



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE SCHOOL FOR FUTURE LEADERS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 20K310

PRINCIPAL: YUQING HONG **EMAIL:** YHONG@SCHOOLS.NYC.GOV

SUPERINTENDENT: COSTANTINO, KARINA

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Yuqing Hong	*Principal or Designee	
Olivia Hui	*UFT Chapter Leader or Designee	
Jin Ming Lu	*PA/PTA President or Designated Co-President	
Elizabeth Torres	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Diana Venezia	Member/Teacher	
Nekesha Bynum	Member/Teacher	
Mary Hsiung	Member/Teacher	
Xiao Hua Hu	Member/Parent	
Ya Yan Tong	Member/Parent	
QiuYu Zheng	Member/Parent	
	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1: To ensure teacher development focuses on supporting all students to meet the Common Core standards.

By the end of June each teacher will received high quality differentiated professional development through meaningful feedback from frequent formative observations using selected components of a research-based rubric (Danielson’s Frame Work for Teaching) so as to support improved practice in identified competencies (1e, 3b, and 3d) and cross a common framework.

Comprehensive needs assessment

As an instructional leader, the principal strongly believes that professional development is essential for improving student achievement. During the Summer Institute teachers were provided with workshop sessions focusing on developing deep understanding of the Citywide Instructional Expectations (CIE) for 2012-13 and the research-based rubrics for the selected competencies (1e, 3b, and 3d-Framework for Teaching). For the first two months of the school year, teachers self-assessed on their own teaching practices using the selected components of the research-based rubrics and set professional goals with the principal collaboratively during one-on-one meeting that the principal conducted. Based on the identified needs through findings from principal’s frequent walkthroughs and results from teacher survey and the professional goals they had set for themselves the principal identified the following priorities of professional development for the 2012-2013 school year:

1. Establishing an Environment for Learning
2. Curriculum and Unit Design
3. Assessment Tools and Data Reports
4. Guided Reading
5. Designing Coherent Instruction
6. Using Questioning and Discussion Techniques
7. Using Assessments for Instructional Planning

Instructional strategies/activities

In order to achieve this goal P.S. 310 will do the following from now through June 2013:

- In summer, 2012 the school leader will introduce the Citywide Instructional Expectations (CIE) for 2012-13 and the research-based rubrics for the selected competencies (1e, 3b, and 3d-Framework for Teaching) to teachers in order to deepen the school community’s comprehension of what quality teaching looks like
- Teachers will self-assess, using Danielson’s Framework for Teaching and set professional goals – by the first week of November, 2012 School leader will launch regular cycles of formative observation and feedback aligned to Danielson’s Framework and in support of Common Core alignment;
- School leader identify and support pivotal teaching strategies that will help move students toward mastery – on going

- Teachers will have access to TeachBoost, an online tool, to view observation feedback, have professional dialogue with administrator and to strengthen the common language and understanding of quality teaching – on going
- School leader will designed, conduct, and set up workshop sessions focusing on the PD Priorities – on going
- School leader will set up a schedule to observe teachers and provide them with meaningful verbal and written frequent feedback aligned to Danielson’s Framework and in support of Common Core implementation; - on going
- School leader will set up inter-visitation structure for teachers to observe and share best practices with each other – from February till June
- The school leader and the coach will conduct study group and lunch-and-learn on topics of interest indicated in teacher PD survey – February to June
- The school leader and coach will mentor new teachers and support their professional growth – on going
- School leader will design PD sessions focusing on supporting pivotal teaching strategies that will help move students toward mastery – on going
- Teachers will be provided with opportunities to participate in statewide, national, citywide, and network conferences to strengthen their content and pedagogical knowledge in teaching.

Strategies to increase parental involvement

PS 310 will do the following to increase parental involvement:

- Encourage parents to participate in curriculum meetings and workshops to learn about the school’s educational philosophy, grading system, academic expectations and sound instructional practices so as to better understand what and how students learn.
- Set up open school day to invite parents into the classroom so as to better understand the educational process and the learning experiences students have in school. Foster an interactive family-school community to support student achievements.
- Provide parents with ARIS training so they can monitor their children’s progress and better support them with informed decision that they make on a daily basis.

Budget and resources 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 I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Use Tax Levy money for per sessions needed for study groups and the hiring of per diem substitute teachers for PD and planning
- Use Title I and III SWP to hire consultants to conduct specific workshop sessions
- Use Bilingual grant money to purchase books needed for professional library

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2: Students experience Common Core-aligned instruction across subjects.

By June 15, in grades PK-3, students will experience four Common Core-aligned units of study: two in math and two aligned to the literacy standards in ELA and social studies.

Comprehensive needs assessment

In this our third year, our first 3rd grade class will take the NYS tests aligned to the new common core standards. In order to properly prepare our students for the new demands we are committed to employ a rigorous set of curricula across content areas that are aligned to the Common Core Learning Standards. At the same time we will support teachers in shifting their instructional practice through the implementation of at least two Common Core Standards-aligned units in Math and literacy, as evident in the posted units of study in various subjects, such as, ELA, Math, Social Studies, Science, and Visual Art in Atlas, a web-based tool for designing and articulating curriculum among the school community.

Last year we developed one engaging, rigorous and coherent units of studies for each grade with embedded literacy and math tasks that align to the Common Core Standards for various learners. The reflection on data analysis on pre and post tests and the implementation of these units provided us with fruitful thoughts and information on knowing where our students were and the work needed to be done to move our students forward in meeting the challenging demands of the CCLS. The process of designing the units indicated areas that needed to be improved on teacher knowledge of curriculum writing and the CCLS, as well as, strengthening the communication among the teams on creating content rich interdisciplinary units of study. Additionally after we evaluated the complexity of performance tasks using DOK we acknowledged that we needed to adjust our pacing units to ensure profound understanding. By limiting the number of units we previously taught we could provide ample time for deeper immersion into the individual unit. With the experience of implementing the standard-based unit we are committed to continue to align our work to the 2012-2013 citywide expectations which is to ensure that our students experience four Common core-aligned units of study: two in math and two in ELA and social studies.

