



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE EARLY CHILDHOOD LAB SCHOOL

DBN: 08X304

PRINCIPAL: JOSEPH NOBILE

EMAIL: JNOBILE@SCHOOLS.NYC.GOV

SUPERINTENDENT: TIM BEHR

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 |
|---------------------|--|-----------|
| Joseph Nobile | *Principal or Designee | |
| Jennifer King | *UFT Chapter Leader or Designee | |
| Rita Ricci-Diaz | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Amy Labbate | Member/ Teacher | |
| Jaclyn Steinberger | Member/Teacher | |
| Lisa Blackman | Member/Teacher | |
| Sandra Rivera-Perez | Member/Parent | |
| Victoria Fata | Member/Parent | |
| Pamela D'Agostino | Member/Parent | |
| Sharon Hyland | Member/Parent | |

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- By June 2013, 95% of teachers will participate in the Pilot Teacher Effectiveness Program to improve quality of instruction.

Comprehensive needs assessment

- After conducting a review of student performance on state exams, it was determined that the quality of instruction could be enhanced. As a result, teachers will participate in the Pilot Teacher Effectiveness Program, creating opportunities for informal and formal observations with appropriate feedback.

Instructional strategies/activities

- Teachers/administrators will attend Professional Development on how to implement the evaluation process.
- September Professional Development will introduce Pilot Teacher Effectiveness Program evaluation plan.
- Network support (CFN 607) will be provided to guide and reinforce latest TEP practices
- Teacher Effectiveness Program team will be formed to support understanding implementation of the program.
- Reflection sheets will be developed for teachers to evaluate each other's practices.
- The program will begin September 2012 and end June 2013

Strategies to increase parental involvement

- Give an overview of Pilot Teacher Effectiveness Program and how it is implemented in our school in the Principal's report at our school at a monthly PTA meeting.

Budget and resources alignment

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

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

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

If other is selected describe here:

- Fair Student funding (Tax Levy), Citywide Instructional Expectations Funding and human resources will be used to implement the action plan of teacher participation in informal and peer observations.
- Professional Development on Strategies for Questioning and discussion techniques (1x per month).
- Teacher per session (2x per month) to share out questioning strategies.
- Professional instructional materials to support the improvement of questioning and discussion techniques.
- Assistant Principal and Literacy coach will work with teachers (1x per month) to provide support with questioning techniques.
- Principal, AP, Literacy coach and teachers will meet after school (1x per month) to share questioning and discussion techniques.

Service and program coordination

- Programs and services will be coordinated with the Kips Bay Boys and Girls Club.
- A committee will be formed to research possible programs and services to help support the improvement of questioning and discussion techniques.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- By June 2013, 85% of instructional tasks will be aligned to the Common Core Learning Standards (CCLS).

Comprehensive needs assessment

After conducting a review of student performance data, it was determined that students were underperforming on isolated tasks that weren't directly connected to the curricula. As a result, instructional tasks will be embedded into thematic units focusing on CCLS Reading Informational Texts Strands 1 & 10 and Writing Standard 1&2.

Instructional strategies/activities

- Teachers will attend training workshops provided by our CFN support team.
- September PD day will be devoted to CCLS activities
- Monthly grade meetings will focus on CCLS skills and strategies
- Reflection sheets will be developed for teachers to evaluate each other's practices.
- Professional Development will be provided by Assistant Principal, Literacy Coach, and Math Staff Developer.
- Curriculum Units of Study will be aligned to CCLS
- Lesson Plans will be developed to incorporate CCLS standards
- Materials will be purchased to support writing and non-fiction ELA skills.
- Bloom's Taxonomy/Depth of Knowledge will be used to deliver a higher order thinking curriculum.
- Tasks will be collected and monitored to evaluate the alignment.
- Work on the instructional tasks will begin September 2012 and end June 2013

Strategies to increase parental involvement

- Parents will be informed of CCLS at monthly PTA meeting.
- Informative workshops will be conducted explaining the CCLS.

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:

- Citywide Instructional expectations funding, Fair Student funding (Tax Levy) and human resources will be used to implement the action plan of aligning instructional tasks to the Common Core Learning Standards.
- Teacher per session (1 day per month).
- Professional instructional materials to support curriculum development and CCLS alignment.
- Literacy Coach will meet with teachers to look at instructional tasks.
- Principal and Assistant Principal will meet with teachers to look at the Common Core Learning Standards.

