



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PIONEER ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q307

PRINCIPAL: CECILIA JACKSON EMAIL: CJACKSON4@SCHOOLS.NYC.GOV

SUPERINTENDENT: MADELENE TAUB-CHAN

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
Cecilia Jackson	*Principal or Designee	
Erin Delaney	*UFT Chapter Leader or Designee	
Nube Bonilla	*PA/PTA President or Designated Co-President	
Krystle Connell	DC 37 Representative, if applicable	
Not Applicable	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Not Applicable	CBO Representative, if applicable	
Jasmin Andujar	Member/	
Christina Bianco	Member/	
Jessica Chauca	Member/	
Lalina Budhu	Member/	
Miriam Chuchuca	Member/	
Juan Antonio	Member/	

** 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

Annual Goal #1

By June 2013, 60% of first and second grade scholars will demonstrate a minimum of one year's growth as measured by the Fountas & Pinnell Benchmark reading assessment and AIMSWeb Benchmark System.

Comprehensive Needs Assessment

Based on the Fountas & Pinnell Literacy Assessments, a significant number of our first and second grade scholars are currently not meeting grade level expectations in literacy. In order for scholars to be college and career ready by the time they graduate from high school, it is imperative to have a strong foundation on which to build in order for them to access more complex information. Hence, our school will focus on developing scholar literacy skills during the early childhood years in order for them to be academically successful later.

Instructional Strategies/Activities

- Scholars will be assessed with the Fountas & Pinnell benchmarking kit, and the DYO comprehension and fluency rubrics and AIMSWeb Benchmark Assessments throughout the school year;
- Classroom teachers will consistently use the workshop model so that scholars receive reading instruction at minimum five times a week;
- Daily word study and reading instruction will be supported by *Fountas & Pinnell Leveled Literacy Intervention, FUNdations*;
- Scholars are involved in guided reading/small group instruction at least twice a week, based on scholar needs as identified by data;
- Scholar growth is recorded and monitored using the Fountas and Pinnell and AIMSWeb assessment database;
- Response to Intervention (RtI) will be provided by both classroom and cluster teachers in all classes for scholars performing significantly below grade level expectations; and
- Administration and coaches will review data on an individual, class, and grade basis to identify significant trends.
 - a. Principal will document data meetings with teachers to develop goals and identify next steps.
 - b. Assessment results will be measured against grade level expectations, as outlined by above-stated assessment tools and school-wide developed expectations.
- Consistent professional development support in literacy will be provided for all classroom teachers; teachers meet regularly with the UBD consultant to develop curriculum maps and create unit plans aligned to the Common Core Learning Standards; analyze scholar work; and create differentiated groups to meet determined needs/goals.

Strategies to Increase Parental Involvement

The following workshops are scheduled to build capacity of our families to help support our scholars:

- Transition to Elementary
- ARIS Parent Workshop
- Storytelling and Bookmaking K through 5th Grade
- Each scholar has a Pioneer Academy Scholar Handbook and Planner
- Family Library Tour-Workshop and Resources (3-Part Series)
- Common Core Standards Workshop for Families
- Collaboration with Dial-A-Teacher and Elmcot to provide homework help
- Sylvan-At Home Strategies for School Success

- Reading Strategies and Questioning Workshops

The following are also being done to increase parent-involvement:

- Partnership with the Learning Leaders
- BrainPop, BrainPop, Jr., BrainPop ESL, RAZ-Kids, Pebblesgo, Study Island, Samson software programs that families can access from home or the library (Workshop for families on how to access and use the software)
- Monthly Progress Reports with goal setting are sent home to families
- Monthly classroom celebrations

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

Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve develop and support teachers and families to ensure the academic success of all scholars now and in the future.

24Q307 is a Title I SWP school, therefore conceptual consolidation allows our school to use all its funds to support activities as defined in the instructional activities and strategies in the CEP action plan.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2013, all scholars in Kindergarten through 5th grade will have engaged in at least one written performance task aligned to the Common Core Learning Standards.

Comprehensive Needs Assessment

School wide assessment data based on our writing rubric, revealed that our scholars' writing skills need to be developed, in all grades. With the adoption of the Common Cores Standards, scholars are expected to demonstrate more cohesive and argumentative writing skills, hence, school wide, we need to develop the scholars' capacity to be able to do so.

Instructional Strategies/Activities

- Daily instruction and participation in the writing process during the Writing Workshop
- Daily AIS/RtI push in/pull out support for students performing significantly below grade level expectations
- Consistent professional development support in literacy will be provided for all classroom teachers; teachers meet regularly with the UbD consultant to develop curriculum maps and create unit plans aligned to the Common Core Learning Standards; analyze student work; and create differentiated groups to meet determined needs/goals
- Students will be assessed according to tasks aligned with the Core Standards, Design Your Own Assessment (DYO) grade specific writing rubrics and genre based rubrics
- Knowledge of the progress met through individual goal setting sheet created for the purpose of scholar ownership of their learning and family support
- Each scholar has a Pioneer Academy Scholar Handbook and Planner
- Student growth will also be noted and monitored using the assessment database
- Principal will review data on an individual, class, and grade basis to identify significant trends
- Principal will document data meetings with teachers to develop goals and identify next steps
- Assessment results will be measured against grade level expectations, as outlined by above-stated assessment tools and school-wide developed expectations

On-going individual feedback to teachers, through data meetings and formal and informal observations

Strategies to Increase Parental Involvement

The following workshops are scheduled to build capacity of our families to help support our scholars:

- Transition to Elementary School
- ARIS Parent Workshop
- Family Literacy Workshop Series I and II – Grades K through 5th
- Each scholar has a Pioneer Academy Scholar Handbook and Planner
- Family Library Tour-Workshop and Resources (3-Part Series)
- Common Core Standards Workshop for Families
- Collaboration with Dial-A-Teacher and Elmcors to provide homework help
- Sylvan-At Home Strategies for School Success

- Reading Strategies and Questioning Workshops
- Presentations at monthly PTA meetings by the Principals and Assistant Principal to inform parents of school initiatives, programs available, parental rights and responsibility pursuant to Title 1 and No-Child Left Behind mandates.
- Monthly meeting with the School Leadership Team.
- Family Teacher association (F.T.A.) meeting, science fairs, multicultural fairs, school assemblies, trips and other events. Funds may also be provided for parent trips related to school and parental involvement activities.
- Annual "Meet the Teacher Night".

The following are also being done to increase parent-involvement:

- Partnership with the Learning Leaders
- BrainPop, BrainPop, Jr., BrainPop ESL, RAZ-Kids, pebblesgo, Study Island, Samson software programs that families can access from home or the library (Workshop for families on how to access and use the software)
- Monthly Progress Reports with goal setting are sent home to families
- Monthly classroom celebrations

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

Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve develop and support teachers and families to ensure the academic success of all scholars now and in the future.

24Q307 is a Title I SWP school, therefore conceptual consolidation allows our school to use all its funds to support activities as defined in the instructional activities and strategies in the CEP action plan.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

To increase the reading levels of our 1st grade English Language Learners (ESL) by increasing the number of students gaining at least three reading levels from September 2012 to June 2013 with an informational text focus (Common Core Reading Standard for Informational Text # 1-10). We anticipate that at least 50 percent of our ESL students will improve at least two non-fiction reading levels when assessed with a non-fiction text.

Comprehensive Needs Assessment

Approximately 33% of our scholars receive ESL services. Based on data collected in-house and NYSESLAT results our ESL scholars are struggling slightly more than our non-ESL scholars in reading comprehension and writing. Addressing our ESL scholars' reading comprehension skills would lessen the achievement gap with that of our non-ESL scholars.