Instructional strategies/activities

In order to achieve this goal P.S. 310 will do the following from now through June 2013:

- School leader and teacher team will analyze data from 2011-2012 and baseline assessments to understand the gap between what students do and do not know and what the Common Core demands;
- School leader will optimize resources (human, budget, time), data, and systems to support and monitor instructional work. Teacher team will be trained on how to utilize ATLAS, a web-based tool, to design and reflect on units of study that aligned to the Common Core – on going
- Teacher team will implement the first round of Common Core-aligned units for the school year – by February, 2013
- To inform next round of unit planning teacher team will analyze the patterns and trends in resulting student work, paying attention to students,

including special student groups, such as ELLs and SWDs – by the mid-March

- Teacher team will implement the second round of Common Core-aligned units – by May, 2013
- Based on analysis of student work, school leader will analyze the implications for pedagogical shifts and unit/lesson revisions and identify aspects of teacher practice that could help address student gaps – on going
- The school will use Fair Student Funding to hire a part time literacy coach to support professional development and curriculum development
- School leader will adjust professional development plans and school structures to address identified teacher needs and changes – on going
- Provide students with opportunities in art and culture that connect to curriculum maps such as field trips and artist residencies

Strategies to increase parental involvement

- Schedule curriculum meeting for parents in the beginning of the school year and workshop sessions during the year to inform them about the school’s mission in preparing students to be global citizens in the future. How the philosophy was translated to the mission of the school and the educational program set up for the students
- Encourage parents to be active learning partners in their children’s education
- Provide workshop sessions to inform parents about Common Core standards and strategies on how to support their children’s learning at home
- Provide parent with activities that are created in collaboration with school and teaching artists
- Set up parent volunteering program and train them to be educational partners

Budget and resources 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.

 X Tax Levy X Title I _____ Title IIA X Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Use Tax Levy money to hire per diem substitute teachers so teacher teams can meet monthly to plan curriculum units and reflect on instructional practices
- Use Tax Levy money for per sessions needed for after school study groups, webinars, and workshops
- Use Title I and III SWP to hire consultants to conduct specific workshop sessions
- Use Bilingual grant money to purchase books needed for professional library

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3: Improve student achievement in speaking, listening, reading, and writing across the content areas

By June 15, 2013 P.S. 310 will provide quality tiered instruction and interventions for students as required by New York State's implementation of Response to Intervention (RTI)

Comprehensive needs assessment

Since our students have not taken the New York State English Language Arts (ELA) exam, the school's data comes from Fountas and Pinnell assessment, New York State English As a Second Language Achievement Test (NYSESLAT), LAB-R, student portfolios, student writing folders and teacher conference/observation notes. The needs assessment is conducted through analyzing the following data:

- **LAB-R (2012-2013)** assessment data revealed that out of the 115 newly admitted students 95 are English Language Learners (ELLs) with 88% beginner/intermediate level. Most of the ELLs in kindergarten are new immigrants with no knowledge of the English language.
- **NYSESLAT (2012-2013)** data indicated that 56% of 1st grade ELLs, 39% second grade ELLs and 100% 3rd grade ELLs scored at the beginning/intermediate levels. In 1st grade, while 62% of the students scored at the beginning/intermediate level in Listening and Speaking components of the exam, 82% of the ELLs scored on the same level in the reading and writing components of the exam. In 2nd grade 26% of the students scored at the beginning/intermediate level in Listening and Speaking and 33% scored at the same level in Reading and Writing. Though our 2nd graders achieved big gains in developing target language there is still a big gap in academic readiness between ELLs and non-ELLs.
- **Fountas and Pinnell (June, 2012)** end of year (EOY) benchmark shows 39% of the kindergarteners and first graders were still yet to meet grade level benchmarks in ELA. As for second graders though 82% of them have gained at least four reading levels 56% of the students were behind grade level standards.
- Reflecting from last year's practice indicated that our students needed to improve speaking in the target language due to the lack of practice in their home environment.

Overall, in a school that has 62% ELLs and 68% of them at the beginning/intermediate levels this year, the priority continues to be helping our student's acquire language skills and early literacy skills in order to narrow the achievement gap between students in beginning ESL levels and students in advanced non-ESL. It is essential that we provided targeted and differentiated instruction and intervention that support ELLs and other students to develop their language and literacy skills.

Instructional strategies/activities

In order to achieve this goal P.S. 310 will do the following from now through June 2013:

- School leaders will provide professional development to all teachers in planning multiple access points and ways of demonstrating understanding

in the units of study so that all students engage in rigorous learning experiences – on going