Service and program coordination

- Students will participate in the Cook Shop program to provide hands on experiences to support instructional tasks.
- Programs and services will be coordinated with the Kips Bay Boys and Girls Club.
- A committee will be formed to research possible programs and services to help support the alignment of instructional tasks to the Common Core Learning Standards.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- By June 2013, 75% of students requiring Tier II & III interventions will be actively involved in the implementation of the Response to Intervention (RTI) framework.

Comprehensive needs assessment

- After conducting a review of student performance data, it was determined that students requiring Tier II and III interventions were underperforming on daily activities and assessments. As a result, RTI principles will be implemented on a regular basis. Such practices include: evidence-based instruction, differentiated instruction, academic rigor, time for practice, use of data and technology.

Instructional strategies/activities

- Teachers will attend Network professional development provided by our Leadership CFN
- Selected staff will form a RTI Team (AIS, Self-Contained, ICT Teachers and Assistant Principal)
- The RTI Team will turnkey information about Response to Intervention to the entire staff.
- An integrated data collection and assessment programs will be purchased to diagnose and monitor progress of students
- Reflection sheets will be developed for teachers to evaluate each other's practices.
- Schedules will be adjusted to form appropriate flexible groups
- The RTI Team will review data bi-monthly
- Tier II & III interventions will begin September 2012 and end June 2013

Strategies to increase parental involvement

- Conduct workshops informing parents of RTI framework.
- Provide parents of Tier II and Tier III students with feedback and additional resources when needed.

Budget and resources alignment

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

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

If other is selected describe here:

- Fair Student funding (Tax Levy) and human resources will be used to implement the action plan of utilizing the Response to Intervention framework.
- Professional Development to assist with implementation of RTI framework.
- Literacy coach will work with a small group of students (3-4x per week).
- AIS teachers will work with students in small groups (3-4x per week).
- Literacy coach, AIS and teachers will meet after school (2x per month) to share student progress and best practices.

Service and program coordination

- Tier II and Tier III students will participate in the Cook Shop Program, providing engaging hands on experiences.
- Programs and services will be coordinated with the Kips Bay Boys and Girls Club.
- A committee will be formed to research possible programs and services to help support the RTI framework.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- By June 2013, 100 % of students, including Students with Disabilities, will complete two Literacy and two Math tasks that are embedded in a rigorous curriculum unit aligned to the CCLS.

Comprehensive needs assessment

- After conducting a review of student performance on Instructional tasks, it was determined that students with disabilities didn't complete appropriate embedded tasks aligned with CCLS. As a result, all students, including students with disabilities will complete two Literacy and two Math tasks that are embedded into thematic units aligned to the CCLS.

Instructional strategies/activities

- Compare student achievement differences using 2011 versus 2012 scale scoring for Reading and Math to identify areas for improvement.
- Meet with the staff to establish a committee to develop an action plan that will address areas for improvement
- Teacher teams will look at student work to identify gaps in student learning and plan lessons
- Set target goals for each area and interim bench marks
- One PD per week is devoted to analyzing student data as a grade for trends within grades that require support to increase student achievement of the CCLS.
- Weekly Coach/Teacher planning sessions
- Teachers will attend Professional Learning Workshops provided by the Network based upon teachers' differentiated needs to support all students.
- Teachers will engage in professional development on a bi- weekly basis, which will focus on the Workshop Model approach for teaching provided by the Literacy Coach
- Reflection sheets will be developed for teachers to evaluate the goal and each other's practices.
- The approved SBO reflects an 8 period day of which 1 PD period will be used for grade unit and weekly planning of best practices used in ELA/Math
- Data Specialist provides information for individual grade teams on those students that have demonstrated a slippage in academic performance in order to make informed decisions on monitoring and revising instructional approaches
- Inquiry team meetings will take place once a week to support Literacy and Math task.
- Literacy and Math tasks will begin September 2012 and end June 2013

Strategies to increase parental involvement

- Inform parents at a monthly PTA meeting of the inquiry teams focuses and new practices being developed. Parents will view student data to have a better understanding of the inquiry teams findings.