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
- Imagine Learning Morning Tutoring Program for “Beginners” for 30 minutes
- AIS using the Fountas and Pinnell Reading Intervention System
- Provide professional development for ESL team on *The Sheltered Instruction Observation Protocol (SIOP)* Model and have them turn-key the information to staff
- Provide professional development for teachers to use Imagine Learning
- Place Bilingual Pupil Services (BPS) providers in classes with a large number of ESL students to offer native language support
- Consistently implement the workshop model in literacy, where students receive daily reading and writing
- Consistently support students with targeted small group instruction/guided reading
- Offer individual and/or small group tutoring after school (Contract for Excellence) to students who are currently performing significantly below grade level
- Use the professional period for clusters to provide an additional period in reading support in all classes at least once per week
- Explicit vocabulary instruction and review with native language support
- Provide daily ESL push in support in all the classes for students receiving mandated ESL services
- Provide thematic based instruction to facilitate language and vocabulary development for ESL students
- Provide phonics and reading comprehension instruction by using *Wilson's FUNdations* every day for 30 to 40 minutes
- Center activities designed to teach, integrate and reinforce NYSELAT skills in all modalities

Strategies to Increase Parental Involvement

The following workshops are scheduled to build capacity of our families to help support our scholars:

- Transition to Elementary School
- ARIS Parent Workshop
- Family Literacy Workshop Series I and II – Grades K through 5th
- Each scholar has a Pioneer Academy Scholar Handbook and Planner

- Family Library Tour-Workshop and Resources (3-Part Series)
- Common Core Standards Workshop for Families
- Collaboration with Dial-A-Teacher and Elmcors to provide homework help
- Sylvan-At Home Strategies for School Success
- Reading Strategies and Questioning Workshops
- Presentations at monthly PTA meetings by the Principals and Assistant Principal to inform parents of school initiatives, programs available, parental rights and responsibility pursuant to Title 1 and No-Child Left Behind mandates.
- Monthly meeting with the School Leadership Team.
- Family Teacher association (F.T.A.) meeting, science fairs, multicultural fairs, school assemblies, trips and other events. Funds may also be provided for parent trips related to school and parental involvement activities.
- Annual "Meet the Teacher Night".

The following are also being done to increase parent-involvement:

- Partnership with the Learning Leaders
- BrainPop, BrainPop, Jr., BrainPop ESL, RAZ-Kids, pebblesgo, Study Island, Samson software programs that families can access from home or the library (Workshop for families on how to access and use the software)
- Monthly Progress Reports with goal setting are sent home to families
- Monthly classroom celebrations

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

Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve develop and support teachers and families to ensure the academic success of all scholars now and in the future.

24Q307 is a Title I SWP school, therefore conceptual consolidation allows our school to use all its funds to support activities as defined in the instructional activities and strategies in the CEP action plan.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

By June 2013, all teachers will have completed a minimum (of 3) formative observations based upon the research based on a researched-based Continuum of Teacher Development.

Comprehensive Needs Assessment

Meaningful professional development is an integral part of the culture of Pioneer Academy. We believe that the purpose of supervision is to enhance teachers' pedagogical skills, with the ultimate goal of enhancing scholar achievement. Using the "Continuum" allows us to be strategic and purposeful in developing our teachers.

Instructional strategies/activities

Using the research-based set of components of instruction, teachers will individually reflect upon their practice, select a standard that reflects their area of greatest professional need and identify current level of performance on the *Continuum*, with supporting evidence. The four components are as follows:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Profession Responsibility

In collaboration between teacher and administrator, an action plan will be created to support the teacher's progression to the next level. Teacher will meet individually with the administrator every two months to review and monitor progress towards outcomes. Modifications will be made as necessary. Through the standards, we will focus on Acquisition-Meaning Making and Transfer (A.M.T.) of learning.

Teachers will receive the following support to develop their individual professional capacity:

- Weekly participation in grade level team meetings
- Learning Walks
- Observations using our "Quick Visits" form
- Inter-visitations and demonstrations lessons
- Peer mentoring
- Support from UbD consultant
- Formal and informal observation feedback

There are three parts to the formal observation process: the pre-observation conference, the formal observation itself, and the post observation conference. Teachers will be provided with a Pre-Observation Conference Form, fall 2012 and spring 2013 Formal Observation Schedule. The schedule will provide teachers with the date and time of pre-conference, formal observation, and post conference as well as the name of administrator who will be conducting the observation.

Target Population

- All teachers

Responsible Staff Members

Principal, Assistant Principals, Consultants and Teachers

Strategies to Increase Parental Involvement

- Share teacher development rubric with families
- Survey families to develop a repertoire of learning link
- Provide scholars with community-based experiences that support scholar learning
- Monthly meeting with the School Leadership Team.
- Annual “Meet the Teacher Night”
- Presentations at Monthly F.T.A. meetings by principal and/or assistant principals to keep families informed.

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

Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve develop and support teachers and families to ensure the academic success of all scholars now and in the future.

24Q307 is a Title I SWP school, therefore conceptual consolidation allows our school to use all its funds to support activities as defined in the instructional activities and strategies in the CEP action plan.

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	<p>AIS teacher provide pull out services using The Fountas and Pinnell Leveled Literacy Intervention Program. This program is used to support our students who have been targeted to receive academic intervention in English Language Arts and is designed for scholars who are the lowest achievers in literacy on their grade level. The goal of the intervention is to bring scholars to grade level achievement. The Academic Intervention Teachers service scholars using small group instruction usually no more than 4 scholars during the school day. Scholars are engaged in the reading and writing process every day and their progress in monitored on a regular basis.</p> <p>AIS is also provided to scholars during, RtI daily; 50 minutes on small group instruction during the school day and after school Monday through Friday.</p>		
Mathematics	<p>The math coach and the SETSS teachers provide pull out services through small group instruction designed to provide remediation during the school day. In groups of no more than 3 students, the AIS teacher modifies the math content that is being presented by the classroom teacher and uses various strategies to modify and differentiate the instruction using a hands-on approach.</p> <p>AIS is also provided to scholars during, RtI daily; 50 minutes on small group instruction during the school day and after school Monday through Friday.</p>		
Science	<p>The science specialists provide science enrichment to all 4th grade scholars after school. Scholars will be exposed to inquiry based instruction. They will be working in small interest based teams.</p>		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Scholars experiencing academic difficulty combined with social emotional, behavioral challenges and test taking anxiety are identified by the school guidance counselor. The counselor provides scholars with small group sessions where they are able to discuss and work through issues relating to home and school. The guidance counselor also provides the classroom teachers with strategies on how to address these scholars' needs in the classroom as well as provide support during lunch.</p>		

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.

The following strategies will be used to attract Highly Qualified Teachers or to ensure that current staff becomes highly qualified, in order to achieve this goal:

- Committee-based hiring-made up of parents, teachers, scholars
- Weekly participation in grade level team meetings
- Inter-visitations and demonstrations lessons
- On-Site and Off-Site Professional Development Workshops (i.e. SIOP, RtI, Co-Teaching Strategies...)
- Peer mentoring
- Learning Walks
- Teacher facilitated workshops
- Support from UbD literacy, math and writing consultants
- Consistent professional development support in literacy will be provided for all classroom teachers; teachers meet regularly with the UbD consultant to develop curriculum maps and create unit plans aligned to the Common Core Learning Standards; analyze student work; and create differentiated groups to meet determined needs/goals
- Provide on-going feedback to teachers in one-on-one meetings, formal and informal observations
- Create schedule to allow for common planning time
- Purchased Cool Culture family pass for free admissions to museums and parks to create authentic experiences;
- Create a schedule that allows for staff to focus on vertical alignment of instruction
- ESL team provides workshops on effective ESL strategies for teachers and Co-Teaching with ESL Teachers

We offer ongoing professional development to increase teachers' skills in methodologies to improve student behavior and sound pedagogical techniques in teaching students with disabilities and our ESL student population. Our professional development will be based upon data-driven student needs and geared towards sound research validated practices. All P.D .will be matched to curriculum content and aligned with Common Core Learning Standards.