- School leader and the support team will ensure that students have access to learn within their least restrictive environment – on going
- Teacher teams will analyze assessment data to identify skills and knowledge that students are challenged with and provide students with diverse and meaningful instruction that addressed their needs – on going
- All teachers will implement small group instruction and flexible groupings to provide tiered support to various student groups – on going
- All teachers will monitor student progress by using assessments, such as, DIBELS, Reading 3D, BURST, rubrics, unit tests, and checklists to design differentiated instruction for students at various levels and needs – on going
- School leader will structure regular meeting times for teacher teams to engage in inquiry work and a protocol to look at current student work resulting from CCLS aligned tasks – on going
- School leader will structure regular planning times for teacher teams to develop curriculum units that aligned to the common core standards and opportunities for articulations among various subjects and across grades – on going
- The school will communicate learning goals to each student and with parent(s)/guardian(s) through monthly newsletter, tri-annual goal setting sheet, curriculum meeting for parents, and parent workshops. The whole school community will work together to work collaboratively to promote student achievements –on going
- School leaders and teacher teams will ensure high quality Title I after school enrichment program and the extended day intervention program by implementing quality teaching, data analyzing, and curriculum planning - going
- School leader and coach will provide professional develop on differentiated instruction and Universal Design for Learning (UDL) – on going
- Provide students with more opportunities to present what they learned across content areas and through assemblies, community visits and other special events
- Develop a grade-level speaking and listening rubric that students are accountable

Strategies to increase parental involvement

P.S. 310's school policy is designed to keep parents informed by actively involving them in goal setting and decision-making in support of the education of their child. Providing materials and training to help parents work with their children to improve their achievement level in literacy is also a priority at P.S. 310. The school implements the following strategies and activities:

- Provide parents with information and training as needed to effectively become involved in supporting the education of their child.
- Distribute monthly newsletters that inform parents of the goals for each subject for the month and any further announcements.
- Conduct parent/teacher conferences and curriculum meeting to communicate with parents about specific learning goals in reading and writing.
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
- Provide parents/guardians with goal setting sheet tri-annually to inform parents of student's reading level, targeted strategies for students to work on and recommended level book titles that could reinforce students' learning according to their individual levels

- Provide assistance to parents in understanding City, State and Common Core standards and assessments.
- Share information about school and parent related programs, meetings and other activities in the parent’s native languages.
- Provide parents with workshops to learn about developmental stages, parenting skills, strategies to support literacy skills at home and academic expectations for reading and writing at different grade levels.

Budget and resources alignment

- Indicate your school’s Title I status: X 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.

X Tax Levy X Title I _____ Title IIA X Title III X Grants X Other

If other is selected describe here: Inquiry Team, ARRA , Data Specialist, and Title III LEP

Service and program coordination

As a school that is in its 3rd year, P.S. 310 has established a support service program, which is led by our guidance counselor. His work includes the following:

- Utilize a systematic process for reaching out to students who are absent from school, or are late frequently to school.
- Work with our attendance team to inform parents of the importance of attendance as it relates to student achievement.
- Lead a Pupil Personnel Team (PPT) meeting twice a month to identify and discuss students in need of emotional intervention, or other at-risk services.
- Work collaboratively with classroom teachers to develop behavior modification systems for students.
- Provide training to teachers on strategies and protocol for referral
- Meet with mandated and at-risk children individually and in small groups to explore student issues.
- Act as a crisis manager to assist students and parents in need.
- Lead an Anti-Bullying Campaign at P.S. 310.
- Coordinate various assemblies on anti-bullying, Olympic Mentality, and Respect for All

Supported by the school social worker, speech therapist, and school psychologist his interaction affords a strong team that identifies problems before they escalate. This year we will continue to implement an anti-bulling campaign and begin character building program that aligned with the Respect for All program.

P.S. 310 will utilize Title 1 SWP funding to provide enrichment programs to all students including Title I students and ELL’s.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4: Develop scope and sequence in Foreign Languages, Technology, Arts, and Physical Education

By June 15, 2013, P.S. 310 will develop K-5 scope and sequence plans for Foreign Languages, Technology, Arts, and Physical Education, including student work samples indicating benchmarks for each unit of the grade

Comprehensive needs assessment

Being a school that uniquely offers foreign languages at the elementary school level there is not much experience we could use as reference from others. For the first two years our foreign language teachers learned the National Foreign Language Standards and identified suitable materials for teaching. We also developed a couple of units last year as we began to align our curriculum to the Common Core Standards in ELA. This year we will expand our work in ensuring a scope and sequence plan for foreign languages for all grades. As in technology the state standards were conceptual and left much room for interpretation. Last year we outlined a scope and sequence plan for K-2 in technology. This year we will continue our work in expanding it to grade 3 and better connect the technology classes to support units of study in ELA and other content areas. In previous years we did not have a designated physical education teacher. With this teacher in line this year we need to develop a clearly articulated scope and sequence for the subject area. In art the units are based on the Blueprint benchmarks and also aligned to the CCSS. Units of study in art are integrated with content areas to develop interdisciplinary connection and deepen understanding of the subject

Instructional strategies/activities

In order to achieve this goal P.S. 310 will do the following from now through June 2013:

- Teacher teams will examine CCLS and incorporate key literacy standards with the scope and sequence plans in art, technology, physical education and foreign languages
- Teacher teams will examine curriculum maps and units of study in ELA and math and develop scope and sequence across these subjects that consist alignment to these units
- Foreign Language teacher teams will develop exit criteria for each unit and collect student samples that demonstrate benchmark for each unit

Strategies to increase parental involvement

- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress in the native language he/she speak
- 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;

Budget and resources alignment

- Indicate your school's Title I status: X 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 I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Utilize Tax Levy funding to hire substitute teachers to ensure that teachers of the same subject area across grades plan together in order to develop a well-articulated scope and sequence

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources 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 I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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	BURST and guided reading	Two extended-day periods of 100 minutes total every week	Tuesdays and Wednesdays during extended day
Mathematics			
Science			
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk guidance and speech services are offered to students who have been approved by school's PPT team	Small groups	Twice a week for a total of 60 minutes

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 P.S. 310 all teachers are highly qualified as verified by the network's HR Director. They hold valid NYS certification in the content area that they teach in. The BEDS survey is reviewed by the HR director who works with our school to ensure that teacher assignments are aligned with their license. We will continue to work with the network's HR Director to ensure that all new coming teachers for next year are highly qualified and assigned with mentors to receive support and professional development.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

P. S. 310 SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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	District 20	Borough Brooklyn	School Number 310
School Name			

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

Principal Ms. Yuqing Hong	Assistant Principal
Coach	Coach
ESL Teacher Olivia Hui	Guidance Counselor Raymond Cosentino
Teacher/Subject Area Kim Huang	Parent Yuna Jiang
Teacher/Subject Area Diana Venezia	Parent Coordinator
Related Service Provider Melanie Leong, Sherry Destine	Other
Network Leader Ms. Debra Van Nostrand	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	2	Number of certified bilingual teachers	2	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	8
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	156	Total Number of ELLs	96	ELLs as share of total student population (%)	61.54%
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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. 