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

- Students will participate in the Cook Shop program to support the completion of Literacy and Math tasks.
- Programs and services will be coordinated with the Kips Bay Boys and Girls Club.
- A committee will be formed to research possible programs and services to help support the analysis of rigorous Literacy and Math tasks

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

- By June 2013, 95% of teachers will participate in informal and/or peer observations to improve questioning and discussion techniques.

Comprehensive needs assessment

- After conducting review of student performance data on state assessments, it was determined that all students underperformed on the ELA exam. As a result, higher level questioning and discussion techniques will be incorporated into daily learning to enhance student exposure to higher order thinking and inference making.
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Instructional strategies/activities

- Teachers/administrators will attend Professional Development on how to implement the evaluation component of questioning and discussion techniques and using assessments in instruction.
- September Professional Development will introduce school-wide evaluation plan.
- Network support (CFN 607) will be provided to guide and reinforce latest TEP practices
- Reflection sheets will be developed for teachers to evaluate the goal and each other's practices.
- Teachers will use Pearson Framework to promote the following questioning techniques:
- Uses questioning periodically to check for student understanding.
- Uses questioning practices that keep all students engaged (e.g., calls on students randomly, does not call only on students with hands raised).
- Uses questioning to promote different types and levels of thinking (e.g., recall, critical thinking, divergent thinking).
- Uses follow-up questions to prompt students to explain their thinking and extend their knowledge.
- Prompts students to interact with and react to one another during class discussion.
- Uses students' comments, questions, and ideas to advance learning for the class.
- Informal and/or peer observations will begin September 2012 and end June 2013

Strategies to increase parental involvement

- Give an overview of questioning and discussion techniques and using assessments in instruction and how they are being implemented in our school at a monthly PTA meeting.

Budget and resources alignment

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

 X Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Programs and services will be coordinated with the Kips Bay Boys and Girls Club.
- A committee will be formed to research possible programs and services to help support the improvement of questioning and discussion techniques.

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 | <ul style="list-style-type: none"> • Great Leaps • Leveled guided reading • Literacy games • Foundations • Grades 3-5 – Small group instruction 5x a week for 30 minutes each session • Test taking skills | <ul style="list-style-type: none"> • Small group instruction and one-on-one • Small group instruction • Small group, one-on-one and tutoring • Small group and one-on one • Students receive in-class and pullout services during the school day. Extended day services are provided for struggling students the last 37.5 minutes Monday-Wednesday. • Small group instruction | <ul style="list-style-type: none"> • During the schools day and extended day • During the school day • During the school day and during extended day • During the school day and during extended day • During the school day and during extended day • After school |
| Mathematics | <ul style="list-style-type: none"> • EDM Games • Inquiry Groups/focus groups • Math Drill • Test taking skills | <ul style="list-style-type: none"> • Small group instruction and one-on-one • Small group instruction • Small group, one-on-one and tutoring • Small group instruction | <ul style="list-style-type: none"> • During the schools day and extended day • During the school day and during extended day • During the school day and during extended day • During the school day and during extended day |

| | | | |
|--|---|--|--|
| Science | <ul style="list-style-type: none"> • Thematic Units • Differentiated instruction • Test Prep course -Grade 4 | <ul style="list-style-type: none"> • Small Group Instruction • Small group instruction • small group instruction and one- on- one | <ul style="list-style-type: none"> • During School in Grades K-5 • During the school day • After school |
| Social Studies | <ul style="list-style-type: none"> • Test taking skills • Thematic Units | <ul style="list-style-type: none"> • Small Group Instruction • Small group instruction | <ul style="list-style-type: none"> • During the school day • During the school day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | <p>Social Worker</p> <p>School Psychologist</p> | <ul style="list-style-type: none"> • Small Group Instruction Counseling 1-1 • Small Group Instruction Counseling 1-1 | <ul style="list-style-type: none"> • During the school day • During the school day |

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.

