



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: ETHAN ALLEN

DBN: 19K306

PRINCIPAL: MS. LAWRENCE BURROUGHS

EMAIL: LBURROU2@SCHOOLS.NYC.GOV

SUPERINTENDENT: **MS. JOYCE STALLINGS-HARTE**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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
Ms. LaWrence Burroughs	*Principal or Designee	
Ms. Bertha Bell-Lee	*UFT Chapter Leader or Designee	
Ms. Funmilayo Vaughn-Robinson	*PA/PTA President or Designated Co-President	
Ms. Patricia Thompson	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	
Ms. Katrina Weston	Member/Parent	
Ms. Natalie Campbell	Member/Parent	
Ms. June Wiltshire	Member/Staff	
Ms. Kirsten Glemboski	Member/Staff	
Ms. Pamela Champbell	Member/Parent	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Align instructional and organizations decisions to schools goals so the use of resources result in improvements in student outcomes. (Page 4 of QR)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Through a clear and focused vision, by June 2013, the principal will implement a plan of action that improves the progress and performance of all learners as evidenced by the results of local and state assessments.

Instructional strategies/activities

The role of the principal at PS/MS306K is one that is vital and multifaceted in setting the direction for the school. It is one that creates a positive and productive workplace for teachers and a vibrant learning environment for students. The instructional process is guided rather than controlled by the administrators. All the leadership is organized around a common task and shared common values. Students must be active participants in the learning process and teachers must be facilitators in this process. Creating a collaborative community of learners requires the school leaders to leverage both human and financial resources that serve all of our students. These strategies and activities will include:

- Principal and Assistant Principal professional development workshops.
- Planning with teachers in teacher goal setting using data, teacher effectiveness, and curriculum.
- Extended Day learning for students and a program that includes core areas as well as arts, physical education, and a range of activities that appeal to all learners. (21st Century, CHAMPS)
- Principal/Assistant Principal weekly cabinet meetings
- Providing opportunities for stakeholder voice including staff, parents, and students; Monthly: PTA, student council
- Collaborative planning and implementation of a well-coordinated instructional program
- Teacher workshops focusing on the interactive use of Smart Boards
- We will research and implement curriculum that is aligned to the State Learning Standards and grade level performance indicators for all general education subjects; and instructional strategies that utilize a formative assessment process.
- Multiple entry points to meet our school's wide range of student needs
- Monthly calendars for staff and parents
- Monthly purposeful evaluation of use of resources by the principal and assistant principals

Key Personnel: PS/MS306K key personnel and other resources utilized for implementation will include principal, assistant principal, guidance, data specialist, paraprofessionals and support from CFN personnel. External support staff includes the Network specialists and CFN 535 support team.

Transparency and Sharing of Information

- UFT Consultation Meetings
- Core Team Meetings: Assistant Principal meeting, guidance meetings, SLT meetings

Targets: Evaluation of our progress, effectiveness, and impact will include mid-year benchmarks and end of year evaluation tools. By February 2013, the following will be used to monitor our progress: An instructional walkthrough with administrative staff and CFN with feedback, mid-year compliance report, review of teacher observation and school budget.

By June 2013 the following will be used to measure progress and plan next steps:

- Quality Review Report, Compliance Report, PPR, Learning Environment Survey, and feedback from Network Leader and Superintendent

Budget and resource alignment

• Indicate your school's Title I status: **School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants **Other-describe here: Title I/Focus SWP**

Service and program coordination

Our goal is to maximize the instructional program by strategically aligning funds so that the needs of our school population are met. We will collaborate with the CFN budget specialist to ensure appropriate allocation of funds, including personnel funds and OTPS.

- Teachers for After School Program (AIS services in literacy and mathematics)- \$73,085
15 Teachers, 150 Students, 1.5 hours a day, 2 days a week
- Supervisor for After School Program - \$9,000
- Supplies - \$22,322

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Establish a standards-based literacy curriculum with identified key standards that reflects academic tasks and learning experiences to meet the needs of all students, particularly English Language Learners and students with disabilities. (Page 4 of the QR)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

 X 3.2 Enacted curriculum

 X 3.4 Teacher collaboration

 X 3.3 Units and lesson plans

 X 3.5 Use of data and action planning

Annual Goal #2

By June 2013, all classroom teachers will design and implement engaging, rigorous, coherent curricula which are aligned to key standards for a variety of learners as evidenced by curriculum maps highlighting new units of study, classroom lessons, activities, and assessments, including formative and end of unit performance tasks.

Instructional strategies/activities

The CCLS provide a clear understanding of what students are expected to learn. These standards will be used to develop a clear and coherent literacy curriculum which will include strategies and activities for all students in grades pre-k through grade 8 that will make them college and career ready. The instructional activities that will be used to support the goal have been selected based on the idea that a clear and concise curriculum that is implemented effectively, will improve student achievement. These strategies and activities include:

- Implementation of the CCLS
- Implementation of the citywide Instructional Expectations
- Development of units of study that include pre and post formative and summative assessments with identified key standards.

The use of trends, the identification of subgroups and data that inform planning for diverse learners, curriculum mapping, scope and sequence, the use of rubrics aligned to CCLS and benchmarks that assist in determining the effectiveness of our work.

Strategies in lesson planning will include goal setting for students' cooperative learning groups, higher order thinking questions. Teachers of students with Disabilities will receive training in co-teaching strategies and NYC DOE Sp. Ed. Reform.

During teacher team meetings, teachers will look at student work using the ATLAS Protocol, revise curriculum, design assessments, look at data and plan instruction.

PS/MS306K: September 2012 – June 2013

- Weekly teacher team meetings in which teachers collaboratively look at student work using ATLAS protocols and building upon our inquiry process work.
- Ongoing formative and summative assessments
- Revising curriculum maps to deepen CCLS instruction and meet the needs of students in small groups
- Use of research based teaching strategies to enhance best teaching practices

Key Personnel:

PS/MS306K key personnel and other resources utilized for implementation will include principal, assistant principal, guidance, data specialist, paraprofessionals and support from CFN personnel. External support staff includes the Network specialists and CFN 535 support team.

Targets:

Coherent curriculum development and unit plans listed on Rubicon Atlas web program to be accessed by all staff.

- PS/MS306K CCLS units of study including weekly plans and unit assessments to address the CIE's and Instructional Shifts in 8-12 week cycles – September 2012 to June 2013
- Ongoing formative and summative assessments
- Revising curriculum maps to deepen CCLS instruction and meet the needs of students in small groups
- Developing pre and post assessments when designing performance tasks

Evaluation:

To evaluate our progress, effectiveness and impact on students, we will review:

- Completed lesson plans and units of study aligned to CCLS beginning August 2012 through June 2013
- Individualized and school-wide Professional Development.
- Completion of Performance Tasks
- Implementation of RTI
- Results of Benchmarks that show student progress

Budget and resource alignment

- Indicate your school's Title I status: **School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy **Title IA** Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Our goal is to maximize the instructional program by strategically aligning funds so that the needs of our school population are met. We will collaborate with the CFN budget specialist to ensure appropriate allocation of funds, including personnel funds and OTPS.