Part II: ELL Identification Process

1. Upon entering the New York City public school system all parents/guardians are required to complete a Home Language Identification Survey (HLIS). The HLIS survey is administered by the School's English as a Second Language (ESL) coordinator, Olivia Hui, in the families' native language. The ESL coordinator conducts an informal oral interview in English, or in the parent's native language. Parents are provided Spanish or Chinese translators when needed.
The ESL coordinator reviews each student's HLIS and determines the Language Assessment Battery-Revised (LAB-R) eligibility. All eligible students are then administered the LAB-R within ten days of enrollment into the school. The designated LAB-R administrators are the ESL coordinator, Olivia Hui, and a certified ESL teacher, Xia Yu Wang. In addition, a certified teacher, Wellinthon Garcia, who speaks Spanish administers all Spanish LAB-Rs. The results of the LAB-R exam determine our school's English Language Learner (ELL) student body. Students who are classified as proficient (per the LAB-R) are not eligible for ESL services.
ELL students are assessed each year using the New York State English as a Second Language Achievement Test (NYSESLAT). Based on the students proficiency levels they are served in the classroom with mandated minutes as per CR Part 154; 360 minutes for beginning/intermediate levels, 180 minutes for advanced levels.
2. Parents receive entitlement letters and are invited for ELL parent orientation. Parents are informed about the program choices for ELL students; Transitional Bilingual, Free-Standing ESL, or Dual Language. Students are then placed in a program based on the parent's choice within 10 days of their entrance to the school system.
Once a student is identified as an ELL parents are given an entitlement letter that is sent home inviting them to attend an informational meeting. The ESL coordinator and the principal review the three program choices for ELL students with the parents. Parents are also given an information pamphlet in their native language.
Parents view an orientation video also provided in their native language in which former Chancellor Klein discusses the options available in depth; Transitional Bilingual Education, Dual-Language, and Free Standing English as a second Language. After the video parents are given opportunities to ask questions and then they complete the parent selection forms. If parents are not available for the meeting they will be called by the school to set up an appointment, or the parent selection form is sent home.
3. Based on students' LAB-R scores entitlement letters are sent home. Parent choice forms are filled out at the orientation meeting to ensure that they are properly filled and returned to school. For parents who are absent from the parent orientation meeting the ESL coordinator makes a phone call to arrange group, or individual meetings. The default program for ELL students that do not return the program selection form is Bilingual Education. ATS and ARIS reports are carefully analyzed to ensure students entitled to ESL service will be serviced appropriately. Every student admitted to our school is processed within 10 days and placed in the appropriate program as mandated by New York State.
4. Based on program selection by the parents in the Parent Selection Survey ELL students are placed in an instructional program accordingly. The school staff consistently communicates with parents in their native language concerning their child's progress. The

school offers Free Standing ESL, Chinese Bilingual, and Collaborative Team Teaching in both kindergarten and first grade. Since the only class in second grade does not have sufficient number of ELLs in either Chinese or Spanish the school's only option in the grade is Free Standing ESL. The Free Standing ESL and CTT classes give ELL's an opportunity to interact with English proficient students and students with individual educational plans (IEP) in a rigorous supportive setting for language acquisition through the four modalities (listening, speaking, reading and writing).

5. This is our second year at P.S. 310. A review of the Parent Survey and Program Selection forms for the first year indicates about 33% of all ELL families prefer the Transitional Bilingual and Dual Language programs while others requested Free Standing ESL. This year about 60% (about 25 students) of the parents chose to place their children in the Transitional Bilingual Program while 38% of the parents chose Free Standing ESL Program and only 2% of the parents chose the Dual Language Program.

6. Yes, the program models requested by parents are offered to students. Information is provided to parents through multiple venues so parents can make informed decisions. To address the request of the majority of parents the school has created one bilingual class for kindergarten and one for first grade. Additionally the school also offers foreign language classes fives periods per week for all students in the language they prefer, either in Chinese or Spanish. Parents who choose Dual Language program are given the information and choice of schools citywide that offers their preference. However after receiving information on Dual Language the parents opted to remain at P.S. 310.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	96	Newcomers (ELLs receiving service 0-3 years)	96	Special Education	8
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	44									44
Dual Language										0
ESL	52		8							52
Total	96	0	8	0	0	0	0	0	0	96

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese	25	19												44
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	25	19	0	44										

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____ Number of third language speakers: _____

Ethnic breakdown of EPs (Number):
 African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	1											5
Chinese	15	22	9											46
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Other	1													1
TOTAL	18	24	10	0	52									

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Part IV: ELL Programming

1/a. English language exposure is provided to ELL students through contact with content area teachers who implement ESL strategies. The ESL licensed content area teacher also pushes-in to support ELL's during literacy and social studies periods.