- | |
|--|
| <ul style="list-style-type: none"> • PS 304 looks for educators with a strong belief in Balance Literacy. • Willingness to collaborate and work cohesively with colleagues. • Desire for ongoing learning, showing an initiative for professional development. • Self- reflective teachers, utilizing educational support and resources. • Shares best teaching practices. • High value of education and expectations. |
|--|

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in

this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

| | | | |
|--|-------------------|----------------------|--------------------------|
| Cluster Leader/Network Leader Jose Ruiz | District 8 | Borough Bronx | School Number 304 |
| School Name Early Childhood Lab School | | | |

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

| | |
|--|--|
| Principal Joseph Nobile | Assistant Principal Bonnie Boltax |
| Coach Cathy Bernard (Literacy) | Coach Jaclyn Steinberger(Math) |
| ESL Teacher Linda Velez-Gonzalez | Guidance Counselor JoAnna Akitcher |
| Teacher/Subject Area Amy Labbatte/AIS | Parent Rita Diaz |
| Teacher/Subject Area Diana Illas | Parent Coordinator Lisa Schiliro Reilly |
| Related Service Provider Tony DeGennaro | Other |
| Network Leader Elmer Myers | Other type here |

C. Teacher Qualifications [?](#)

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

| | | | | | |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers | 0 | 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 | 0 | Number of teachers of ELLs without ESL/bilingual certification | 8 |
| Number of teachers who hold both a bilingual extension and ESL certification | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | | |

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total number of students in school | 546 | Total Number of ELLs | 14 | ELLs as share of total student population (%) | 2.56% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

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. 

During the registration process, parents of new entrants to the NYC Public School System are required to complete the Home Language Identification Survey (HLIS). The procedures we follow to identify our ELLs are initiated based on the responses to the HLIS. An informal oral interview is conducted by the ESL teacher, who has a Bilingual Common Branches License, with the student in English and in Spanish if that is student's native language. Translators are available for other languages. Once the HLIS is completed and the parent identifies the home language is English, student enters general education program. If the parent indicates the home language is other than English or student's native language is other than English, initial formal assessment procedures are implemented. All new entrants whose HLIS form indicates a language other than English on one question in (Part 1: questions 1-4) and two questions in (Part 1: questions 5-8) must take the Language Assessment Battery-Revised (LAB-R). A student who scores below the cut score on the LAB-R in English and speaks Spanish is then given the LAB-R in Spanish. A student who scores below proficiency levels at either a Beginning, Intermediate or Advanced level is considered Limited English Proficient (LEP) or an English Language Learner (ELL) according to NYS education regulations. All entitled ELLs are tested by the NYSESLAT which is administered in the Spring of each school year. The NYSESLAT determines continued entitlement for the ELLs.

Parents are notified of their child's eligibility for services through an entitlement letter that is sent home and/or mailed. We provide information on the service options, and child's placement. We conduct Parent Orientation sessions using translated materials (brochures and DVDs) provided by the Office of ELLs. Translation is provided for parents who speak a language other than English. Through this parent orientation the school provides parents with information that allows them to understand all three ELL program choices which are offered by the NYC DOE: Transitional Bilingual Education (TBE) English as Second Language (ESL) programs and Dual Language. The school adheres to the state requirements on placing ELL students within ten days of enrollment in the program chosen by the parent. Therefore, we strive to quickly inform parents of their program choices.

Once the student is entitled, Ms. Gonzalez, the ESL teacher in collaboration with the Parent Coordinator, administrators and teachers distributes the ELL Parent brochure, detailing the ELL Programs offered by the NYC Public Schools. After parents view the DVD, the Parent Survey and Program Selection Form are distributed. Parents are given the forms in their native language and are encouraged to complete the form at the school in order to ensure their child receives entitled services as soon as possible. If translation is needed at the time of the orientation, it is offered at the time of the orientation. As a follow-up, we call parents who do not attend our orientation, informing them of their child's entitlement to ELL services and invite them to the one on one Parent Orientation session. Parents will then decide which program is convenient for his/her child. We honor parent choice and place students according to the program the parent has chosen for their child. If we do not have the program the parent requests due to not enough students for a particular program, he/she will be advised to go to the nearest school offering their program choice. PS 304 offers an ESL Freestanding Program. We service 14 children; one of the students is in a self-contained Special Education class. Our ELLs are in grades K through 5, none are SIFEs.