- Rubicon Atlas Online Program for Curriculum Development \$3,000

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Assure that feedback to teachers from observations captures pedagogic strengths and weaknesses and offers actionable instructional next steps to promote improvements in teaching and learning. (Page 5 of QR)

Tenet # 4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

By June 2013, the PS/MS306K school community will continue to adopt and implement a research based framework for teacher effectiveness (Danielson) as part of their teachers' individualized professional development plans with a focus on 1e, 3b, and 3d.; as evidenced by several cycles of mini observations, improved pedagogy, enhanced questioning/discussion strategies of student engagement, and highly developed teacher teams.

Instructional strategies/activities

PS/MS306K's instructional focus for this goal will be based on the Danielson Effective Teaching Framework and the CCLS.

High quality teaching demands that our profession uses guiding definitions of expertise and procedures for novice through advanced practitioners. Utilization of a framework for professional practice ensures that members of the teaching profession hold themselves and their colleagues to high standards of practice. In support of the work of teachers, our strategies and activities with timelines will include:

- Formal and informal observations using a feedback and tracking progress conducted by the principal and assistant principal.
- A professional development plan that provides for whole school and individual teacher support (September thru June, ongoing)
- Preparing teachers in the use of data to inform instruction and understand the progress of all learners/subgroups (September rollout of data initiative and teacher conferencing, January check-in for progress evaluation, June assessment, reflection and next steps).
- Preparing teaching in CCLS's and Instructional Expectations (September through June, 6-8 week cycles)
- Principal and Assistant Principal study groups

Key personnel:

PS/MS306K key personnel and other resources utilized for implementation will include principal and assistant principals. External support staff includes the Network specialists and CFN 535 support team.

Targets

To evaluate the our progress, effectiveness, and impact:

- CFN 535 Network will complete a full day instructional walk with the school leaders - February 2013
- Implementation of two mini-observation cycles by February 2013. By June 2013 total of three mini-observation cycles will be completed (4 mini

- observations with meaningful feedback for each teacher)
- Facilitate goal setting by teachers based on self-reflection and choices; professional growth plans assess effectiveness at three cycles: beginning of year, mid-year, and end-of-year feedback)
- Teacher-teacher inter-visitations
- PD conducted by principal, assistant principals, and Network
- Formal observations two per teacher by June, 2013
- Teacher feedback meetings with supervisors (October thru June, ongoing)
- Looking at Student Work protocol implementation (October thru June, ongoing)
- January (analysis of mid-year student periodic assessment data)
- Analysis of state assessment data (June 2012 through October 2012)

Budget and resource alignment

- Indicate your school's Title I status: **School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy **Title IA** Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will maximize our instructional program by aligning funds to meet the needs of all of our students. We will collaborate with the CFN budget specialist to ensure appropriate allocation of funds needed to cover classroom instruction, coaching, administrative staff, personnel funds and OTPS.

Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

--Teacher/Para per session for professional development, and data specialist

--Supplies/Materials to support instruction

- Datacation \$8,000.

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

Create a safe and mutually respectful learning environment that addresses students' social and emotional needs in order to improve academic outcomes.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

By June 2013, the school will identify and develop systems to identify students at risk and will provide all targeted at risk students with social and emotional supports that meet their needs and ensure success in their academic performance and preparation for next steps in high school and college as evidenced by adoption and successful implementation of a school wide system behavioral management system.

Instructional strategies/activities

Our approach to culture building and social-emotional support is informed by a theory of action included in the Respect For All research-based model. Strategies and activities include:

- PS/MS306K Student Council
- Opportunities for student voice and student choice
- Attendance Plan
- Transitional Supports (elementary to middle, middle to high school)
- Effective use of school guidance counselor, Mobile Response Team, and SAPIS worker to support individual student academic program planning, collaboration with teachers to present lessons and work with students, addressing absence, lateness and use in ASCA standards.
- Utilizing data and disaggregating data to monitor all systems that support student social and emotional health. For example, attendance, participation in afterschool programs and activities are key indicators that will guide our youth development work.

Key Personnel

PS/MS306K school leadership, guidance, teachers, paraprofessional, attendance team, CFN network support, MRT, and SAPIS

Targets (September 2012 - June 2013)

- ✓ Increase in student attendance (daily monitoring, mid-year, final attendance rate)
- ✓ Decrease in student lateness
- ✓ Reduction in classroom management issues
- ✓ Reduction in student suspensions
- ✓ Increase in activities and afterschool participation
- ✓ Increase in academic achievement

Budget and resource alignment

- Indicate your school's Title I status: **School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist.

We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next, we will allocate funds needed to cover classroom instruction, coaching, and administrative staff (Principal and Asst. Principal) based on student programming needs using Tax Levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS.

- Teacher per session
- NYSTL/School Library allocation/Software - \$31, 070
- Students in Temporary Housing (STH) - \$7,100
- SAPIS worker allocation - \$62,267
- Supplies/Materials to support instruction - \$77,990
- MRT allocation - \$46, 377

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Increase parent involvement through parent workshops and parent training.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

Annual Goal #5

By June 2013, the PS/MS306K school community will increase parent involvement and outline how parents will share responsibility for improved academic achievement through increased participation and communication as well as increased opportunities for parents to become involved in each child's education and the receipt of increased feedback on each student's learning outcomes as measured by the 2013 NYC DOE Learning Environment Survey.

Strategies to increase parental involvement and engagement

Family and Community Engagement

When families, schools and communities work together, children are more successful in school and schools improve. Effective partnerships include **1)** sharing information, **2)** problem-solving, **3)** celebrating student successes. Central to effective partnerships is the recognition of shared responsibility and shared ownership of student challenges and successes.