The students in the bilingual classes are serviced by certified bilingual teachers. Students also receive ESL services through content areas, which are taught by certified bilingual teachers as well. In addition, these students received five periods of Native Language Arts (NLA) per week focusing on literacy development in all content areas in Chinese.

b. The program models are Transitional Bilingual and Free Standing ESL. All ELL students are grouped heterogeneously in the Free Standing ESL classes and bilingual classes according to parent choices..

2. ESL instruction is delivered using the push-in model and through duly certified teachers that can provide added ESL support through content area instruction. For example math is taught by teachers who possess ESL licenses in addition to classroom certificates. Math is taught six periods per week for a total of 300 minutes for all classes.

Additionally ESL teachers push-in during literacy blocks 3 times per week for a total of 150 minutes per week. ELL students receive a total of 450 minutes of ESL instruction weekly which exceeds CR-Part 154 of the mandated minutes required.

In reference to Chinese/English Bilingual classes the students are serviced by a certified Bilingual teacher during their daily literacy block for a total of 500 minutes per week. Math is also taught by another Bilingual/ESL teacher for a total of 300 minutes per week.

A. Programming and Scheduling Information

Chinese as Native Language Arts classes are scheduled for 5 periods a week offering students instruction in Chinese.

3. At P.S. 310 all ESL lessons are grade appropriate and based on the Common Core State Standards. The ESL program encourages oral language development, cultural adjustment, and literacy development. Formal and informal assessments are used to guide instruction and for differentiated instructional groups. Instruction integrates best practices across subjects using ESL methodologies. All teachers are encouraged to co-plan during common planning periods to ensure consistent instruction is provided across the grade level.

Scaffolding techniques are used such as modeling, total physical response, using realia, accountable talk, literacy centers, and use of manipulative.

P.S. 310's reading program Journeys is a hands-on visual literacy program that provides differentiated lessons for ELL's. The program focuses on phonics, vocabulary sight words, grammar, and reading and writing skills. Higher order thinking and real life applications are incorporated in each unit planning and instructional delivery for all students including ELLs and students with special needs.

Additionally, ELL's have access to the writing components of the core curriculum. ELLs are encouraged to express themselves using visual representations and/or their native language. Bilingual dictionaries, references, and books are provided for all classes to assist students, build background knowledge and aid comprehension. Finally, our technology program, leveled books, various hands-on activities contextualize the instruction and make content accessible to ELL students. ELLs are held accountable to reach the Common Core State Standards.

4. Teachers use native language and various media to assess ELL's content knowledge and skills. ELL's are also encouraged to express their ideas and understanding in their native languages, acting out, and through pictures. Assessments are differentiated based on their language proficiency levels and learning styles.

5/a. P.S. 310 serves pre-K, kindergarten, first and second grade students this year. We do not and will not have any possible SIFE until 2014. However, in two years, the school will have a plan in progress to ensure SIFE student's needs are being met. P.S. 310 will make sure every SIFE child receives additional services and interventions needed to help them perform on standard.

b. P.S. 310 strives to provide a welcoming environment for new comers. Translation is provided as much as possible. This is comforting for newcomers who do not yet speak English. This year most of our newcomers chose to be in the bilingual classes. These newcomers are given the opportunities to learn content specific subjects in English and Chinese. Students in the bilingual classes read books in Chinese. Free standing ESL classes have the opportunity to browse through Chinese/Spanish books as well. Native language libraries provide students with opportunities to build background knowledge and learn about content knowledge while they are still in the early stage of English language proficiency.

In order to help newcomers teachers provide as much scaffolding as possible. We provide phonics everyday to promote decoding skills. The use of the word wall, print-rich environment, read-alouds, shared reading, and guided reading all help develop academic language for newcomers.

Everyday classes begin with a morning message, or informal conversation to improve the student's social and oral language skills.

Rhymes, songs, and poems are used to develop phonemic awareness, phonics skills, and accelerate letter identification. We also have audio books to promote listening and fluency skills.

In addition our students use the Award Reading program during technology periods to focus on reading fluency, comprehension, phonics, visual literacy and technology. Finally, field trips, small group instruction, and hands-on activities promote real life application, communication in the target language, and deepen content understanding.

We do not have any students taking ELA this year.

c. Currently P.S. 310 does not have ELL's receiving service 4 to 6 years.

d. P.S. 310 serves pre-K, kindergarten, first and second grade students this year and a new grade is added each year, P.S. 310 does not and will not have any possible Long-Term ELLs until 2015. P.S. 310 strives to implement a rigorous curriculum for all students including ELL's to best prevent them from becoming long-term ELL's. However, in three years the school will have a plan in progress to ensure long-term ELL's needs are being met. We will make sure every ELL receives additional services and interventions needed to help students achieve grade level academic goals.

6. P.S. 310 has a total of two CTT ESL classes. Ten children with IEPs are also ELL's. These students receive ESL services through content instruction for a total of 450 minutes per week. Students who are beginner receive extra small group support through a push-in ESL teacher during ELA and Science periods three times per week. The IEP is used to set individual goals for each student and to drive instruction to meet the child's needs. Instruction is delivered using best practices, such as, scaffolding, building on prior knowledge and native language support.

The ESL teacher and Special Education teacher set goals for the students and will monitor progress using DIBELS, which is an online assessment tool for literacy skills. ELL's with IEP's have equal access to the core curriculum and are held accountable to the same standards. However, their tasks are broken down into smaller steps and with more scaffolding strategies to address their individual needs.

A. Programming and Scheduling Information

In addition to receiving related services as they are prescribed in their IEP's the special education teachers implements strategies and best practices that are specific to special education students.