Our school retains and develops highly qualified teachers by guiding their work through collaboration with the teachers on their grade, P.D. and assistance from colleagues and administration.

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)

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

Pioneer Academy, 24Q307, [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 scholar achievement between the school and the families. Pioneer Academy, 24Q307 staff and the families of scholars participating in activities and programs funded by Title I, agree that this Compact outlines how families, the entire school staff and scholars 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.

School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core Standards to enable participating scholars 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 Common Core Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying families as required by the No Child Left Behind (NCLB) Act; and
- provide supplemental instruction for selected scholars before and after school.

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 a Title I Parent Annual Meeting (prior to December 1st of each school year) for families of scholars 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, child care or home visits for those families 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 families of participating children in a format and to the extent practicable in a language that families can understand;
- involving families in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing families with timely information regarding performance profiles and individual scholar 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 families each year; and
- providing monthly progress reports with learning goals and objectives for scholars.

Provide families reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking families effectively;
- notifying families of the procedures to arrange an appointment with their child's teacher or other school staff member;
- notify families of teachers preparatory schedules to provide them with the information to schedule appointments;

- arranging opportunities for families to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for families during the school year (e.g., Open School Week);
- inviting families to monthly classroom celebrations.

Provide general support to families by:

- creating a safe, supportive and effective learning community for scholars and a welcoming respectful environment for families;
- assisting families 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 families 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 families; and
- 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; and
- advising families 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.

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. I will also:
 - 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., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
 - share responsibility for the improved academic achievement of my child.

Scholar 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; and
- always try my best to learn.

Pioneer academy Family Contract

The Citywide Standards of Discipline and Intervention Measures issued by the New York City Department of Education is the governing guide for scholars’ rights, responsibilities and behavior. The NYC Family guide includes parental rights and responsibilities. Upon enrollment at Pioneer Academy, you will be given a copy of each. Please review with your child(ren) as we expect strict adherence to these guidelines.

This contract between Pioneer Academy, PS 307 and our families reflect our commitment to developing positive relationships, accepting responsibilities for our actions and respecting each other and the environment.

As a parent/guardian at *Pioneer Academy*, I AGREE to the following responsibilities:

- ✓ I will follow and uphold the NYCDOE’s discipline code & *Pioneer Academy’s* policies and procedures (see attached).
- ✓ I will make sure my child comes to school on time, in uniform, tidy and ready to learn. I will pick up my child promptly at dismissal.
- ✓ I will assist my child with homework assignments; I will make sure homework is legible, clean and submitted when it is due.
- ✓ I will be courteous and respectful when interacting with all members of the school community –teachers, administrators, support staff, and other families/guardians.
- ✓ I will work with my child to support the behavioral expectations required by the school.

As a scholar at *Pioneer Academy*, I AGREE to following responsibilities:

- ✓ I will come to school daily, in uniform, on time, and ready to learn.
- ✓ I will follow the rules of my class and the school.
- ✓ I will not use any parts of my body or any of my words to cause harm to my classmates, teachers, families or anyone in my school.
- ✓ I will take my class work and homework seriously; I will work hard to complete all my assignments.
- ✓ I will respect my environment by not littering and not defacing or destroying school property.

I understand that I must agree to all the terms of the contract in order for my child to attend Pioneer Academy. I also understand that if we do not follow the terms of the contract my child may be ineligible to attend Pioneer Academy.

Child’s Name	Grade	Teacher
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Child’s Signature	Date
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Parent/Guardian’s Name & Signature	Parent/Guardian’s Name & Signature
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Cecilia Jackson, Principal	Date
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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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Benjamin Soccodato	District 24	Borough Queens	School Number 307
School Name Pioneer Academy			

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

Principal Cecilia Jackson	Assistant Principal Arelis Parache/Rudelina Murray
Coach Carolyn McKay/Literacy	Coach Catherine Crifasi/Math
ESL Teacher M. Crawford/ESL Coordinator	Guidance Counselor Rudelina Murray
Teacher/Subject Area C. Armas/ R. Louis / ESL	Parent Sabrina Jenkins
Teacher/Subject Area Jenna Hallas/ Science	Parent Coordinator Maria Caraballo
Related Service Provider Jamy Fernandez/ Bil Speech	Other D. Sinaly/ SETSS
Network Leader Benjamin Soccodato	Other Y. Keller, L. Tholl/ESL

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	5	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	757	Total Number of ELLs	244	ELLs as share of total student population (%)	32.23%
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Part II: ELL Identification Process

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

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

1. Upon registration and in accordance with CR Part 154, parents complete the Home Language Identification Survey (HLIS). During this registration period, the 5 certified ESL teachers are available to conduct the initial oral interview in English and Spanish, as all ESL personnel are bilingual. The principal also assists with registration by administering the Home Language Identification Survey (HLIS) and conducting the initial oral interview in English and Spanish with a bilingual school aide. If parents speak languages other than English and Spanish, then interpreters are sought after to assist in completing the informal oral interview. A list of bilingual school personnel who are willing to translate is available in the main office if and when the need arises. The students whose home languages are other than English are administered the Language Assessment Battery Revised (LAB-R) exam by a licensed ESL teacher, within ten days of admission to determine English Language Proficiency levels (beginner, intermediate, advanced) and program eligibility. If students attain a score below the cut off score, which varies by grade, they are eligible for ELL services. If their home language is identified as Spanish, then they are administered the Spanish (LAB-R) to determine language dominance.

The NYSESLAT exam is administered annually to evaluate student progress in reaching English language proficiency. ATS reports such as RLER, RLAT, RNMR, RMSR are utilized to identify all students eligible to take NYSESLAT. The Speaking test is administered to each student individually. The Reading, Writing, and Listening tests are administered in small groups. A testing schedule is created in advance for all components of the NYSESLAT exam. Students receiving testing modifications are also accounted for on this schedule. The schedule includes dates and times that the student will be tested, and copies of the schedules are distributed to all classroom teachers. Due to the fact that the test is untimed, it is impossible to predict exactly how long each test will last, but the NYSESLAT testing memo is used to assist in scheduling suggested time blocks for the exam.

2. Parental involvement in a child's education can greatly enhance the learning that occurs in the school. Regarding English Language Learners (ELLs), one important act a parent may engage in is enrolling their child in one of three language-learning programs offered by the New York City Department of Education. To ensure that parents are aware of, and understand the three program choices, several outreach methods are used. At registration, parents complete the home language survey (HLIS) form. Based on their responses on the survey and when it is determined that the child speaks a language other than English, they are informed that their child will take the LAB-R exam within the first ten days of school. They are further informed that the LAB-R measures English Language Proficiency skills which determines eligibility to receive services as an English Language Learner. Parents are notified of their child's eligibility status within ten days with Entitlement letters that are sent home in their native language to inform parents that their child is entitled to receive any of three available options. Parents are invited to attend an English Language Learners parent orientation. At the orientation meeting, the parents are given the opportunity to view the Orientation Video for Parents of English Language Learners. The ESL teachers and Parent Coordinator collaborate to provide clarification of the three program choices and offer additional advice in program choice selection on request. All communication with ELL parents is provided in both English and their home languages. During the orientation, parents are informed of program availability and are given the option of choosing and/or transferring their children to schools offering the program of their choice.

3. Entitlement letters are distributed to parents in their home languages once the ESL teachers determine that a student has scored at or below the cut score on the LAB-R. An ELL Parent Letter Checklist assists the ESL department in tracking when the letters have been sent out and when letters have been returned. The Parent Checklist and all copies of entitlement, continued entitlement and non-entitlement letters are stored in a binder in the ESL office.