When the school aligns professional development, family outreach, and student learning experiences and supports, our students will thrive. Our strategies to increase parent involvement will include: (Brooklyn Empowerment Neighborhood Initiative)

- BENI Workshops focusing on topics such as:
 - Successful Parenting
 - Motivating Your Child to Succeed
 - Bullying
 - Fostering Resiliency In Students and Families
 - ARIS
 - Differentiated Learning of Families
 - Introduction to Computers and Small Business
- Second Cup of Coffee Workshops
- Beginning of year open house for all grades
- Retention of a full time Parent Coordinator staff that will support this work include school leadership, parent coordinator, guidance, network

Budget and resource alignment

- Indicate your school's Title I status: **School Wide Program (SWP)** Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy **Title IA** Title IIA Title III Set Aside Grants **Other-describe here: P/F SWP**

Service and program coordination

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Benchmark Writers Workshop is a writing program that was chosen. Based on identified trends, strategies are provided to students during the normal school day and after school.	Positive results with students in the AIS program, which is small group and one to one.	We also offer small classes during the school day, where specific needs are targeted based on data done on each student.
Mathematics	We are using various books to address the needs of our struggling students. Everyday Math, Impact Math, and Math Steps, are resources used. Not only are we looking at our data to identify trends but to also address the needs of our subgroups.	Our teachers are committed to using manipulative, overhead and the smart board and their data to address the needs of our AIS students.	During our after school program the needs of our students are being targeted.
Science	A skilled teacher, through the state standards, drives instruction during after school which provides the outlet for grade 8 to have	Focus on hands-on activities (experiments) and short response to explain the process of data gathering to conduct an experiment. The	The target group is grade 4 where unit tests, benchmark tests, museum trips to study different cultures and customs, where the information scaffolds continuously to Grade 8.

	additional instruction in science.	short responses are one of the avenues for test sophistication, and monthly unit's assessments.	
Social Studies	Grade 8 SS teachers use ELA strategies in conjunction with unit tests, exit projects, chapter test and benchmarks to address the needs of the students.	Focus on DBQs and short response to explain the process of data gathering to conduct an experiment. The short responses are one of the avenues for test sophistication, and monthly unit's assessments.	The target group is grade 4 where unit tests, benchmark tests, museum trips to study different cultures and customs, where the information scaffolds continuously to Grade 8.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual and group counseling to meet students' emotional and/or academic needs. Role playing, group intervention, family intervention counseling if needed and referral for outside family counseling, if warranted.	Conduct informal observations and tests to assess academic skills and behavioral difficulties. Provide psychological counseling to help resolve interpersonal problems that interfere with school performance. Help students and schools manage arises such as death, illness, or community trauma.	During the school day, collaborate with teachers, parents, and administrators to find effective solutions to learning and behavior problems.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

In order to attract high quality, highly qualified teachers to PS/MS306K, we will:

- Contact and interview ATR and excessed teachers who are deemed highly qualified.
- Contact and interview prospective teachers who have sent resumes.

PARENT INVOLVEMENT POLICY

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 Common Core Learning Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core 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 with 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Debra Maldonado /Mae Fong	District 19	Borough Brooklyn	School Number 306
School Name PS/MS 306			

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

Principal LaWrence Burroughs	Assistant Principal Yasmin Moodie
Coach Annette Glogover	Coach
ESL Teacher Elba Nieves	Guidance Counselor Tamau Elliott
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Helene Thomas
Related Service Provider Aileen Hilzinger	Other Donna Sowerby
Network Leader	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
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	15
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	0		

D. School Demographics

Total number of students in school	684	Total Number of ELLs	21	ELLs as share of total student population (%)	3.07%
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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. Students coming to PS/MS 306 and are registering into the NYC school system for the first time receive a Home Language Identification Survey (HLIS) to determine home language along with a brochure describing the three programs in the New York City school system. Upon looking at the HLIS and determining potential flagging as an English Language Learner (ELL), Ms. Elba Nieves or another fully certified, licensed pedagogue, trained in the intake process performs an informal interview with the child in English and if necessary, in the child's native language. An interview is also conducted with a parent in their native language. Based on the responses of the HLIS, Ms. Elba Nieves the ESL teacher, determines whether or not the student is a potential ELL and administers the English LAB to determine English language proficiency. This is an ongoing process and is done within ten days of registration. Once the LAB-R is hand scored, students are initially placed in an appropriate classroom and placement letters are sent to parents informing them of this.

In the Spring of every school year, all ELLs are administered the NYSESLAT exam. We look at the RLER and RLAT reports to double check and determine that all students are eligible to take the NYSESLAT.

2. Parents are invited within ten days of registering their child in New York City to attend our parent orientation to understand all three program choices: Transitional Bilingual Education (TBE), Dual Language (DL) and Freestanding English as a Second Language (FESL). The process begins when a student is determined to be a potential ELL via the HLIS. Parents are invited to an orientation to learn and make an educated decision about the three models of ESL programs available. The initial invitation is backpacked with a response time line of five days. If no response is received a second notice is backpacked and sent home. After a second non response, a phone call is made to reach out to the parents and invite them to the orientation. At the orientation, Ms. Elba Nieves assisted by Ms. Helene Thomas the Parent Coordinator; parents view the DVD in their home language. They are asked to enter their choices on the program choice form and all questions from parents are answered by Ms. Nieves.

3. Once the official LAB-R scores are released, the school sends out the entitlement and non-entitlement letters informing them of their child's status as an ELL; as well as, ESL services provided for those students who are designated as ELLs. Based on the parent program selection choice, the students are placed in the program of choice. Parent program selection forms are completed on site and collected by Ms. Nieves, the ESL teacher. Parent surveys and program selection forms are kept in student's file and additional copies of the parent survey and program selection forms are kept by the ESL teacher, Ms. Nieves, in a binder. If a parent does not return the parent program selection form, the student is placed in the FESL program.

4. The criteria we use to place in the appropriate classroom are based on the first choice in the parent program selection survey. After the orientation, parent choices are tallied on a survey intake form. If parent chooses a bilingual program for their child, as per Aspira consent decree, the school is required to form bilingual education classes in grades K-8 when there are 15 or more ELLs of the same language in two contiguous grades.

5 and 6. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices that parents have requested is 100% ESL aligned with the models offered at the school.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%;40% → 50%;50% → 75%;25%)														0
Dual Language (50%;50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	1	2	4	1	2	2	3	4	2					21
Total	1	2	4	1	2	2	3	4	2	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	12	0	4	4	0	2	5	0	2	21

ELLs by Subgroups										
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	Total
Total	12	0	4	4	0	2	5	0	2	21
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

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	1	2	4	1	2	2	3	3						18
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian								1	1					2
French									1					1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	1	2	4	1	2	2	3	4	2	0	0	0	0	21

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

Program and Schedule Information

1. PS/MS306K has a free standing, pull-out/push-in heterogeneous ESL program that provides all language arts and subject matter instruction in English through the use of specific instructional strategies. Support is also provided in the students' native language by pairing students of the same language group. In addition, Ms. Elba Nieves, the ESL teacher's native language is Spanish and is fluent in the language.

Students receive mandated instruction and are scheduled for ESL instruction according to their proficiency level as required by NYSED, CR Part 154 Regulations. Instruction is provided in heterogeneous, content, specific pull-out/push-in ESL classes.

2. Ms. Nieves, the ESL teacher, ensures that all students receive the mandated minutes of ESL instruction per week as per CR 154. In addition, students receive additional instruction provided for academic intervention services (AIS) through the daily M-F extended 37 1/2 minutes program based on proficiency levels from the LAB-R and NYSESLAT. To ensure that the mandated number of instructional minutes is provided, the ESL teacher will post a copy of her program schedule where it is easily visible by school leadership. A copy of each student's schedule is given to the classroom teacher.