7. Related service providers push-in during the day to provide one-to-one or small group support. Student's learning goals are constantly evaluated and revised in order to place them in the least restricted learning environment. Curriculum units are developed with students of all levels and needs in mind. Instructional activities, assessments, and tasks are differentiated to enable ELL-SWDs to master skills and knowledge in order to achieve content goals. Paste response to questions 1-7 here

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

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

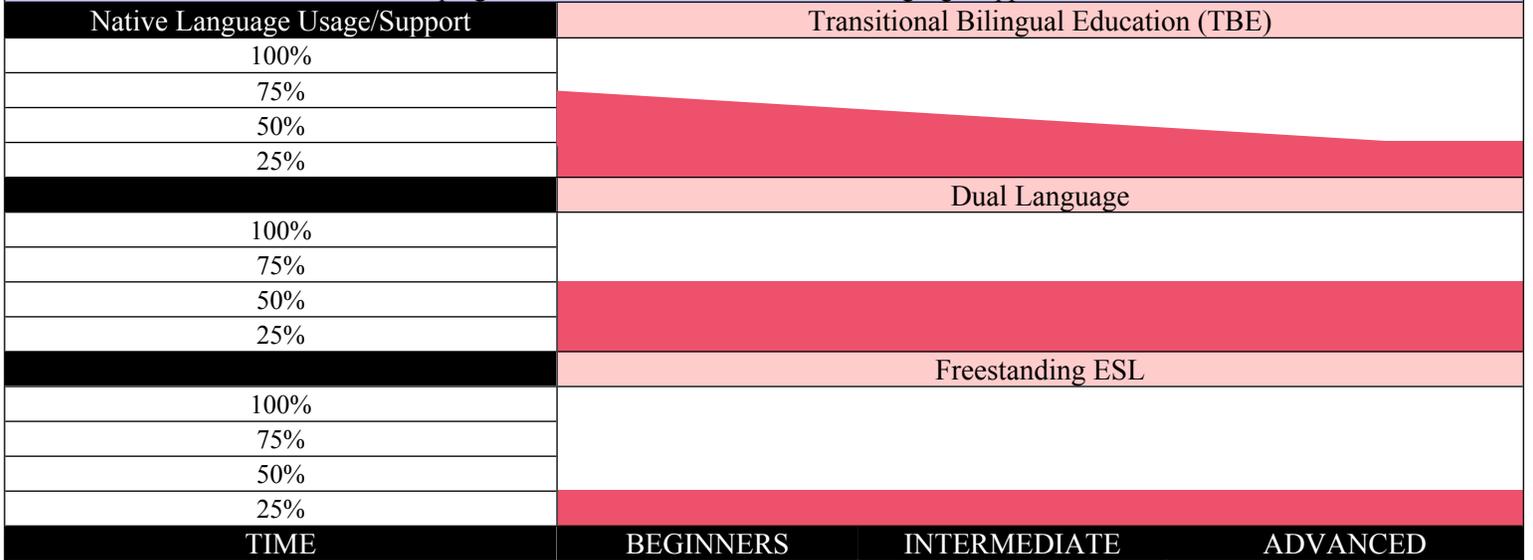
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

B. Programming and Scheduling Information- Continued

8. P. S. 310 uses various assessment data points for targeted ELL intervention. ESL teachers and Bilingual teachers plan and co-teach with content specific teachers. Based on the data ELL students with similar needs are grouped together to receive instruction during guided reading and skill groups. In addition the lowest 20% of ELLs receive level II RTI during extended days. Teachers develop specific content learning goals for these students and use DIBELS and Everyday Math unit assessment/checklists as progress monitoring tools. Data is constantly analyzed to ensure students progress and reach the end-of-year goals. As permitted by budget an AIS service provider will be hired to provide more intensive RTI to the lowest 10% ELL's several times per week.

9. Students who have passed the NYSESLAT exam are transitioning for the next two years. They will continue to receive ESL services for two more years in order to support their continuous growth in academic subjects. Due to the benefits of our program model these students continue to receive support from licensed ESL teachers during content areas utilizing ESL methodologies. Also these students continue to be supported to strengthen their content knowledge and academic skills through the use of native language books and references.

10. For the 2011-2012 we would also like to create an ELL focused after-school academy, using the Imagine Learning program to help new comers build fluency, vocabulary, listening and writing skills.

11. P.S. 310 has no plans to discontinue any programs.

12. All of our ELL students are offered equal access to all school programs. They are held accountable to the same performance levels and standards as the mainstreaming students. The majority of our population is ELL's therefore curriculum in all subject areas is developed with ELLs in mind to meet their needs and accelerate their learning. All ELL students who are not performing at grade level are invited to attend the school intervention program using BURST , an early literacy development program. We will utilize Title III budget to provide ELL Intensive Institute for beginning and intermediate Ls in order to help them accelerate their language acquisition.

13. There are a variety of instructional materials used to support ELLs. The school has ordered many leveled books and decodable readers to help ELLs acquire language and build early literacy skills. Manipulative in Math, ELA and Science provide ELLs with the opportunities to explore concepts in differentiated ways and thus enhance their learning. Students also receive 100 minutes a week of technology instruction focusing on language arts and math. Children engage in interactive activities while reading electronic books through Award Reading. They may watch brief video clips or use visual aids to stimulate visualization based on the class lesson, or to build background knowledge.

14. Native language support is encouraged in each of the program models. In the Transitional Bilingual classes students receive 250 minutes per week of Native Language Arts, which is spread throughout 5 days. In addition, Bilingual teachers preview and review strategies, skills and concepts during the NLA periods to enable transferring of skills and knowledge in English. Students are encouraged to use native language to communicate their learning and clarify understanding. The ESL and CTT/ESL classes are able to receive native language support when the ESL or Bilingual teacher pushes into the classroom, using a bilingual dictionary and books in the children's native language. As a strategic plan the school has hired many teachers who have dual licenses and with bilingual

skills to team up with those who are monolingual common branch teachers.