After reviewing the Parent Survey and Parent Selection forms for the past few years, we have noticed that the parents have chosen to select the Freestanding ESL Program. The trend in parent choice is ESL. The parents have decided to remain in P.S. 304 because we are a small school, also, they live in the area and do not want to send their child to go to a school away from this community. They also

mention that they have had other children in the school and like the way the academic needs of the children are being met. Parents request that their child follow the same academic standards as the class. However, they want the ELL teacher to provide support. All the copies of the parent letters (Entitlement & Continued Entitlement letters, Parent Survey & Program Selection Forms) are maintained in a folder by the ELL coordinator.

Part III: ELL Demographics

A. ELL Programs

| | | | | | | |
|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| This school serves the following grades (includes ELLs and EPs) Check all that apply | K <input checked="" type="checkbox"/> | 1 <input checked="" type="checkbox"/> | 2 <input checked="" type="checkbox"/> | 3 <input checked="" type="checkbox"/> | 4 <input checked="" type="checkbox"/> | 5 <input checked="" type="checkbox"/> |
| | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> | 8 <input type="checkbox"/> | 9 <input type="checkbox"/> | 10 <input type="checkbox"/> | 11 <input type="checkbox"/> |

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 | | 1 | | | 1 | | | | | | | | | 2 |
| Push-In | 1 | 1 | 0 | 1 | 1 | 1 | | | | | | | | 5 |
| Total | 1 | 2 | 0 | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|---|-------------------------------|---|
| All ELLs | 14 | Newcomers (ELLs receiving service 0-3 years) | 9 | Special Education | 2 |
| SIFE | 0 | ELLs receiving service 4-6 years | 3 | 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 | | | | | | | | | |
|-------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
| ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total |
| All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| | | | | | | | | | |

| ELLs by Subgroups | | | | | | | | | | |
|-------------------|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | Total |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 11 | 0 | 1 | 3 | 0 | 1 | | | | 14 |
| Total | 11 | 0 | 1 | 3 | 0 | 1 | 0 | 0 | 0 | 14 |

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 | 2 | 1 | | 3 | 2 | 2 | | | | | | | | 10 |
| Chinese | | 1 | | | | | | | | | | | | 1 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | 1 | | | | | | | | | | | | | 1 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | 1 | | | 1 | | | | | | | | | 2 |
| Other | | | | | | | | | | | | | | 0 |
| TOTAL | 3 | 3 | 0 | 3 | 3 | 2 | 0 | 14 |

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

The ESL teacher will teach ESL to the students as a Freestanding ESL Program. According to CR Part 154, Beginners and Intermediate are to have 360 minutes per week, and Advanced are to have 180 minutes a week. The Academic Intervention teacher who holds a bilingual license is providing ESL services to the ELLs. At the present time, the school is making all necessary efforts to hire an ESL teacher. The Network Human Resources director is assisting us with finding a licensed ESL teacher. There is a shortage in this area and the school has been affected. Due to this, the ELLs are not receiving the full mandated minutes of instruction. The teacher who services them, via a pull out model, provides ESL instruction to the Beginner & Intermediate level ELLs, four times a week for 45 minutes a day. The advanced students are given ESL instruction three times a week for 45 minutes. Students are grouped heterogeneously and their proficiency levels are determined by the LAB-R / New York State English as a Second Language Achievement Test (NYSESLAT). The classroom teachers have received ESL training and incorporate ESL methodology into their lessons.

ESL strategies are infused into content instruction. We are aligning our instruction to the Common Core Learning Standards and scaffolding it for our ELLs in the following ways:

- Teachers use visual, aural, and kinesthetic (i.e., hands on) modes of instruction to address multiple learning styles and multiple intelligences.
- Teachers scaffold the students' learning by reinforcing and repeating.
- Small group instruction allows for differentiated instruction.
- Center activities encourage language development.
- In the lower grades, during Guided Reading, students are encouraged to develop language through an extensive picture walk.
- Teachers use the "Turn and Talk Method", when the children share their responses and work on language development and speaking skills
- Vocabulary Development is an integral component of daily instruction.
- The teachers follow the CCLS and use the Conventions of standard English grammar and usage when speaking or writing.