The parent survey and program choice forms are given to parents in their home languages during the orientation. Parents are explicitly shown how to correctly fill out the form. Parents are encouraged to return the Parent Survey and Program Selection forms at the end of the orientation. Since not all parents are able to attend the first orientation meeting, a second orientation meeting is planned for the following month. The ESL Coordinator and Parent Coordinator are available to answer any questions and inform parents of the program choices individually. Forms are readily available to be filled out after the individual sessions. If program selection forms are not returned, the classroom teachers and ESL teachers speak to the parents at dismissal about the completion of these documents. Completed and signed original program choice forms and HLIS forms are stored in the students' cumulative records. A copy is maintained of both forms in the ESL office.

Another round of letters with the parent survey and program choice selection forms are sent home to the families who have yet to return the original forms. The third attempt to receive all forms is made during the school's Parent-Teacher Conferences, held in mid November. Prior to the conferences, phone calls will be made to tell parents of the necessity of these forms. The ESL Coordinator will place a request to have parents come and speak to him/her so that the forms will be completed. If, after these conferences, forms are still missing, a final attempt will be made where the surveys and program choice forms will be conducted as a phone survey. ESL teachers also attend Parent Teacher Conferences to meet with parents who have not returned the parent survey and program selection forms. If parents select Bilingual or Dual Language programs, a list of these students is maintained. When there are 15 students of the same language on two contiguous grades a bilingual program can be formed. If no program is selected, the default program is Transitional Bilingual (TBE).

4. The Freestanding ESL Push-In Program is the current program offered at Pioneer Academy for ELLs. At the parent orientation, parents are informed of program availability and are given the option of choosing and/or transferring their children to schools offering the program of their choice. They are also given the opportunity to ask questions and receive answers in their native language. They also receive the GUIDE handout that explains the three program choices. At the end of the orientation, parents are asked to select the program of their choice in order of preference for their child. After reviewing the Parent Survey and Program Selection forms this year, the trend has revealed that the majority of the parents selected the Freestanding ESL program as their first choice. Their preference is to have their child remain in a monolingual English classroom with ESL support in a Freestanding ESL push-in/ pull-out model. In addition, various classes are staffed with bilingual pupil service personnel (BPS) to further support English Language Learners through native language support, small group instruction, differentiated instruction and lesson modification. Transitional support services are also provided by ESL teachers to students who have attained a score of Proficient on NYSESLAT on an as need basis.

5. After reviewing the Parent Survey and Program Selection forms for the past three years, the trend has revealed that about 96% of the parents selected the Freestanding ESL program as their first choice. This year, the returned parents survey revealed that 68% of parents chose ESL as their first choice, 18% selected dual language and 14% selected bilingual education.

6. The program models offered at our school are aligned with parent requests because their preference is to have their child remain in a monolingual English classroom with ESL support in a Freestanding ESL push-in/ pull-out model. The ESL department will continue to monitor the trends in program choices in order to further align the program models with the parents' second and third selections.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

K 1 2 3 4 5

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	244	Newcomers (ELLs receiving service 0-3 years)	237	Special Education	42
SIFE	0	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	237	0	42	7	0	0	0	0	0	244
Total	237	0	42	7	0	0	0	0	0	244

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														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
Spanish									0	0	
Chinese									0	0	
Russian									0	0	
Korean									0	0	
Haitian									0	0	
French									0	0	
Other									0	0	
TOTAL	0										

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	85	64	39	42	06									236
Chinese	1	4	1											6
Russian														0
Bengali														0
Urdu														0
Arabic		1												1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1										1
TOTAL	86	69	40	43	6	0	244							

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

A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. P.S. 307 offers Freestanding English as a Second Language program at this time. All classes from Kindergarten through Fourth grade that contain ELLs participate in a Push-In or Pull-Out organizational model.

b. The push-in model fosters collaborative team teaching in a heterogeneous group which are organized by grade. The pull out program is primarily a new arrival program with a homogenous group.

2. Pioneer Academy currently has a staff of five ESL teachers which meet the mandated times and needs for our ELL population. Under CR—Part 154, 360 minutes of ESL instruction per week is required for all ELLs at the beginning and intermediate levels of English language proficiency and 180 minutes of ESL instruction per week is required for all ELLs at the advanced level of English language proficiency. The requisite minutes are broken down into 8-45 minute periods, per grade, per week for beginner and intermediate ELL students. Advanced students are serviced in 4-45 minute periods, per grade, per week. The Push-In/Collaborative program consists of 8-45 minute periods primarily in the form of double periods during the literacy blocks for all classes from grades Kindergarten through grade

4. The ESL teachers provide six periods of instruction daily across the grades including the content areas of Science and Social Studies in which they work collaboratively with the respective content area teachers. These grade-specific sessions are essentially used for content-based instruction aligned with the New York State ESL standards, and either the Science or Social Studies Scope and Sequence for New York City. For scheduled double literacy periods, the ELLs are further separated into smaller groups for small-group instruction. Each group not working with the ESL teacher will be participating in a center that is targeted towards developing a particular literacy component: phonics, phonemic awareness, fluency, vocabulary, or additional structured content area activities that promote second and/or native language acquisition.

3. P.S. 307 has a literacy through content area curriculum, in which literacy is used for content based instruction with an emphasis on vocabulary development. In the content areas of Social Studies, Science and Math, and ELA, ESL teachers provide explicit vocabulary instruction, design activities that build background knowledge and schema in order to make content more comprehensible. The classrooms are print rich, objects are clearly labeled, and many visual aids are provided for ELL students. Both the ESL teachers and Classroom teachers promote language development by establishing a low anxiety environment. The ELL students are provided with opportunities to interact with peers and be in an environment with comprehensible input. To further meet the needs of ELLs, teachers use scaffolding techniques that encourage students to achieve greater language proficiency through explicit modeling. Lessons and activities focus on targeting the development of the four modalities: listening, speaking, reading and writing. The teachers also provide students with appropriate wait time before discussing answers to questions. Students' discuss explanations which reinforce listening, speaking, critical thinking skills and problem solving skills. Students are encouraged to utilize their native language to clarify ideas and concepts with peers, ESL teachers, classroom teachers and the Bilingual Pupil Service Provide (BPS) assigned to the classroom. Furthermore, student groupings support language and content objectives for each lesson. Activities are designed to integrate and apply content to language knowledge in the classroom.

The school's instructional program is designed based on the Workshop Model. Students are placed into cooperative learning groups when

A. Programming and Scheduling Information

Readers and Writers Workshop are taking place. The school uses reader's and writer's workshop model using genuine literature, trade books, and guided reading literature. Teacher generated materials such as charts, graphs and realia provide a print rich classroom environment. The Workshop model mini-lesson provides feedback, introduces concepts, strategies, and addresses student needs. In writer's workshop, students use a writer's notebook to collect possible seed ideas. In addition, student teacher conferences provide individualized attention to further meet student needs. To teach and support reading and writing skills at the emergent stage of literacy, Wilson Foundations is used with all students. In reader's workshop students are immersed in various genres of literature. All students are administered running records from leveled texts; and are placed into guided reading groups based on their reading and language proficiency levels. The ESL teachers work collaboratively with classroom teachers to design literacy centers that encourage language development and reinforce NYSESLAT skills in listening, speaking, reading and writing. In addition, ESL teachers utilize supplemental leveled literature that is appropriately modified for different levels of language proficiencies. Reader's theater is used in addition to support language development. Native language and transferring of content area knowledge is supported through the use of native language books and dictionaries. The Science program at pioneer academy encourages students to utilize and internalize the scientific process in order to strengthen critical thinking skills. The Science teachers use an inquiry based approach to deliver content and strengthen language. Activities and experiments are designed to allow student exposure to concepts and materials not found in an urban environment and use language in a purposeful and authentic way.

ELL students in grades 2, 3 and 4 meet with the Social Studies teacher where they are immersed in the Social Studies curriculum that is driven by the New York City and State Scope and Sequence and Standards. Instruction is designed for ELL students to develop map and geography skills. Content is delivered through hands on activities that encourage vocabulary and language development in this content area.