15. Yes. Required services support, and resources correspond to ELLs' ages and grade levels.

16. We provide a nurturing environment in our school and classrooms to assist newly enrolled ELL students. We make sure translators are provided for parents and students are paired up with a buddy who speaks their language. This way the newly enrolled ELL students feel comfortable and if they need help they can ask their buddy. Additionally, half of our teachers are bilingual which results in providing ample support to both students and parents.

17. We offer foreign language to ESL and CTT classes 5 days a week for a total of 250 minutes a week. Students can choose to learn Chinese or Spanish during the foreign language instructional periods.aste response to questions 8-17 here

C. Schools with Dual Language Programs

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

Currently the school does not have a dual language program.

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.

D. Professional Development and Support for School Staff

1. Teachers at P.S. 310 have 7.5 hours professional development in ESL methodologies. Teachers are also encouraged to attend PD sessions during the school year. Faculty conferences address classroom concerns such as helping newcomers, or promoting literacy and social emotional development for ELL students. The principal shares professional articles and information with all staff members. Teachers are encouraged to sign up for trainings pertaining to their interests and needs. This past year eight teachers have participated in national conferences, network PDs, and summer institutes such as Teachers College Inclusive Classrooms Project and 2011 Chinese Language Teachers Summer Institute organized by OELL . Furthermore, our entire staff has attended Common Core Curriculum PD to align literacy with the National Standards to ensure rigor. Our school's summer institute focused on improving teacher effectiveness and differentiated instruction for all, including ELLs and ELL-SWDs.

2. Our school is only Pre-K to second grade right now. Our students are not ready to transition to middle school yet, but when they do we will provide the necessary support through faculty meetings, parent-teacher conferences and PDs to help our students transition.

3. Currently only one of the thirteen teachers is newly hired as a first year teacher. She participated in the past three-day summer institute focusing on differentiated instruction for ELLs. All teachers, including the new teacher, have met or exceeded the requirement of the mandated training of a minimum 7.5 hours as per Jose P.

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?

E. Parent Involvement

1-4. The parental involvement in our school is strong. Over 60% of our parents attended the curriculum orientation, PTA meetings, and other school-wide events. Over 90% of ELL parents attended the ELL parent orientation. The PTA and SLT consist of mostly ELL parents. Meetings are held monthly to discuss how PTA and SLT will work collaboratively with the school to provide enriched educational experiences for our students. We plan to set up Family Fun Nights where students can come with their parents to learn about developing literacy skills at home, playing math games and engaging in art activities.

Our parents as Art Partners grant offers eight sessions of workshops for students and parents come to learn dances and songs from different cultures. Parental involvement activities and workshops address the needs of parents so they can best support their children at home.

In the beginning of the year parents are invited to visit classrooms and to talk to teachers about the current year's curriculum and expectations. Twice a year parents attend Parent-Teacher meetings to discuss student progress. The monthly grade-level newsletters communicate with parents regarding academic goals in all contents and share strategies and information that parents can use at home with their children. We evaluate the language preference of communication based on the Parent Survey, formal and informal conversations with parents. A parent survey is given each year for parents to voice their concerns and needs. This way the school works hand in hand with families to nurture the academic and social growth of our students.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	14	5												19
Intermediate(I)	27	5												32
Advanced (A)	5	2												7
Total	46	12	0	0	0	0	0	0	0	0	0	0	0	58

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	5	2											
	I	29	3											
	A	11	5											
	P	1	4											
READING/ WRITING	B	13	5											
	I	22	3											
	A	4	3											

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	P	7	3											

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Part V: Assessment Analysis

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

1. To assess early literacy skills of our ELLs we use DIBELS and Fountas and Pinnell as our assessment tools. The insights of the data inform us how proficient the child is in English and the level of literacy. DIBELS measures foundational skills, such as letter and sound recognition, decoding, etc. and allows teachers to monitor student progress frequently. Fountas and Pinnell measures students' reading habits and comprehension, as well as, oral literacy. Both assessment tools provide us valuable information to identify strengths and weaknesses of our students and help teachers differentiate instructions for all learners, including ELLs. We are also able to develop meaningful instructional activities targeted at skills that students need intensively and strategically practice using the data.
2. Our LAB-R scores from last year revealed that 86% of our ELLs are beginners and 14% are in advanced level.
3. Last year was our first year that students took the NYSESLAT. The data indicated that 32% of the ELLs are beginners, 53% intermediate, and 12% advance. 3% of the ELLs passed NYSESLAT and became proficient. 54% of the ELLs have moved from beginning level to intermediate and/or advance levels.
4. Analyzing from the NYSESLAT data we found that:
 - a. In both kindergarten and first grades 8% of students are in the beginning level, 53% in the intermediate level, 27% in the advance level, and 12% proficient for the listening/speaking modality while 30% of ELLs are in the beginning level, 42% intermediate, 12% advance, and 17% proficient in the reading/writing modality. ELL students progressed more rapidly in listening/speaking than in reading/writing.
 - b. N/A
 - c. N/A
5. The school currently has no dual language program.
6. Analysis from the Fountas and Pinnell indicated that 60% of our students have moved up three reading levels. 90% of our students met the benchmarks as measured by the unit assessment in the Everyday Math program. Based on the data we concluded that our push-in model, native language support, having monolingual and bilingual teachers working collaboratively, and the on-going communication with ELL parents have contributed to the success of our program in supporting the ELLs to acquire language, developing content knowledge and literacy skills, as well as promoting social growth.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>310</u>		School DBN: <u>20K310</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Yuqing Hong	Principal		
	Assistant Principal		
	Parent Coordinator		
Olivia Hui	ESL Teacher		
Yuna Jiang	Parent		
Kim Huang	Teacher/Subject Area		
Diana Venezia	Teacher/Subject Area		
	Coach		
	Coach		
Raymon Cosentino	Guidance Counselor		
Debra Van Nostrand	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 20K310 **School Name:** N/A

Cluster: 609 **Network:** 6

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.