3. Scaffolding and differentiated instruction is based on student proficiency level and collaborative planning by classroom and content teachers. Cooperative learning strategies are utilized in addition to scaffolding, graphic organizers, information gap activities, interview grid, role playing, think-pair-share, making connections, buddy read, choral read, the use of graphic organizers, questioning, predicting, making inferences, listening, brainstorming, and various other strategies are used to make content comprehensible and to enrich language development. The teacher utilizes a variety of instructional materials to support our ELLs. A literacy approach is aligned to the criteria of CCLS that is consistent with the ELA approach in most literacy classes.

Instruction is differentiated according to NYSESLAT score and grade level, as well as by individual student need as measured by writing samples and general assessments taken on a regular basis. Input is also sought from the students' classroom teachers to further tailor the class to students' needs. Focus of the program is on improvement of academic English skills in an effort to aid students with their overall academic work and preparation for the NYSESLAT.

PS/MS306K offers a freestanding ESL program which uses the pull-out/push-in model. In the pull-out model, ELLs who spend the

A. Programming and Scheduling Information

majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction, sometimes at the cost of content instruction time in their own classrooms. The ESL teacher plans carefully with general education teachers to ensure curricular alignment. Students travel to another classroom to receive ESL instruction which is provided by Ms. Elba Nieves, a certified teacher. In the push-in model, the ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. The programs are available for ELLs in all grades and at all levels: Beginning, Intermediate and Advanced. The allotted time for ESL instruction is determined by the students' English language proficiency levels. The school schedule is as follows: Middle school begins at 8:00 am and ends at 2:50 pm, Elementary school begins at 8:40 am and ends at 3:30 pm. Thorough consideration to scheduling needs is given by Ms. Elba Nieves, the ESL teacher to allow Beginning and Intermediate students to receive 360 minutes of instruction weekly (double periods/45 minutes each period, four times a week), while Advanced students receive 180 minutes per week (one period/45 minutes, four times a week). Students are grouped in heterogeneous groups. Content will be the focus of instruction, but the primary objective of instruction will be to promote language learning through listening, speaking, reading and writing in English. In freestanding ESL programs, language arts is taught using ESL and ELA methodologies. Content areas are taught in English using ESL strategies.

4. Native language support is provided as needed. The school library, classroom teachers, parents and ELL students in grades three through eight each have a set of bilingual glossaries for use in the student's native language for Math, Science and Social Studies. Bilingual dictionaries are also available for student use in all grades.

5. English Program

Current English Language Learners Instructional Programs

PS/MS306K implements a Freestanding English as a Second Language (ESL) Program. The primary goal of the program is to:

- Assist students in achieving English Language proficiency within three years.
- To amplify the literacy and academic skills of ELLs who participate in the program
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas

Freestanding English as a Second Language Program

In the Freestanding ESL component we have students, from grades kindergarten through grade eight. They range from Beginners to Advanced Proficiency levels. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL Push In/Pull Out assistance in their classroom. The teacher in the ESL program is fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELLs in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition.
- Assisting students during work periods, conferencing with students in and out of class, informal assessments.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

Instructional Materials:

The Freestanding ESL program does not use a particular text, using literacy instruction as an element aligned to the criteria of CCLS. This includes the use of high interest/low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

A. Programming and Scheduling Information

- Attanasio and Associates Getting Ready for the New NYSESLAT
- New York State Coach: ELA
- New York State Coach: Mathematics

5a. Plan for SIFE :

There are no SIFE students currently enrolled at PS/MS306K. In the event, that a SIFE enrolls in our school, they will participate in the ESL program. SIFE students are provided with instructional support specifically designed to meet their particular instructional needs, in the development of literacy skills and knowledge in academic content areas.

5b. Plan for ELLs in school less than 3 years/ Newcomers:

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication
- Bilingual glossaries in student's native language and bilingual dictionaries are supplied.

Based on the results of their LAB-R assessments, newcomers to the English Language School System will receive their mandated ESL services. Small group or individual instruction will focus on their immediate needs to facilitate a smooth transition. In addition, classroom teachers will provide support to the newcomers by placing them in groups with native English language speakers as well as students who share the same first language as the newcomers. Students will participate in small group, task-oriented situations that guide the production of language both in verbal and written form. Students' seating arrangements will enable them to clearly see and hear the teacher during instruction.

5c. Plan for ELLs in school 4-6 years :

Both the classroom teacher and the ESL teacher use scaffolding and realia. With these approaches the students will develop interpersonal communication skills (the connection between form and structure for English, and their social-functional meaning; develop the ability to use language by actively employing the students' information processing capabilities required to acquire academic language skills that underline reading comprehension and other content areas; use language for a functional purpose so that language acquisition emerges as a result of the need to communicate while performing academic activities (the subject matter may be modified so that it is comprehensible to the ELL students).

The ESL Pull-out/Push-in program at PS/MS306K focuses on the following for all ELLs:

- Academic rigor
- The use of ESL methodologies during instruction
- Alignment of all instruction with the Common Core State Standards and the New York State ESL Learning Standards
- The recruitment and retention of high quality teachers of English Language Learners.

5d. Plan for ELLs in school 6 years completed or more / Long Term ELLs

Long terms ELLs are one of the largest number of ELLs across the grades. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs
- Encourage their participation in the HMH Publisher's reading program "Literature," and Every Day/Impact Math, both aligned directly with the Common Core Learning Standards (CCLS) to enrich their language and academic skills.

Long term ELLs will continue to receive their mandated ESL services plus additional support that will be provided through a Personal Intervention Program and an after-school program.

6. Plan for ELL Special Needs Students

Our policy for special needs students includes:

A. Programming and Scheduling Information

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer student for possible special needs status.
- The delivery of AIS services during the school day.

Instructional strategies and grade-level materials that teachers of ELL-SWDs will use that both provides access to academic content areas and accelerate English language development are as follows:

- Small group/individual instruction
- Directions repeated and rephrased
- Additional practice and repetition of tasks
- Information given in small increments
- Differentiated instruction grouping
- Manipulatives and picture cues
- Multi-modality instruction
- Behavior modification techniques to motivate students and limit frustration (Ethan Allen Bucks for school wide behavior modification)
- NYSAA - Alternate grade level indicators (modified standards)
- Ongoing assessments, evaluations and observations will address appropriate placement and concerns of teachers and parents.
- At-Risk counseling
- At-Risk resource room

7. For those students with Special needs, their IEPs are taken into consideration as well as their needs as indicated by their NYSESLAT or Lab-R scores. Special Education teachers as well as subject teachers are consulted in an effort to stream line all instructional efforts to achieve higher performance goals.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction
Native Language Arts	0
Social Studies:	0
Math:	0
Science:	0
	N/A