Pioneer Academy students in grades 2,3 and 4 receive chess instruction where ELL students have the opportunity to learn the fundamentals of the game as well as become familiar with strategies and techniques in order to play the game. The ultimate goal in learning to play chess is to develop higher order thinking and problem solving skills which, are applicable both in and outside of school.

P.S. 307 also partners with the New York Food Bank to offer students including ELLs the CookShop program in grades K through 2. The Cookshop program helps students gain the knowledge and skills needed to make and appreciate healthy choices. CookShop Classrooms use hands-on exploration and cooking activities to foster children's enjoyment and consumption of healthy food, and their appreciation for good nutrition. ELL students participating in CookShop Classrooms learn how fruits, vegetables, legumes and whole grains grow, what goes into a nutritious diet and how to transform whole foods such as carrots, wheat, apples and lettuce into simple, tasty, affordable meals and snacks. It offers ELL students the opportunity to develop language in this area.

4. The Spanish LAB-R is utilized to evaluate language dominance and proficiency in the four modalities in Spanish: listening, speaking, reading and writing. ESL teachers are able to determine basic literacy skills in Spanish based on student performance on the Spanish LAB-R and share this information with classroom teachers so that they are aware of the students' native language skills.

5. a. Pioneer Academy currently does not have any SIFE students. However, the ESL Department is in the process of developing a program to specifically address the needs of future SIFE students. SIFE students will be offered the opportunity to participate in the Imagine Learning Software Program which is a proven program to accelerate English Language development. Activities will be differentiated according to language proficiency levels.

b. The vast majority of ELLs in P.S. 307 fall into the category of Newcomers. Amid many options, the plan for newcomers includes a parent orientation in the beginning of the school year to welcome the families. The families of new arrivals to the United States are encouraged to speak with ESL teachers to ensure a smooth transition into the school. These students are also assigned a buddy student preferably with the same student background and language in their individual classes. Students who are new arrivals to the United States also receive instruction on school and American culture, which include greetings, idioms, and vocabulary of common items or concepts. While the ESL Department possesses the Carousel English Language Development Program, the ESL teachers are currently developing a supplemental newcomer program that includes elements for both the classroom and ESL teacher to pursue with newcomer ELLs. Newcomer ELLs are grouped together for extended day and instructed by an ESL teacher where students review and reinforce basic English literacy skills and concepts using appropriate materials for language stages. Newcomer ELLs at the beginner and intermediate stages of language also utilize the Imagine Learning Computer Software program which targets English language development. New arrival students in grades 1-3 are invited to attend a weekly morning supplemental session of Imagine Learning. ELL students in third

A. Programming and Scheduling Information

grade are invited to attend a morning tutorial focusing on test taking skills in English Language Arts.

c. ELL Students receiving service for 4 to 6 years will be given the opportunity to participate in the Fountas and Pinnell leveled literacy intervention AIS program, where they receive support in reading and comprehension skills in small groups five times per week for forty minutes. These students are also receiving extra support through the Bilingual Pupil Service provider who is assigned to their class. The students will also participate in an extended day tutorial focused on language development skills. In addition, third and fourth grade students receiving 3 or more years of services are invited to attend a science afterschool program taught collaboratively by a content and ESL teacher. In this science program, ELL students focus on language, science concepts and vocabulary. Language is reinforced through activities designed to deliver science content and develop skills in the four modalities: listening, speaking, reading and writing.

d. Pioneer Academy currently does not have any long term ELL students who have completed six years of service.

6. Teachers of ELL-SWDs utilize the reader’s and writer’s workshop model using genuine literature, trade books, and guided reading literature. Teacher generated materials such as charts, graphs and realia provide a print rich classroom environment. The Workshop model mini-lesson provides feedback, introduces concepts, strategies, and addresses the needs of ELL-SWDs needs and accelerate language development. In addition, student teacher conferences provide individualized attention to further meet student needs. Small group instruction is used to re-teach and reinforce skills. To teach and support reading and writing skills at the emergent stage of literacy, Wilson Foundations is used with all students. In reader’s workshop students are immersed in various genres of literature. All students are administered running records from leveled texts; and are placed into guided reading groups based on their reading and language proficiency levels. Reader’s theater is used in addition to support language development. The workshop model is also used for writing. ELL-SWD utilize the writing process to develop writing skills. Through participation in modeled and shared writing within small groups, instruction is tailored to students' needs. Native language and transferring of content area knowledge is supported through the use of native language books and dictionaries.

7. The ELLs that are identified as both ESL and Special Education are receiving the mandated push in services as per their IEP in their classroom within a smaller setting. The ELL- SWD have the advantage of the special education support along with the ESL push-in program. The special education component will work concurrently with the mandatory ESL instruction. The ESL teacher consults with the Special Education teacher who is regularly comparing the student’s performance to the goals on each IEP. Both service providers work collaboratively in order to modify and scaffold academic tasks so that students are able to meet city and state standards across the content areas. ELL students with disabilities are given the opportunity to participate in the Fountas and Pinnell leveled literacy intervention AIS program, where they receive support in reading and comprehension skills in a small group. In accordance to their IEP's ELL SWDs receive services in the least restrictive environment. ELL SWDs in ICT (Integrated Team Teaching) classes are served in the least restrictive environment with their non disabled peers.

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.			
Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8. Pioneer Academy has a variety of targeted intervention programs for ELLs across the content areas. In ELA, Newcomer ELLs in Kindergarten through Grade 2 participate in the Wilson Foundations program, which strengthens decoding skills through the practice of phonological/phonemic awareness, phonics and spelling. In addition, some ELL students who demonstrated limited reading comprehension skills and are designated as at risk students are given the opportunity to participate in the Fountas and Pinnell leveled literacy intervention AIS program, where they receive small group support in reading and comprehension skills in a separate location for forty minutes five times per week. First and second grade ELL students also participate in small group instruction utilizing the Explode the Code researched based Program for extended day which focuses on decoding skills, phonological awareness, vocabulary, comprehension, fluency, and spelling. ELLs in grades K-4 also have the opportunity to receive Academic Intervention Services in math with an AIS provider. The AIS math groups meets twice weekly with students who are in need of additional support with math skills based on teacher recommendations and formal and informal assessments. The AIS providers meet with students on the same grade level in a small group to reteach, review and reinforce math skills. Pioneer academy is also in the beginning phases of implementing the RTI (Response to Intervention) model across the grades.

9. ELLs who reach proficiency on the NYSESLAT are receiving continuing transitional support services by the ESL teacher who continues to provide services to transitional ELL students through the push in model in their classrooms on an as need basis. Transitional ELLs who are designated as at risk, receive priority placement in the Fountas and Pinnell intervention AIS program. They are also further supported through our Bilingual Pupil Services network at the school. In addition, these ELLs are also given the opportunity to participate in the morning tutoring and extended day groups. ELLs reaching proficiency on the New York State English as a Second Language Achievement Test will also receive transitional support in the form of lesson plan modifications made between the ESL and classroom teachers. Transitional ELL students also receive extra time on class assessments on an as need basis in all grades and testing accommodations in grades three and four on state assessments as per (NCLB) for up to two years after achieving Proficiency on NYSESLAT. These state test accommodations include time and a half, separate location and a third reading of the listening Selection for the ELA state test.

10. There are some new programs that are underway this year for ELLs. These programs include the SIOP and RTI models. Teachers of ELLs are in the process of being trained in utilizing the researched based SIOP (Sheltered Instruction Observation Protocol) with their ELLs. The SIOP model is a researched based model delivers content to ELLs by focusing on eight components: lesson preparation, building background, comprehensible input, strategies, planned interaction, practice/application, lesson delivery and review/ assessment. Teachers of ELLs are also involved in training with using the RTI (Response to Intervention) model.