P.S. 310 uses ATS Reports such as, RHLA and RPOB, parent survey, and parent feedback that help determine the translation and oral interpretation needs of parents in our school. Translation and interpretation services are available to all parents who require them, and not just to parents of ELLs in order to ensure that all parents are provided with appropriate and timely information.

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.

At P.S. 310 the major translation needs are Chinese and Spanish in both written and oral forms. The findings are reported at PTA meetings, through school newsletters, posted announcements in the general office, in the Parental Involvement section of the school's LAP, and in the CEP.

Part B: Strategies and Activities

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

All memos and letters from the DOE, Principal's Office and PTA are translated into the languages of the majority of our students (see above) by bilingual teachers, staff and parent volunteers, in addition to the translation services provided by DOE. Memos and letters are translated within a period of 1-2 days. Other letters that have immediate deadlines are translated instantaneously. If school-based personnel is not available we contact other useful resources such as, the Translation & Interpretation Unit, community based organizations, and other local colleges.

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

Oral interpretation services are provided during student registration period, parent-teachers conferences and other meetings. They are usually provided in house by school staff, community volunteers and/or 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>.

P.S. 310 will send out a survey to all parents in the school to assess the number of bilingual families and/or their first language, and if there is a need for communication from DOE, school, and teachers to be translated. The results of the survey are then distributed to ALL staff in the school. Parental requests are noted and services provided. Staff members are designated as translators and are available for teachers to consult for translation services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: The School For Future Leaders	DBN: 20K310
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 75
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 2
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS 310 is a new small school that is in its 3rd year of operation in district 20. The school is located at the border of Sunset Park and Bay Ridge areas of Brooklyn. The community is home to many new immigrants from China, Mexico, Central America and the Middle East. This year, our school has one Pre K class, four kindergarten classes, three first grade classes, three second grade classes, and one third grade class with a total of 296 students. Currently, there are 19 teachers, 7 paraprofessionals, 2 school aids, a secretary, a school-based assessment team (SBA) serving our diverse learners that are composed of 11.5% Hispanic, 79% Asian, 8% white, 3.4% Black, 6.8% Hawaiian. Among them, 66% are English Language Learners (ELLs) and 86% are free lunch.

This year 99 students took the LAB-R test. The data indicated that 85% of them were in the Beginning/Intermediate levels. Last year's NYSESLAT score showed that 31%, 38% and 31% of our 90 ELLs remained in Beginning, Intermediate, and Advance level. This year's Reading 3D assessment implies that about 70% of the ELLs are reading below grade level with many of them still at the beginning level with very limited oral language development. Coming from immigrant and low socio-economic families, these children have very limited access to books and parental support in developing academic skills. To address the needs of our families, we established cycle I of an eight-session after-school enrichment program that is offered to our students to expand their educational experiences. The program is operated on Mondays from 2:45 - 5:00 p.m. which includes a three 45 minutes sessions. The language of instruction will be in English.

This Enrichment Program (EP) was collaborated between our teachers and outside institutions that offers students from grade 1 and up a variety of enrichment activities, including the community project conducted by Salvadori's architectural resident, cultural dance program lead by Young Dancers Repertory's dance resident, tape art program directed by the BRIC Foundation's artist resident. In addition the Paper Making Project, Team Sport program, and Board game Making program are run by our teachers. Students have the opportunity to engage extensively in a total of three different projects each day. The curriculum is based on studies incorporating hands-on learning, investigations, and research that promote interdisciplinary connection, critical thinking, cultural awareness and appreciation, language development, and collaborative team work. 80% of the ELLs in grade 1 and above expressed an interest in participating in the EP.

The opportunity for PS 310 to offer Enrichment Programs that provide children with enrichment activities such as art, dance, architech, research project, and sport clubs focusing on building academic skills will address the needs of ELL students and their families of our school community.

Part C: Professional Development

Describe the school’s professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Though the content of the three enrichment activities were originated by outside organizations and institutions our school is committed to engage our teaching staff in the development of lesson plans and ensuring the curriculum align to the Common Core Standards and provide multiple entry points to our ELLs. Three common prep periods are provided so the residences and the teachers coplan the lessons that include academic vocabulary building, oral language development, and technology integration. The coplanning approach not only leverage expertise from both entities but develop building capacity on interdisciplinary project learning.

Part D: Parental Engagement Activities

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

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

Begin description here: In order to help ELL parents become conversant to the rich educational experiences their children and be able to engage in meaningful conversation with their children, parents of the participants are invited to the program orientation to have an overview of schedule, learning goals, and expected outcome of the program. Parents are welcome to observe the class. At the end of the program all parents are invited through letters translated in children's home languages to participate in our end-of-the-program exhibit in which students showcase what they have learned during the eight-session cycle by performing a dance, presenting their community 3D models and art work, and reporting their findings from the research that they do on paper making.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$2684.88	\$49.72x3teachers x18 hrs.

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none">High quality staff and curriculum development contracts.	\$ 10,000	BRIC's Taped Arts Program, Young Dancers' Repotory, and Salvadori's Community Project
Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed.	\$0	The organizations will supply the materials
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		