Class/Content Area	Language(s) of Instruction

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

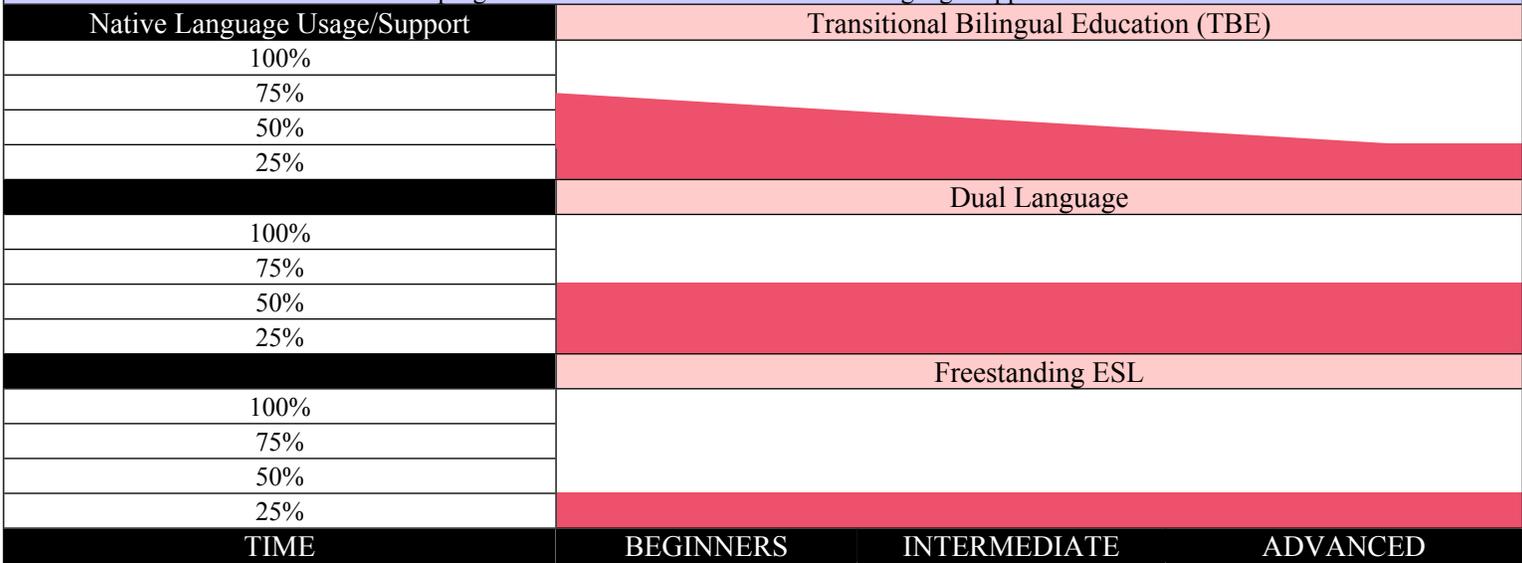
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

8. Intervention Programs for ELLs (AIS)

Targeted Academic Intervention Services are provided to students during the extended day plan. ELLs are offered academic intervention services in ELA, math, social studies, and science in small group tutorial sessions after school. In addition, ELLs are invited to participate in the academic enrichment program.

9. Transitional Student Support Plan (ELLs that pass NYSESLAT/Transitional students for 2 years)

Students reaching proficiency on the NYSESLAT will be offered the opportunity to continue in the program with the authorization of their parents. Observation and assessments will determine when the student is ready to finally exit the program. Test modifications when appropriate as per CR 154.

10. Future Plans for ELL Programs

The ESL teachers use methodologies in academic content area instruction to develop English language skills. The focus of the ESL program is to help students acquire English language proficiency in the areas of listening, speaking, reading, writing and critical thinking using CALLA. The allotted time for ESL instruction is determined by the student's English language proficiency level. Students at the Beginning and Intermediate levels receive 360 minutes of ESL instruction weekly. Students at the Advanced level receive 180 minutes of ESL instruction weekly. The plan is to continue to support ELLs through a strong ESL program that is inclusive of all staff and serves students in the ESL class as well as the general education class.

11. There are currently no program/services for ELLs that will be discontinued.

12. Equal access to all programs

ELL students are provided with the opportunity to participate in all after school programs and are scheduled for AIS as are all students at PS/MS306K.

After school programs for ELLs

ELLs are afforded the same eligibility to participate in after school programs as other students. The after school program will be conducted on Mondays, Tuesdays, Wednesdays and Thursdays through the school 37 ½ minute AIS extended day plan.

In addition, Title III is providing an extended week program for ELLs. Through the Seamless Day program, which is held on Tuesdays and Thursdays for elementary school students (3:30 pm to 5:30 pm) ELLs will attend small group sessions after school in which English social and academic language skills are practiced through reading and writing activities. The program further supports ELLs in both reading and mathematics to ensure readiness for state tests.

13. Instructional materials including technology/ Instructional materials in Content Areas

PS/MS306K utilizes instructional materials that includes both text and technology. Students use a variety of materials to support teaching and learning in themes and content specific activities. Various on-line sites developed for the support of ESL students are also used to bolster student ability and use of technology. The Freestanding ESL program does not use a particular text, using literacy instruction as an

element aligned to the criteria of CCLS. This includes the use of high interest / low level texts. The exception to this pattern is where materials are used to familiarize students with the state assessments, including:

- Attanasio and Associates Getting Ready for the New NYSESLAT
- New York State Coach: ELA
- New York State Coach: Mathematics

14. Native Language Support

Native Language support is given in the form of peer-interaction whenever necessary, as well as by the use of bilingual dictionaries and text in Spanish, whenever needed. Spanish speaking ELLs are provided additional support by the Spanish speaking ESL provider that is their teacher.

15. Support Services

All ESL students have the support of their teachers, administration, the parent coordinators, the guidance counselors and all staff members. The guidance counselors assist students with middle school and high school requirements.

The parent coordinator works closely with parents to facilitate a positive home school relationship for all students including ELLs.

Information, written and oral, is provided to parents in their native language to ensure effective communication and parent involvement.

16. Supplementary Programs

In order to support learning and foster community involvement, we use our funding to create a supplementary program for ELLs. These include:

•Seamless Day Program: The Seamless Day program runs two days a week, from 3:30 pm to 5:30 pm. The Seamless Day program begins in November 2011 and ends May 2012. There are three groups of students, one beginning group, one intermediate group and one advanced group ranging from first to fifth grade. The ESL teacher pushes into each of the Seamless Day classes, thirty minutes for each group, 3:30-4:00 for the advance group, 4:00-4:30 for the intermediate group and 4:30-5:00 for the beginning group. The focus of the Seamless Day program for ELL students is ELA and mathematics instruction through listening, speaking, reading, and writing. Students who take the state exams in science and social studies will also receive instruction in these subject areas with a focus on listening, speaking, reading and writing.