Our ESL Freestanding Pull out Program provides explicit instruction in English. We have a Pull Out model where the ESL teacher works

A. Programming and Scheduling Information

with ELLs in the content area instruction in collaboration with general classroom teachers to provide language acquisition and vocabulary support during content instruction time.

Services and Responsibilities Provided by the ESL teacher:

- Design, assess and evaluate student progress.
- Provide one-to-one supports, direct instruction and assessment.
- Adapt and modify curriculum through published and teacher made material.
- Provide small group instruction.
- Participate in student planning meetings with the general education teacher(s), and related service providers.
- Model specific teaching techniques for the general education teachers to use with each student upon request.
- Collaborate with trans-disciplinary team members to insure input and involvement of related service providers.
- Share expertise in curriculum adaptation, individualized instruction and positive behavior strategies with team.
- Strengths and weaknesses of students are addressed through modification of general curriculum.

Our school has a population of 546 students. Teachers have re-grouped students according to their level. They are using materials that are geared for low literacy students, are age appropriate, supports the curriculum, have strong picture support for the low literacy students. The beginners are using picture cue cards to identify certain items to enhance their English. Listening and following directions is being addressed.

Teachers use real life situations, interactive role play, games, photo dictionaries and activities specifically designed to enable students in the experiences they encounter through literature. Read aloud, CDs, and tapes are used for listening.

Teachers model the use of language in which the students are expected to participate. Teachers use stories that are based on students' interest, and connect to their prior knowledge. Students participate in activities that promote academic discourse, such as accountable talk and authentic assessment through projects.

Teachers guide students on how to use the "writing process": process of pre-writing, drafting, revising, and proofreading to produce a well-constructed informal text. Teachers incorporate the linguistic objective/linguistic teaching point. This is done through the use of graphic organizers, scaffolding information through schema building, the use of process charts, experience charts, shared writing, flexible partnerships, and think pair-share activities. Our school has a population of 546 students. Teachers have re-grouped students according to their level. They are using materials that are geared for low literacy students, are age appropriate, supports the curriculum, have strong picture support for the low literacy students. The beginners are using picture cue cards to identify certain items to enhance their English. Listening and following directions is being addressed.

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Teachers guide students on how to use the "writing process": process of pre-writing, drafting, revising, and proofreading to produce a well-constructed informal text. Teachers incorporate the linguistic objective/linguistic teaching point. This is done through the use of graphic organizers, scaffolding information through schema building, the use of process charts, experience charts, shared writing, flexible partnerships, and think pair-share activities.

Students' NYSESLAT and LAB-R scores are consistent throughout the four modalities of Listening, Speaking, Reading, and Writing. Based on City and State assessment data, we are not yet able to determine how ELL's are performing in targeted content areas because these students are third grade and lower. They have therefore not taken these assessments. The implications for the Language Allocation policy and instruction at PS 304 are to adequately prepare students for all city and state exams.

The student who speaks Spanish scored lower in Spanish than in English on the Spanish LAB. The student scored on the Advanced level on the NYSESLAT, however, and appears to be progressing well in their respective classes. We have no assessment to determine the level of literacy in the other students' native language. The ESL teacher in close cooperation with the classroom teacher plans academic language development. This instruction is closely aligned with the curriculum and the Learning Standards. The Collaborative planning assists the ESL students in a greater understanding of all curriculum areas.

As there are no SIFE students at PS 304, we have not needed to provide special services or additional instructional time for them. If we do

A. Programming and Scheduling Information

get a SIFE student, we will provide Academic Intervention services based on the student's language and academic needs.

All students are invited and encouraged to participate in all after-school programs.

Ultimately, it is PS 304X's goal to help our ELLs achieve academically through quality, sensitive, challenging, and focused instruction in ESL since it is the key to acquiring proficiency in English, and to ensure success in their lives. Students will be able to pass the NYSESLAT and the ELA exams and demonstrate that they have met and surpassed required state standards.

Our school has a population of 546 students. Teachers have re-grouped students according to their level. They are using materials that are geared for low literacy students, are age appropriate, supports the curriculum, have strong picture support for the low literacy students. The beginners in ELL are using picture cue cards to identify certain items to enhance their English. Listening and following directions is being addressed.

