them games they can play at home with their children so that they may reinforce the skills the children have learned at school. Another example is the nutrition workshop, which teaches parents to cook healthier meals.

All the workshops, flyers, and notices to parents and parent outreach are provided in English and Spanish. Staff is made available for translation at PTA meetings and parent teacher conferences, and in all school events and celebrations.

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)	28	25	7	5	2	2	0							69
Intermediate(I)	0	4	16	10	5	1	0							36

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	0	1	2	8	13	12	5							41
Total	28	30	25	23	20	15	5	0	0	0	0	0	0	146

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	28	8	2	4	0	2	0						
	I	0	11	3	1	1	0	0						
	A	0	9	14	8	11	6	2						
	P	0	2	6	10	8	7	3						
READING/ WRITING	B	28	25	7	5	2	1	0						
	I	0	4	17	10	5	2	0						
	A	0	1	0	7	12	11	5						
	P	0	0	1	1	1	1	0						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	7	0	0	19
4	6	6	1	0	13
5	3	2	0	0	5
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		13		6		0		20
4	4		7		3		0		14
5	1		4		0		0		5
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		10		0		1		13
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests									
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)				
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish Reading Test)	1	3	5	6					
Chinese Reading Test									

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nelly Maldonado	Principal		10/31/11
Alexei Nichols	Assistant Principal		10/31/11
Maria Acosta	Parent Coordinator		10/31/11
Hsiao-yiing Liu	ESL Teacher		10/31/11
Katty Rivera	Parent		10/31/11
Ana Henriquez/Bilingual	Teacher/Subject Area		10/31/11
Mary Dillon/Science	Teacher/Subject Area		10/31/11
Nancy Iodice	Coach		10/31/11
Emma Suarez-Baez	Coach		10/31/11
Rhonda Hughes	Guidance Counselor		10/31/11

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Bob Cohen	Network Leader		10/31/11
Felipe Orozco/Bilingual	Other		10/31/11
Lourdes Rendon/Bilingual	Other		10/31/11
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix
-

Requirement under Chancellor's Regulations – for all schools

DBN: 10x340 **School Name:** PS 340

Cluster: 01 **Network:** 104

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 data we use to assess our schools written and oral translation needs is based on the Parent Guardian Home Language Identification Survey results that all new registrants complete during the initial registration period. The results of this data is entered by the Pupil Accounting Secretary in the Parent Preferred Language Indicator in ATS. This is how the schools knows what languages written notices should go home in in addition to what oral translation are needed.

In addition we have a Parent Coordinator that consistently speaks and reaches out to parents. If we are unable to provide oral or written translation in a parents native language we reach out to the DOE Translation and Interpretation Unit. we also have a variety of staff members who speak the native languages identified in ATS.

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

The data from the Home Language Survey and the parent language indicator in ATS shows that there are 12 different languages represented in the school. We have a total of 600 students. The specific languages that our parents speak are as follows: 1 Arabic, 1 Amharic, 7 Albanian, 8 Bengali, 3 Chinese, 1 Khmer, 3 Twi, 3 Urdu, 2 Vietnamese , 1 Serbo Croatian, 320 Spanish and 253 English) .We shared this data with staff at a staff conference, with the School Leadership Team, and the PTA during the monthly PTA meetings.

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.

Based on the data described in part A , all notices sent are translated before being sent home. If translation services are not able to be provided in the native language the Parent Coordinator reaches out to Staff members who can translate documents or serve as interpreted where needed. In addition, the PC contacts the Translation and Interpretation Unit for assistance.

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.

translation Services are provided in house by the Parent Coordinator and staff members who speak either Spanish, Arabic, Chinese, Vietnamese or Urdu. For Languages that we cannot provide translation services for , we reach out to the Language Interpretation Unit. During Parent Teacher Conferences and workshops translation services are provided on an as need basis.

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

In order to provide parents with meaningful opportunities to participate and access to programs and services critical to their child's education all letters, posters and flyers are sent home or posted in inside and outside the school in multiple languages based on the identified language groups in Section A.

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: PUBLIC SCHOOL 340	DBN: 10X340
Cluster Leader: Corinne Rello-Anselmi	Network Leader: Bob Cohen
This school is (check one): ✱conceptually consolidated (skip part E below) ●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): ●Before school ✱After school ✱Saturday academy ●Other:
Total # of ELLs to be served: 142 Grades to be served by this program (check all that apply): ✱K ✱1 ✱2 ✱3 ✱4 ✱5 ✱6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 7 # of certified ESL/Bilingual teachers: 7 # of content area teachers:

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:

Saturday Program /After school Program- The Title III allocation will be used to implement a Saturday Program and an After School Program for English Language Learners at P.S. 340. Instruction in the Title III program will be conducted in English, with native language support, as needed. In addition to the 131 ELLs, fifteen former ELLs who tested out on the NYSESLAT in the last two years will be invited, since they still need support with their academic English and with content area achievement.

Saturday Title III Instructional Program - The instructional program that will be offered during the Saturday Program will be: Nonfiction reading and writing using ESL methodology. Content area instruction will also be addressed through Mathematics problem solving. Content areas support will be offered to support ELLs achievement in Math, Social Studies and English Language Arts. This program will be offered on Saturday from 9-11am and will be offered for 11 weeks in winter 2011, Nov 2011 – May 2012. Approximately 80 students, mostly grades 3, 4 and 5, will be serviced through this program in 4 separate classrooms. Two ESL teachers and 2 bilingual teachers will provide direct instruction in English for our English Language Learners. Instructional materials purchased from Title III funds will include: Scholastic Magazine (Bilingual) and Weekly Reader Magazine – to support content area vocabulary and concepts.