11. At this time, there are no programs/services that will be discontinued this school year.

12. As mentioned above all ELLs are afforded equal access to all programs at P.S. 307 by being invited to participate in all supplemental instructional services. At risk ELLs are offered participation in the Fountas and Pinnell Academic Intervention Service Program. The ELLs are included in the third grade Morning tutorial program that meets twice a week to review test taking strategies. Title III monies are being used to fund the fourth grade Science Afterschool Program as well as the new arrival Morning Imagine Learning Program.

13. Instructional materials used in technology are Smart Boards, ELMO, Over Head Projectors, Laptops, Macs, and Listening Centers. The Imagine Learning English Language Software program was also utilized last year for beginner and intermediate ELLs. In order to target early literacy and reading, students have the school computerized password and access to programs such as Brain pop ESL, Raz kids, Samson's sight words and Study Island. Furthermore, the Imagine Learning Computer Software program will continue to be utilized for supplemental language support for new arrival and beginner students in grades K-3. Through the use of individualized instruction and ongoing assessments, Imagine Learning targets the development of English skills across the four modalities. This technology program targets the development of English emergent literacy skills, strengthens phonemic awareness, encourages sight word development, allows students to practice fluency through echo reading, develops content vocabulary through pre-reading activities and questions, builds comprehension by providing question answering strategies and builds comprehension through writing summaries and use of graphic organizers, improves pronunciation through listening to recorded conversations. With this tutoring technology, students learn both basic and academic vocabulary, including valuable cross-curricular words common to social studies, science, and math. This educational software is founded on scientifically based research and state standards.

14. A Home Language Library is accessible in most classrooms in content areas. More builingual materials will be purchased this year for ELL sudents. Parents have access to Parenting classes which is offered in Spanish. All five of the ESL Push in teachers are bilingual and provide native language support in Spanish during instruction through clarification of concepts and key vocabulary in English and the native language.

15. All support services correspond to appropriate ages and levels. The students in the Fountas and Pinnell AIS program are selected based on their individual reading and grade levels. Students in a particular grade are serviced by the same AIS provider. Students are also grouped by levels for extended day. New arrival students are grouped together in grades 1-3 for the Morning Imagine Learning Program.

16. All new admits who qualify for ELL services are invited to a parent orientation explaining their right to choose a program for their son/daughter. The Family and Teacher Association conducts several Parent Orientations and ongoing Parenting classes. Students who are new comers are strategecially placed in classrooms for peer support. In July, the incoming Kindergarten class and potential ELLs participate in kindergarten screening with an ESL and early childhood teacher. The purpose of this screening is to gather data surrounding early literacy/ bilingualism and math concepts before the children begin school. This data gathered is shared with classroom teachers to drive instruction. Students struggling with basic literacy and math concepts are placed with highly qualified teachers on the grade. The data gathered from this screening is also shared with parents over the summer and they are given strategies to support their children at home before they begin school in September.

17. At this time we do not offer langauge electives at Pioneer Academy.

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)?

D. Professional Development and Support for School Staff

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

1. In order to promote greater academic success, the primary agents who work with ELLs must also be informed of current ESL research and methods. The focus this year for ELL Staff Development is to create a professional learning community centered on enhancing ELL instructional planning, delivery and techniques through Tiered Instruction using the Response to Intervention Model (RTI). ESL teachers attended 4 full day workshops provided by the Office of English Language Learners that were held on: August 1, 2011, August 2, 2011, September 15, September 16, 2011, which provided an overview of the model including interventions for all students who demonstrate a need for support, regardless of whether or not they have a disability label. Additional topics discussed at the workshops included components of effective interventions for English Learners, Tiered Instruction, Assessment and Goal Setting. Paraprofessionals and speech therapists participate in the professional development activities.

Continuing this year's focus on enhancing ELL instruction and planning, 2 full day workshops were held on October 22, 2011 and October 29, 2011 to introduce the SIOP (Sheltered Instruction Observation Protocol) model to teachers of ELLs. The goal of the SIOP model is to assist teachers of ELLs in providing effective content instruction to English learners while developing the students' language abilities. The topics discussed at the two sessions included the model's eight components which are: lesson preparation, building background knowledge, comprehensible input strategies, interaction, practice and application, lesson delivery and review/assessment.

Several sessions of smart board trainings were offered to teachers of ELLs as a means of making instruction more visual and engaging for English Language learners during lesson delivery. The training sessions were held at school from 2:30 p.m. -4:30 p.m. on: October 6, 2011, October 13, 2011, October 20, 2011, October 27, 2011, November 3, 2011 and November 10, 2011. ESL Teachers also attend professional development offered by the New York City Department of Education's Integrated Services Center and informal education institutions as well.

The ESL and classroom teachers meet weekly at grade meetings to discuss individual ELL students and make plans to differentiate instruction based on student academic and language proficiency needs. In addition, ESL and classroom teachers meet during preparation periods, lunchtime, and after school. The out-of-classroom ESL teachers provide additional support, materials, scaffolding techniques and ESL methodologies that support staff in delivering quality instruction to English Language Learners.

2. The staff of Pioneer Academy has ongoing training on the RTI and SIOP models which provides best teaching practices to assure that our ELLs attain English Proficiency and remain lifelong learners. In addition, some teachers plan to schedule trips to colleges and universities with their students to motivate students into planning for college education. The staff is provided with grade conferences where they can complete record cards and discuss students progress as they progress to each grade. The ESL teachers are also part of the articulation process providing assistance and suggestions for language development to current teachers of ELLs and their future teachers as they progress from grade to grade.

3. During the school year 2011-2012, all staff will be trained so they can gain an understanding of how to differentiate instruction in their classroom and meet the needs of the ELL population using the RTI and SIOP models. Professional Development topics include: Building Community, Everyday Math Program Assessments, Smartboard Training, Workshop model training in balanced literacy and other content areas, using Diagnostic NYSESLAT Data, and Preparing for NYSESLAT. Teachers will exceed the 7.5 hours of ELL professional development (10 hours for special education teachers) through the SIOP and RTI professional development as mandated by the Jose P. mandate. Copies of the staff attendance for these workshops are kept in the main office.

E. Parental Involvement

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

1. Parent involvement is fundamental in order for ELLs to achieve proficiency in the English language. The ESL Teachers, the Parent Coordinator and the Family Teacher Association work collaboratively with ELL families and hold several workshops throughout the year to provide parents with assistance to ensure their child's social and academic success. Workshops topics include: Dial a Teacher, Literacy Workshop series, Health Education Workshop series and Learning Leaders Workshops. The Learning Leaders program provides interested parents with training so that they may volunteer in school wide activities. The school also sponsors events, such as Family Night; where parents are encouraged to build community with school personnel. Due to the number of foreign languages spoken, translation will be used to facilitate communication with parents at these gatherings.

2. Pioneer Academy continues to partner with various Community Based Organizations in order to provide a variety of tailored workshops based on the needs of the parents and the community. This past summer, P.S. 307Q partnered with "Cool Culture" to purchase memberships for parents and students to attend museums and parks in and outside of New York State. Other Community Based Organizations include: Cornell University, Learning Leaders, Queens Library, Dial. A. Teacher, Sylvan Learning Center, New York Community Savings Bank, the Food Bank of New York City, Red Cross of America, Alcoholics Anonymous (Jovenes de Queens), Department of Health and Mental Hygiene, Mujeres Latinas en Accion (Latin Women in Action (domestic violence), the New York City Fire Department and Neighborhood WIC (Women, Infants and Children). The workshops provide information to parents concerning topics such as supporting literacy and math at home, nutrition/health and dental care, catastrophe preparedness, alcoholism, domestic violence, asthma awareness, healthy family development, diversity, fire safety/ prevention and financial counseling.

3. P.S. 307 evaluates the needs of parents by sending out a "Family Survey" to all parents, as a way to acquaint the teachers and staff with the students and their families. This survey is then used to gather information necessary in best meeting student and parent needs. In addition, the Parent Coordinator plays an active role in surveying the areas that parents would like further information and subsequently holding workshops to meet those needs.