Teachers use real life situations, interactive role play, games, photo dictionaries and activities specifically designed to enable students in the experiences they encounter through literature. Read aloud, CDs, and tapes are used for listening.

Teachers model the use of language in which the students are expected to participate. Teachers use stories that are based on students' interest, and connect to their prior knowledge. Students participate in activities that promote academic discourse, such as accountable talk and authentic assessment through projects.

Teachers guide students on how to use the "writing process": process of pre-writing, drafting, revising, and proofreading to produce a well-constructed informal text. Teachers incorporate the linguistic objective/linguistic teaching point. This is done through the use of graphic organizers, scaffolding information through schema building, the use of process charts, experience charts, shared writing, flexible partnerships, and think pair-share activities.

Students' NYSESLAT and LAB-R scores are consistent throughout the four modalities of Listening, Speaking, Reading, and Writing. Based on City and State assessment data, we are not yet able to determine how ELL's are performing in targeted content areas because these students are third grade and lower. They have therefore not taken these assessments as of this writing. The implications for the Language Allocation policy and instruction at PS 304 are to adequately prepare students for all city and state exams.

The student who speaks Spanish scored lower in Spanish than in English on the Spanish LAB. The student scored on the Advanced level on the NYSESLAT, however, and appears to be progressing well in their respective classes. We have no assessment to determine the level of literacy in the other students' native language. The ESL teacher in close cooperation with the classroom teacher plans academic language development. This instruction is closely aligned with the curriculum and the Learning Standards. The Collaborative planning assists the ESL students in a greater understanding of all curriculum areas.

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

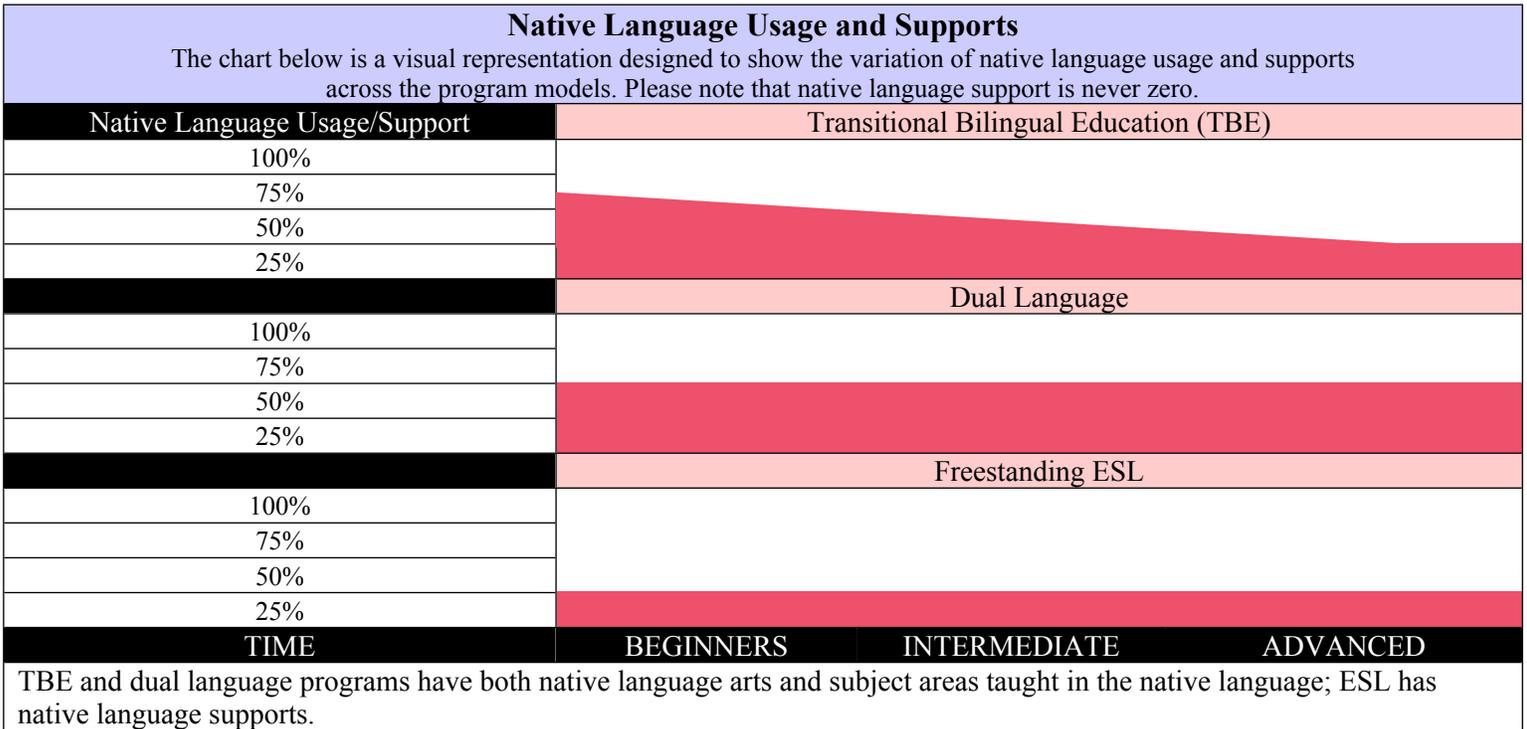
| Class/Content Area | Language(s) of Instruction | | Class/Content Area | Language(s) of Instruction |
|----------------------|----------------------------|--|--------------------|----------------------------|
| Native Language Arts | | | | |
| Social Studies: | | | | |
| Math: | | | | |
| Science: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