Middle School students are offered to participate in the Purelements Program which is held on Mondays and Wednesdays from 3:00 pm to 5:00 pm. Students have the opportunity to learn dance and theatre. The Future Leaders Program offers life skills to middle school students on Mondays and Wednesdays from 3:00 pm to 5:00 pm. This program educates students on social awareness issues. In addition to these programs, the 21st Century Academic Enrichment program offered on Tuesdays and Wednesdays from 3:00 pm to 5:00 pm give ELLs the opportunity to attend small group sessions after school in which English social and academic language skills are practiced through reading and writing activities. The program further supports ELLs in both reading and mathematics to ensure readiness for state tests.

17. The following programs foster community involvement but are at no cost to Title III funding:

•Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including the Family Day, the Annual School Bar-B-Q, Multicultural Day, and Flag Day. At these events, the school and community can come together to recognize student achievements in arts and academics.

•Translation and Interpretation Services: These services are offered to increase the involvement of parents. Additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.

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)?

Not Applicable

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. PD plan for teachers and staff working with ELLs

Professional development is provided by school staff and the community learning support personnel organization.

School Staff: Within the schools Professional Development program, the focus is on:

oThe literacy needs of our ELL population within the prescription of the HMH Publisher's "Journeys" program and grades 6-8 "Literature" program, both fully aligned and meeting the CCLS rigorous requirements.

oSessions are also given in Math and Science in scaffolding instruction through the use of manipulatives and experiments.

oTechnology sessions instruct content area teachers how to use online resources to make instruction more comprehensible.

Professional Development for all staff through the office of English Language Learners and our network support team.

2. Support Personnel: Workshops taken by teachers or our ESL staff have included:

oScaffolding in the content areas

oNative Language Literacy Development

oDifferentiation in the ESL classroom

oESL in the Mathematics classroom

Our ELL teacher attends a variety of off-site workshops to promote collaboration between content area and language teachers.

Professional development for all teachers will be on an on-going basis. All teachers, including the ESL teacher will participate in the professional development sessions since all teachers have ELL students in their classrooms. Professional development sessions will be offered once a month. Some topics that will be offered are: How to help the ELL student succeed in your class, How to modify the curriculum to meet the needs of the ELL Student. The professional development sessions will be designed to help teachers improve the instruction in their classrooms for the ELL student by having the teachers bring samples of the students work to each of the sessions. Teachers will assess what the student is doing and what the student and the teacher can do to help the child improve. Teachers will be given students results of the NYSESLAT and LAB-R exams. This will assist the teacher in identifying the areas of need for each of their ELL students and assist them in planning their lessons accordingly. Teachers will work in groups to do these assessments. This is just one sample of how the professional development sessions will enhance the teacher's ability to understand and use curricula, data, and assessments to implement strategies that will help the ELL student.

These professional development sessions will be conducted on a monthly basis starting September 2011 until June 2012.

PD plan for teachers and staff working with ELLs

A qualified ESL instructor will support staff needs including: professional development, best approach methodology, ESL prototype, data analysis, comprehensive needs assessment, parental involvement, compliance and instructional issues, preparation for the NYSESLAT and program design.

Monthly ESL/Bilingual teacher professional development facilitated by the CFN network specialist. These sessions will be made available to all ELL staff. Teachers will be afforded opportunities to discuss current research, best practices, materials, NYS-ESL standards, instructional strategies and alignment to core curriculum and the application of Core Knowledge.

Staff development will include training for all teachers in ESL methodologies. Training will be done by certified ESL teachers as well as the CFN Specialist for ELL Curriculum and Instruction. All classes have ELL students and teachers must be trained in the strategies that can be incorporated into the balanced literacy program that will enhance the English language acquisition.

A collaborative approach will be part of the training where teachers will focus on instructional approaches that will articulate into long-range teaching strategies. Teachers will also be attuned to the variables that affect language learning and instruction: age, grade, placement, personality, educational background, level of proficiency in both the native language and English, parental support, needs of the student and resources available to the teachers.

Demonstrations and modeling will be the focus of much of the instructional presentation. These include providing many nonverbal clues such as pictures, objects, demonstrations, gestures, and intonation cues. As competency develops, other strategies include building from language that is already understood, using graphic organizers (including most prominently, Four Square), hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will work with a buddy. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent and specific strategies which have been successful with ELLs.

- Sheltered Instruction Observation Protocol (SIOP): A program model for teaching grade-level content in a way that is understandable for ELL students while at the same time promoting their English language development. SIOP was developed by researchers at the Center for Research on Education, Diversity & Excellence in response to the variability, both in design and delivery, of sheltered instruction methods. It uses a variety of sheltering strategies in a unified, structured way. Research using a control group design has compared ELL students in classes whose teachers had been trained in implementing the SIOP to a control group class (taught by teachers not trained in the SIOP model). ELL students in classes whose teachers had been trained in implementing the SIOP outperformed control group students.

- Cognitive Academic Language Learning Approach (CALLA): A program model based on cognitive learning theory, CALLA integrates content-area instruction with language development activities and explicit instruction in learning strategies.

- Academic Language Scaffolding. The term "scaffolding" is used to describe the step-by-step process of building students' ability to complete tasks on their own. Scaffolding actually consists of several linked strategies, including modeling academic language; contextualizing academic language using visuals, gestures, demonstrations, and using hands-on learning activities that involve academic language.

- Realia Strategies. "Realia" is a term for any real, concrete object used in the classroom to create connections with vocabulary words, stimulate conversation, and build background knowledge. Realia gives students the opportunity to use all of their senses to learn about a given subject, and is appropriate for any grade or skill level. Teachers can defray costs by collaborating on a school wide collection of realia that all can use. When the real object is not available or is impractical, teachers can use models or semi-concrete objects, such as photographs, illustrations, and artwork. The use of realia can also be an ideal way to incorporate cultural content into a lesson. For example, eating utensils and kitchen appliances can build vocabulary and increase comprehension while also providing insight into different cultures. Studying clothing items from different cultures is another good example.

- Strategies for including culture. Incorporating culture into the classroom should be about more than holidays and food. There are many strategies that teachers can use to encourage an awareness of student diversity. Story-telling is one important strategy that can be used across grade levels. Asking students to tell a story that is either popular in their home country or draws on their own experience, and allowing them to tell it both in their native language and in English, can help build their confidence and can send a powerful message of cross-cultural appreciation. A similar strategy, and one that is not limited to elementary school, is Show & Tell. Inviting students to bring an object that represents their home culture and to tell the class about its uses, where it is from, how it is made, and so on, sends a similar message of inclusiveness and awareness. A third strategy for working culture into the classroom is known as Misunderstandings. Teachers can ask students to share an incident they have experienced that involved a cultural misunderstanding. Questions can be asked about the nature of the misunderstanding—whether it involved words, body language, social customs, stereotypes, or any number of other factors. Students can examine the misunderstandings and gain insight into the complexities and importance of cross-cultural awareness. The humor that is often involved can also help engage students in further culture-based inquiry.