4. According to the results of the survey, the Parent Coordinator uses the information to tailor workshops to best assist the parents' needs. Parents are also actively involved in the school. Parents are involved in shows, monthly class celebrations, and ceremonies making it possible for parents to participate in the success and growth of their children on a regular basis. Parents volunteer in the classroom and for our CookS hop program and on off site trips. These events encourage parents to meet and socialize with each other as well as teachers helping to develop a supportive academic community and a school family environment.

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)	22	4	8	0										34
Intermediate(I)	31	7	17	0										55
Advanced (A)	16	29	18	6										69
Total	69	40	43	6	0	0	0	0	0	0	0	0	0	158

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	3	0	0	0									
	I	16	2	0	0									
	A	27	23	9	3									
	P	14	14	32	3									
READING/ WRITING	B	16	2	6	0									
	I	28	6	19	0									
	A	10	19	16	5									
	P	6	12	0	1									

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1	10	5	0	16
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		8		8		0		16
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				
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.

1. P.S. 307 uses a variety of assessment tools to assess ELLs' early literacy skills. LAB R, NYSESLAT, The Marie Clay letter identification assessments are used to evaluate alphabet letter and sound recognition. In addition, Pioneer Academy utilizes the AUSSIE High Frequency Word checklist to monitor and assess sight word recognition. The school also uses the AUSSIE Emergent Reader Checklist to monitor progress in early reading skills. The Fountas and Pinnell running record assessment is used to identify student reading levels and monitor progress. The AUSSIE Fluency Comprehension Rubric is used to track gains made in fluency in reading. Then the Writing Analysis Rubric is used to ascertain gains made in writing skills. These assessment tools are used to provide insights to help inform the school's instructional plan. In addition, teachers use various forms of informal assessments such as conferencing notes, classroom assessments, and anecdotal records to track student achievement. The data collected helps inform instructional decisions for grouping all children including our ELLs according to their needs with emphasis on the four language modalities.

2. After reviewing the assessment breakdown, the data reveals that 43 percent of the ELL population scored at the Advanced level on NYSESLAT. Kindergarten contains the largest number of beginners and intermediates. The first grade data reveals the majority of the ELLs placed at the advanced level and had the highest number of students attain proficiency on the Reading/Writing modality. The second grade data indicates that there are mostly intermediates and advanced with only 8 beginners. In addition, the second grade had the most students attain proficiency in the Listening/Speaking modality. The third grade data reveals that 10 of the 16 total ELLs tested proficient on all modalities of the exam. Six students tested at the advanced level. These are encouraging results and developmentally appropriate according to the stages of language development. Students are making major gains in BICS and are ready to apply these skills in successfully achieving academic language.

3. The population of English Language Learners at PS 307 has heightened the demand for providing quality instruction, carefully tailored to the varying needs of our students. NYSESLAT Modality Analysis is imperative to facilitate learners' upward transition through the different stages of language acquisition. The linguistic skills already possessed by the English Language Learner is considered during the planning stages of a standards-based ESL instructional program and regular classroom instruction.

After analyzing the Listening/Speaking modalities in Kindergarten, the data reveals that a large number scored at the Intermediate level on NYSESLAT. The implication for classroom instruction from this data is an increased focus on developing oral language and receptive listening skills by planning literacy activities that target the development of these two modalities. Through community building activities, classroom teachers create a low anxiety environment where students are free to take risks in producing oral language. The classroom teachers and the ESL teacher work collaboratively to design activities that foster community, social language and academic language. Furthermore, through participation in shared and choral reading activities, English language learners have the opportunity to develop their skills in these two modalities. The use of questioning strategies during a read aloud, where students turn and talk in order to produce accountable talk and develop critical thinking skills, will further foster growth in language acquisition. These same strategies are being used for our advanced level students in first grade so that they may gain a proficient score in this modality. On closer inspection of the data, a large number of Kindergarten students scored an Intermediate level in the modalities of Reading/Writing. Many ELLs in first and second grade scored at intermediate and advanced levels. In order to meet the needs of the aforementioned ELL students, P.S. 307, has implemented SIOP and RTI. Through extensive SIOP training, teachers will learn to create lessons that address their students' needs more directly; making the subject matter concepts comprehensible while promoting the students' English language development. This new curriculum will support ELL achievement in the classroom with the use of language and content objectives. In addition, PS 307 is currently

putting an emphasis on small group instruction. The ESL teacher, in collaboration with the classroom teacher, will provide more scaffolding and smaller group instruction for tiered groups.

4 a. The results of the 2011 NYS ELA exam indicate that one intermediate ELL student scored at level 1. Two intermediate ELL students scored at level 2 on the ELA exam. Eight advanced ELL students scored at Level 2 on the ELA. Five advanced ELL students scored at Level 3 on the ELA. These results indicate that the majority of Intermediate and Advanced ELL students are still in the process of developing academic language and hence have difficulty in the area of reading comprehension. They are approaching third grade level standard performance and require further support with developing reading comprehension and academic language. Many Advanced ELL students are continuing to develop academic language and are performing at the third grade level in ELA.

The results of the 2011 third grade NYS Math exam reveal that three intermediate ELL students scored at level 2 on the exam. Five Advanced ELL students scored at level 2 on the exam. Eight advanced ELL students scored at level 3 on the exam. Overall the results indicate that most advanced ELL students are performing on third grade level in math and are meeting third grade standards. Some advanced ELL students are approaching grade level standards. This also reflects that the students are still acquiring academic language and require further support with reading comprehension and math vocabulary. Overall the students are able to do well on the computational problems however, they encounter difficulties when faced with reading, writing and problem solving tasks. The third grade did not have any new arrival students who took the 2011 NYS State Math Assessment in their native language.

b. At this time, the school does not utilize the ELL Periodic Assessments due to the fact that it is a DYO school.

c. Not applicable

5. a. Not applicable

b. Not applicable

c. Not applicable

6. The programs at P.S 307Q are evaluated using the results of the NYSESLAT test and all other formal and informal assessments of the ELL students including, Fountas and Pinnell Assessments and other Formative Assessments. ESL teachers conduct conferencing with the students and monitor their progress using a checklist of indicators of the stages of language acquisition. ESL teachers work closely with the classroom teachers to periodically monitor the ongoing progress of every ELL student and develop appropriate instruction. The success of the vast majority of our ELL students in achieving English proficiency within the first two years demonstrates the success and hard work of all the teachers, students and parents of ELL students at P.S. 307Q.

Additional Information

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

Part VI: LAP Assurances

School Name: 307

School DBN: 24Q307

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		

School Name: 307

School DBN: 24Q307

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q307 School Name: Pioneer Academy

Cluster: 532 Network: CFN

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.

We conducted our assessment of written translation needs by reviewing necessary written communication to families generated through our ESL Department, the Parent Coordinator and the office support staff. Correspondence includes, but is not limited to ELL Parent Orientation, Entitlement and Non-Entitlement Letters, Meet and Greet, Parent-Teacher Conference and Family Workshops.

We conducted our oral interpretation needs assessment by gathering statistics provided by our Home Language Survey for Kindergarten and all new ELLs as well as conversations generated from our Parent Orientation meetings held in June and September. Our Parent Coordinator prepares a survey, as well as spoken in person and in telephone conversations with our families. Our classroom teachers communicate to the ESL Department which families are non English speakers and need oral interpretation regarding their students. Ninety one percent (91%) of our ELL parents are Native Spanish speakers. The remaining nine percent (9%) include lower incidence languages such as Chinese, Urdu, Bengali, Arabic French Creole and Haitian Creole.