After School Title III Instructional Program - In addition to the Saturday Program, an After School program for 'New Arrivals' to the country as well as our low performing ELL's (total of 30-45 ELLs) will be implemented from January through April 2012, two times a week for a one hour period (3:25-4:25pm) for 15 weeks. The instructional focus for this program will be to build the academic language of our ELL population through the use of ESL methodology in literacy and content area instruction. Bilingual Spanish-English Picture Dictionary, Richmond Publishing by Santillana will be used to support instruction and Getting Ready for the NYSESLAT.

Part C: Professional Development

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: A bilingual/ESL study group will take place every Monday for a period of 6 weeks after school on Mondays, 3:25pm-4:25pm. Seven Title III teachers will engage in critical literacy conversations to discuss how best practices for ELL students can be applied in the classroom setting. The goal is always to provide rigorous instruction coupled with scaffolds necessary to have ELL students achieve at high levels (equal to if not greater than monolingual students). As in prior years, professional development will be needs driven and tailored to aid teachers in improving classroom practice. Emphasis will be placed on cognitively comprehensible instruction for children who are acquiring proficiency in English.

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: A series of five workshops will be provided for parents of ELLs from October 2011 to March 2012 on the first Monday of the month (3:15 to 4:45), for one hour and a half sessions. Thirty parents are expected to participate in each session. These workshops will be facilitated by 2 teachers of ELLs. Topics will include: Supporting ELLs success on assessments, Literacy Blocks support for Newcomer ELLs, Helping your ELL child in the Title III program, Supporting ELLs Literacy and Academic English needs at home, Technology for ELL Parent and Child and Supporting Literacy bilingually, in English and Spanish. Parents will be provided with snacks. Materials provided will include: brochures for parents, colored paper, chart paper, etc,

Part E: Budget

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

Allocation Amount: \$15,724

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session 	\$ 9,411.64	Saturday Academy 2 tchrs(1 ESL and 1 bilingual) x 2 hrs x

Part E: Budget

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Allocation Amount: \$15,724

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"> Per diem 		<p>11 wks x 50.06 = 2,202.64</p> <p>After school Title III program for ELLs</p> <p>3 tchrs x 1 hrs x 2 sessions x 15wks x 50.06 = 4,505.40</p> <p>Title III ESL Study Group</p> <p>7 tchrs x 6 sessions x 1 hr x 50.06 = 2,102.52</p> <p>Parent and Community Involvement workshops</p> <p>2.5 tchrs x 1 hr x 5 sessions x 50.06 = 625.75</p>
<p>Purchased services</p> <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	N/A	N/A
<p>Supplies and materials</p> <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	\$ 4,740	<p>Instructional materials that will support the Afterschool and Saturday Program</p> <p>Scholastic Magazine (Bilingual) – to support content area vocabulary and concepts = 529.60</p> <p>Weekly Reader Magazine – to support content area vocabulary and concepts = 524.51</p> <p>Getting ready for the NYSESLAT 2 sets= \$ 1,000</p> <p>Cuentos Fonéticos de Scholastic (Grades K-2) Scholastic.com - \$906.67</p>

Part E: Budget

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Allocation Amount: \$15,724

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>Study Group Materials: \$ 415.00</p> <p>Academic Language for English language Learners and Struggling readers-how to Help students Succeed across Content areas – ISBN 978 0 325 01136 3/0 325 01136 2 /2008 Quantity: 5</p> <p>Price per copy: \$23 + shipping and handling = \$115.00</p> <p>Literacy Instruction for English Language Learners by Nancy Cloud 25 x 2 plus Shipping and Handling = \$50.00</p> <p>Matching Books and Readers: Helping English Learners in Grades K-6 (8/27/2010) ISBN 9781606238820</p> <p>Quantity: 5</p> <p>Price per copy: \$50 + shipping and handling = \$250</p> <p>Study Group Books: \$ 1,369.30</p> <p>Titles: Effective Instruction for English Language Learners: Supporting Text-Based Comprehension and Communication Skills (5/24/11) ISBN 9781609182526</p> <p>Quantity:10</p>

Part E: Budget

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Allocation Amount: \$15,724

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>Price per copy: \$ 30.00 = \$ 300.00</p> <p>Titles: Literacy Development with English Learners: Research Based Instruction in Grades K-6 (Solving Problems in the Teaching of Literacy Series)5/6/2009 ISBN 9781606232422</p> <p>Quantity:10</p> <p>Price per copy: \$ 30.00 = \$ 300.00</p> <p>Titles: The effectiveness of a multimedia-based self-paced instructional module in helping English Language Learners to acquire literacy in their native language and English as a Second Language. ISBN 9781244025267</p> <p>Quantity:10</p> <p>Price per copy: \$ 64.94 = \$ 649.40</p> <p>Titles: Academic Literacy for English Language Learners: High-Quality Instruction Across Content Areas (8/12/2009) ISBN 9780807750094</p> <p>Quantity:2</p> <p>Price per copy: \$ 19.75 = \$39.90</p> <p>Titles: Teaching Reading to English</p>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$15,724

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Language Learners: Insights from Linguistics. ISBN 9781606234693 Quantity: 2 Price per Copy: \$40.00 = \$ 80.00
Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other	\$ 1,573	Parent Involvement Snacks for parent workshops \$573 Brochures for parents, colored paper, chart paper, etc) 1,000
TOTAL	\$ 15,724	