3. Training of all staff – 7.5 Hours required/ records

A review of teacher records will be conducted to assess need for the required 7.5 hour training to staff. Teachers presently working at PS/MS306K are long time staff members, many of which have completed the required training. For those teachers that must fulfill the training requirement, training will be provided on site by the ESL teacher and/or the ELL Specialist of our network. The training will be facilitated to staff in the Spring. Each participant will be awarded a certificate of completion upon completion of the training series.

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. During the school year, parents of our ELL students are invited to attend parent workshops during the regular school day and/or after school which will be offered in their native language, whenever possible. These workshops will focus on: expectations of the ELL student, promotional criteria, helping their child to meet the city and state standards in ELA and mathematics, assessments that their children will be taking (NYSESLAT, LAB-R, ELA, City and State Mathematics) during the school year. These workshops are held on a monthly basis by the ESL Teacher and guidance counselor who will have an interpreter for those parents who do not speak English. Other workshops that are offered are Second Cup of Coffee and 21st Century Empowerment Initiative. The Second Cup of Coffee workshop is offered by Donna Sowerby, Data Specialist; Helene Thomas, Parent Coordinator; and Tamau Elliott, Guidance Counselor consisting of data information and issues and concerns of parents. The 21st Century Empowerment Initiative offers parents workshops on successful parenting, resiliency and other social issues. These workshops will be offered on a monthly basis. Within the first month of school all parents will be given the opportunity to visit their child's classroom teacher and observe the academic program. All parents of ELL students will also be given the opportunity to complete a survey to address their needs and concerns. Also, they are instructed in their native language, on how to use Aris Parent Links to look up academic and attendance information on their child. Parents of ELLs are also given interpretation services by staff and Translation and Interpretation unit of NYCDOE. They are invited to the Family BBQ and to help in the school garden.

2. In addition, Learning Leaders is a free program offered to parents to promote parental volunteers. There are three sessions offered throughout the year consisting of training in literacy and math skills, in order for parents to help their children achieve academically.

3. The needs of the parents are evaluated through needs surveys given by Ms. Helene Thomas, Parent Coordinator, in their native language.

4. Parent involvement activities address the needs of parents by having them receive flyers and invitations in their native language.

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)	1	2	3		1		2	2						11
Intermediate(I)			1					1	1					3
Advanced (A)				1	1	2	1	1	1					7
Total	1	2	4	1	2	2	3	4	2	0	0	0	0	21

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		0		0		0		0
4	1		0		0		0		1
5	0		2		0		0		2
6	1		1		0		0		2
7	0		2		0		0		2

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

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

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

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)									

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
Test)								
Chinese Reading Test								

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

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

1. The assessment tools that our school uses to assess the early literacy skills of our ELLs are ECLAS-2 and the NYSESLAT.

2. The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving to the next proficiency level to become language proficient. ELLs who are in the beginning level are mostly newcomers.

3. After reviewing the NYSESLAT data, the patterns revealed were:

- Speaking is in line with general abilities for the majority of the intermediated and advanced students. It is the Reading and Writing skills that our holding our students back from the proficiency level. This is especially the case in the ELLs who are on the advanced level.
- After looking at the LTE scores by modalities, it was prevalent that the reading and writing scores tend to fluctuate causing them to remain on the advanced level.

After analyzing the ELA scores of ELLs and former ELLs, several facts were noticeable:

- Students who are former ELLs are outperforming the Non-ELLs students across the grades.
- Beginning ELLs who are taking the ELA after one year, are mostly scoring below 640 on the ELA.

4. Implications for Instruction

The implications for the school's LAP and instruction are derived from the strengths and needs noted in the NYSESLAT and other assessments (LAB-R, ACUITY, ECLAS-2, Teacher Assessments, and informal observations). Adjustments and improvements to our program this year include:

- Continue to strongly target language development across the grades and content areas, creating opportunities for active meaningful engagement.
- Additional support in listening skills for Newcomers, including increased use of technological activities in the classroom.
- Utilization of the HMH Publisher's "Journeys" program and grades 6-8 "Literature" program, both fully aligned and meeting the CCLS rigorous requirements and Every Day Math programs to meet students' needs at their level of performance.
- Small group Academic Intervention classes in ESL to target language modalities according to their needs.
- After School classes offered to target specific modalities and to help students on all levels familiarize students with the format of the

NYSESLAT (Title III).

All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress.

Implications for teaching ELLs in English Language Arts

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies.
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to be involved in purposeful conversations.
- Incorporating all language modalities during the lesson, e.g. group discussions, journals.
- Ensure that teachers analyze student's data to identify strengths and weaknesses and utilize the findings to drive and differentiate instruction
- Encourage teachers to participate on professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.
- Ensure that the Literacy coach works closely with teachers (ELA, ESL) to support rigorous instruction.
- Implement a print rich environment, use of bilingual dictionaries and bilingual glossaries in the ELA classrooms.

Implications for teaching ELLs in Mathematics

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to negotiate with mathematics academic language, e.g. reading and solving word problems, interactive word wall.
- Incorporating writing as a component of the mathematics lesson, e.g. journals.
- Provide opportunities to convey to others problem solving strategies and the justification of their answer.
- Ensure the identification and analysis of student strengths and weaknesses to drive and differentiate instruction.
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Math teachers to participate on professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that Math coach works closely with teachers to support rigorous instruction.

Implications for teaching ELLs in Social Studies

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They include the following:

- Ensure adequate licensed personnel to deliver instruction as stipulated by NCLB and CR Part 154.
- Collaboration between content area and ESL teachers to create a learning community which is knowledgeable and experienced in researched based Instructional Strategies.
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sounded educational decisions.
- Provide opportunities for students to be involved in purposeful conversations.
- Incorporating all language modalities during the lesson, e.g. group discussions, journals.
- Ensure that teachers analyze student's data to identify strengths and weaknesses and utilize the findings to drive and differentiate instruction.
- Encourage teachers to participate in professional development opportunities focusing in instructional strategies for ELLs; such as, Quality Teaching for English Learners and Community Support Learning Organization.

- Ensure that the Literacy coach works closely with the Social Studies teachers to support rigorous instruction.

Implications for ELLs in Science

In order to assist our students in both academic achievement and assessment, there is a variety of solutions that we are working with this year. They embrace the following:

- Ensure adequate licensed science teacher to deliver instruction as stipulated by NCLB and CR Part 154.
- Analyze ELLs data to become well-informed about the performance of each ELL in order to make sound educational decisions.
- Ensure the identification and analysis of student strengths and weakness to drive and differentiate instruction.
- Collaboration between content area and ESL teachers to map out student specific needs.
- Encourage Science teachers to participate in professional development opportunities focusing on ELL instructional needs; such as, Quality Teaching for English Learners and Community Learning Support Organization.
- Ensure that the Science Coordinator works closely with the ESL teacher to support rigorous instruction.