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

The assessment of our written and oral interpretation needs revealed, that ninety one percent (91%) of our ELLs families spoke Spanish. At the present time, we have many teachers, an Assistant Principal, the Parent Coordinator and several school aides who speak Spanish. Hence, families are sent written correspondences and provided oral communication in their language. Many of our ESL teachers are either native Spanish speakers or have BICs skills. In addition to Spanish we currently have teachers who speak the following languages: Arabic, Bengali, and Chinese meeting the needs of our remaining nine percent (9%) that speak lower incidence languages. In addition, we use Translation and Interpretation Unit when necessary. The community is informed of their rights to translation services via posting in our main office in eight languages advising families on how they can receive further information, support and rights to translation services, as well as the Guide to NYC

Public Schools. In addition, families are verbally informed of their rights to translation services when they visit the school by the Parent Coordinator and other staff.

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.

We have support staff, administrators and teachers who contribute to the written translation of correspondence for Spanish speaking families. Our teaching staff has Bengali, Chinese and Arabic speakers who can assist in translation in those languages. In addition, much correspondence directed towards families generated citywide has available translations in written form from NYCBOE website. These services are timely because they are prepared simultaneously with the English correspondence.

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.

Our Spanish speaking parents consistently receive oral translations during various workshops, Parent Orientation meetings, and conferences through our ESL teachers, an Assistant Principal, the Parent Coordinator, and members of the Administrative staff. We have Bengali, Chinese, and Arabic speaking teachers available for the aforementioned situations as well. Classroom teachers also have oral translation services provided upon request. Our School Based Support Team is able to provide translators in various languages for necessary guidance issues.

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

As described above, our school has oral and written translation services for our highest percentage representation of family home languages, as well as other lower incidence languages. We are reaching out to the available services offered by the Translation and Interpretation Unit to provide necessary written communication to parents of our remaining home language groups. Presently families rely on adults or relatives for language and interpretation services if they choose.

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: Pioneer Academy

DBN: 24Q307

This school is (check one): conceptually consolidated (skip part E below)
 NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school After school Saturday academy Other: During School Day

Total # of ELLs to be served: 47

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 3

of certified ESL/Bilingual teachers: 1

of content area teachers: 2

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:

Upon analysis of NYSESLAT data for scholars in grades 1-4, and ongoing informal and formal assessments, the data revealed that ELL scholars need to further develop their language skills across the four language modalities: listening, speaking, reading and writing. Overall the ELL scholars across the grades scored at the advanced or proficient levels in listening and speaking and have demonstrated steady growth in these modalities. Overall, in reading and writing, most scholars scored at the intermediate and advanced levels. According to the Title III AMAO 1 indicator on the Spring 2012 NYSESLAT, 69.81% of ELL scholars made progress in developing their English Language skills. According to the Title III AMAO 2 indicator, 16.60% of ELL scholars attained proficiency on the 2012 NYSESLAT. This data demonstrates that the scholars have attained much success in attaining BICS (Basic Interpersonal Communication Skills) and would strongly benefit from developing CALP (Cognitive Academic Language Proficiency) across the content areas.

After carefully reviewing and analyzing fourth grade student assessments in science, the findings revealed that ELL scholars would benefit from additional opportunities to utilize scientific vocabulary and language to explain their thinking orally and in writing. In addition, ELL scholars would benefit from supplemental opportunities to use information gathered from experiments and hands on activities to explain scientific observations and events, including actively listening for alternative interpretations and ideas. In response to these observations, the afterschool science program was designed to address ELL scholar needs in these areas. Fourth grade scholars will participate in a science afterschool program that meets each week after school on Wednesdays and Thursdays from 3: 00 p.m. to 4:00 p.m. The program will begin on Wednesday, January 9, 2013 and will end May 30, 2013. The program will target 47 ELL scholars and transitional ELLs with mixed English language proficiencies from beginner, intermediate and advanced levels, through an inquiry based approach. An ESL teacher will work collaboratively with the two science specialists to plan and deliver instruction. The ESL teacher provides best practices in ESL methodologies as well as native language support. Both the science content teachers and the ESL teacher will work collaboratively to create hands on activities for scholars to actively interact with science content and vocabulary through the scientific process. One goal of this program is to deepen scholars understanding of K-4 science concepts and promote acquisition of content vocabulary and concepts. The scholars will be encouraged to use content vocabulary and scientific tools during exploration activities in the following areas: plant and animal adaptations, force and motion, importance of the sun and life on earth, weather changes, and energy. Some of these exploration materials include magnifying glasses, scales, weights, magnets and measuring cups. Two field trips will also be scheduled in March, 2013 after school during the time that the program meets to the New York Hall of Science where scholars will have the opportunities to make connections with science content and real life

Part B: Direct Instruction Supplemental Program Information

experiences. Another goal of the science afterschool program is to develop English language skills across all four modalities as well as review concepts in preparation for the 4th Grade New York Science State Exam on June 3, 2013. In order for scholars to prepare for the exam, Kaplan test sophistication books will be purchased.

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:

In order to enhance ELL instruction and planning, ESL teachers attended 1 full day workshop held on September 25, 2012 from 8:30 a.m.-3:00 p.m. that focused on using assessment results to improve instructional outcomes hosted by CFN 531. On October 12, 2012, ESL teachers also attended another full day conference from 8:00 a.m. - 3:00 p.m. hosted by the Office of English Language Learners which focused on Co-Teaching Models for K-5 English Language Learners. Different forms of these Co-Teaching models discussed in the professional development will be utilized during instruction with ELL scholars in the science afterschool program. In order to make the information learned at the above listed professional developments available to staff working with ELLs, the 5 ESL certified teachers will turnkey the information during a few professional development workshops entitled: Including ESL Strategies and Best Practices into Your Instructional Practice, Effective Co-Teaching Models for ELLs, and An Overview of NYSESLAT K-5. These professional development sessions will be held on February 5, 2013, March 5, 2013 and April 9, 2013 afterschool school at 3:00 p.m. - 4:00 p.m.

The SIOP (Sheltered Instruction Observation Protocol) model continues to be utilized by the 2 science content teachers and the ESL teacher during instruction in the science afterschool program. The goal of the SIOP model is to assist teachers of ELLs in providing effective content instruction to English learners while developing the students' language abilities. The model's eight components are: lesson preparation, building background knowledge, comprehensible input strategies, interaction, practice and application, lesson delivery and review/assessment.

Smart board trainings were offered to teachers of ELLs as a means of making instruction more visual and engaging for English Language learners during lesson delivery in the science afterschool program. The training sessions were held at school from 3:15 p.m. -5:15 p.m. on: October 9, 2012, October 11, 2012, October 16, 2012 and October 17, 2012. On October 23, 2012, October 24, 2012 and October 29, 2012, the trainings were held from 3:15p.m. - 6:15 p.m.

Part C: Professional Development

The ESL and classroom teachers meet weekly to discuss individual ELL scholars and make plans to differentiate instruction based on student academic and language proficiency needs at no cost to Title III. In addition, ESL staff and classroom teachers meet eight times a year for data assessment during breakfast, preparation periods, lunchtime, and after school. The staff also meets four times weekly for a principal’s conference and grade meetings. The out-of-classroom ESL teachers provide additional support, materials, scaffolding techniques and ESL methodologies that support staff in delivering quality instruction to English Language Learners.☒

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:

Family involvement is fundamental in order for ELLs to achieve proficiency in the English language and assisting their children in attaining academic success. With this in mind, families of the fourth grade ELLs participating in the science afterschool program will be invited to a parent information session after school from 3:00 p.m.- 4:00 p.m. provided by the ESL and the 2 science content teachers in school in March, 2013 on a date to be determined at a later time. The purpose of this information session is to assist families in becoming familiar with the format and content of the New York State Science Exam. Families will be provided with strategies to assist their children at home with inquiry based science concepts and projects. Families will receive a written invitation to this session in a timely manner so that they can plan to attend. In addition families will receive written correspondence to invite them as chaperones to the Hall of Science Trip. All communication with families will be available in the parent’s native language.

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)		

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.
<ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		