Plan for Newcomers

When a new student is registered in our school, we provide the following resources to facilitate the transition.

- An informal student orientation.
- Buddy system identifying a similar student in his/her class that will assist during the day
- Encourage student to participate in the After School activities.
- An informal assessment is provided to identify possible Academic Intervention programs.
- Home school communication.

Plan for Long Term ELLs

Long terms ELLs are one of the largest number of ELLs across the grades . An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our action plan for this group involves.

- Monitoring the progress of students in all content areas to differentiate instruction for literacy needs.
- Encourage their participation in the HMH Publisher's "Journeys" program and grades 6-8 use the "Literature" program, both fully aligned and meeting the CCLS rigorous requirements and Every Day/Impact Math to enrich their language and academic skills.

Plan for Special Needs Students

We have 12 students of special needs that require ESL services. Our policy for special needs students includes:

- Ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Collaboration between the ESL teacher and IEP contact person.
- Monitoring newcomer student for possible special needs status.
- The delivery of AIS services during the school day. School assessment team is consulted, when possible, if special needs concerns arise.

The Language Allocation Policy and instruction focuses on specific programs and strategies that will result in the achievement of higher proficiency levels across the content areas. ESL and general education teachers will continue to collaborate on students' needs. Teachers will combine the Cognitive Academic Language Learning Approach (CALLA) with the mandated regional Balanced Literacy model. ESL methodologies and techniques will be used in the ESL classrooms as well as in the general education classrooms. Such methodologies include scaffolding and the use of realia, songs, art and role-play to aid in comprehension. The teacher of ELLs uses instructional material that incorporates colorful graphics, text, vocabulary definitions, graphic organizers, big-book and transparencies. As competency develops, other strategies will include building from language that is already understood, using graphic organizers, hands-on learning opportunities, and cooperative or peer tutoring techniques. Language components will be stressed. Vocabulary study (which is excellent for all students) will be a pivotal piece and ELL students will be paired with non-ELLs. Staff development will also focus on alternate assessments, stressing assessments that are not totally writing-dependent.

For school year 2011-2012, PS/MS306K will continue the citywide program for literacy. The daily instructional schedule currently requires teachers to include additional literacy instruction. All grades follow the Balanced Literacy model which includes the reading and

writing workshop. In addition, upper grade teachers are required to incorporate a skill instruction period.

ELA/ESL

The PS/MS 306K literacy curriculum includes a minimum of 150 minutes of literacy instruction with a 100 minute reading block and a 50 minute writing block for all grades/classes. The reading block for grades K through grade 5 use the HMH Publisher's "Journeys" program and grades 6-8 use the "Literature" program, both fully aligned and meeting the CCLS rigorous requirements, including whole and small group, differentiated instruction. Curriculum Maps for each grade have been established and continuously revised by teachers' input, based on data and the individual needs of their students. They also serve to assist teachers with their pacing and focus of each lesson. Literacy centers are facilitated daily, including guided reading practices where all students, including ELLs, receive teacher led and independent practice. Each program, Journeys and Literature, both have an ELLs intervention kit and additional ELL intervention lesson plans within the core program. The intervention kit is implemented and monitored by our ELL teacher, Ms. Nieves, while classroom teachers use the intervention core lesson plans in addition to other manipulative materials such as flashcards, audio books, and vocabulary games monitored by Ms. Nieves. All classroom libraries are appropriately leveled in accordance to the CCLS and labeled as such by level and genre. Beginning in January of the school year, each class will additionally be engaged in the process of developing a Performance Task (a long-term project, representing a focus of each grade's ELA and Math curricula) which every student will be required to present at the end of the school year.

Mathematics

The Everyday Math core curriculum program is used for math instruction. One hundred minutes of instructional time in math is provided every day, with at least 50 minutes in a single block. Math centers have improved school wide, with the purchase of materials to support skill instruction and problem solving. During ESL instruction, ELLs in the upper grades are exposed to mathematical language and functions with ESL methodologies.

Science /Social Studies

PS/MS306K has a program for content area instruction that utilizes cluster teachers for primary instruction in both Science and Social Studies. All classes receive two periods a week of instruction in each subject. Cluster teachers meet regularly to plan instruction based on the state standards and the core curriculum. Units are planned and classroom teachers receive an outline each month of the topics to be covered. This allows teachers to support content area instruction in the classroom. Cluster teachers are also provided with their own classrooms, providing the opportunity for the development of instructional environments that support student learning. This is particularly important in Science. It is expected that this program will continue.

5. N/A

6. Describe ELL program success

The success of the ELL program is measured in many ways. It is measured by the advancement of the ELLs on the NYSESLAT, by improvements in writing and speaking ability, by the comfort levels of ELLs in using English in every day settings including academic activities and by the performance of ELLs on state assessments.

Additional Information

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

Part VI: LAP Assurances

School Name: Ethan Allen

School DBN: 19K306

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
LaWrence Burroughs	Principal		10/19/11
Yasmin Moodie	Assistant Principal		10/19/11
Helene Thomas	Parent Coordinator		10/19/11
Elba Nieves	ESL Teacher		10/19/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Annette Glogover	Coach		10/19/11
	Coach		
Tamau Elliott	Guidance Counselor		10/19/11
Mae Fong	Network Leader		
Aileen Hilzinger	Other <u>IEP Teacher</u>		10/19/11
Donna Sowerby	Other <u>Data Specialist</u>		10/19/11
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 19K306 **School Name:** PS/MS 306 Ethan Allen

Cluster: CEI-PEA **Network:** 535

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.

Parents of ELLs are offered written and oral interpretation services by staff and the Translation and Interpretation unit of NYCDOE. These services are offered to increase the involvement of parents. Additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Additionally, interpretation services are a daily help in communication between school staff and parents.

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 needs of the parents are evaluated through needs surveys given by the Parent Coordinator in their native language.

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.

Parents of ELLs are offered written interpretation services by staff and the Translation and Interpretation unit of NYCDOE. These services are offered to increase the involvement of parents. Additional funding is available to translate important policy documents, mainly in Spanish. Among the documents we have made available is the school's Comprehensive Education Plan. Written interpretation services are a daily help in communication between school staff and parents. Parent involvement activities also address the needs of parents by having them receive flyers and invitations in their native language.

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.

Parents of ELLs are offered oral interpretation services by staff and the Translation and Interpretation unit of NYCDOE. These services are offered to increase the involvement of parents. Additional funding is available to translate important policy documents, mainly in Spanish. Additionally, oral interpretation services are a daily help in communication between school staff and parents.

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>.

PS/MS 306 will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by providing each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. PS/MS 306 will post in a conspicuous location at or near the primary entrance a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. The school's safety plan will contain procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers. PS/MS 306 will provide parents of more than 10% of the children that speak a primary language that is neither English nor a covered language, and shall obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with this section. The Department's website shall provide information in each of the

covered languages concerning the rights of parents to translation and interpretation services and how to access such services.