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|--|--|
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| | |
| | |

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8 | | | |
|---|-----------------------|-----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 60-90 minutes per day | 45-60 minutes per day | 45 minutes per day |

| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12 | | | |
|--|----------------------|----------------------|----------------------|
| | Beginning | Intermediate | Advanced |
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45 minutes per day |



B. Programming and Scheduling Information--Continued

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

The Academic Intervention Services offers services to our students who are at risk in small groups. AIS is a Push In/Pull out program which serves students from the different grades and levels. The AIS teachers may use a different program than the classroom teacher to address the needs of the children.

Students identified as beginners demonstrate strength in listening and speaking language. Student weaknesses are the reading and writing modalities. They are limited in their ability to meaningfully decode words and/or demonstrate more than direct comprehension. They can understand most common words or phrases but get lost or confused when the reading becomes more challenging. In writing, the beginning and intermediate students use familiar vocabulary; write simple descriptions about familiar topics. They can also create their own text, even though their language will remain simple. They can demonstrate good control over common sentence patterns, coordination, spelling and mechanics.

In speaking, the beginning students demonstrate little or no functional communicative ability in English. They have no understanding of basic grammar or syntax, and their vocabulary is very limited. They depend greatly on gestures in expressing meaning and often switch to their first language. Three of our ELLs are Beginners, Five are Intermediate and 5 and in grades 1 – 4.

At the advanced level students (grades 1 – 3) demonstrate fluency in listening and speaking. They use appropriate grade-level vocabulary, in both formal and informal conversations. They demonstrate greater confidences in speaking while culturally are still timid.

Across the four modalities, there is a clear need to expand vocabulary instruction. The correlation between strong vocabulary skills (roots, prefixes, suffices, multi-meaning, words, etc.) and comprehension and writing skills is high. Providing students with the opportunity to interact with each other and share common (or uncommon) experiences will also address vocabulary development needs. The opportunity to produce written pieces daily must be incorporated into not only literacy lessons, but into content area instruction as well. The instructional strategies used to address these needs are compatible with those suggested in the Readers' and Writers' workshop model and provides consistency of instruction as students move into second language learning. Since all language acquisition begins with listening, speaking, followed by reading and finally writing, the ESL Freestanding Push In/Pull Out Program incorporates lessons that develop all these elements of language acquisition.

The teachers do the Balanced Literacy program in a 90 minute block time period which consists of Shared Reading, Independent Reading, Word Study and Writing Workshop.

During the Literacy block and in the classrooms the teachers ask comprehension questions, orally or independently to determine whether students comprehend the story.

Students “turn and talk” to a partner to discuss the story.

The students have to answer written questions independently and from this activity, we can develop their writing skills. There are also writing activities such as grammar, syntax, and sentence structure to develop the students' language skills in English.

During writing workshop, students are given an assignment to write on, for example, persuasive text, and special moments. This allows the student to write their ideas down and as a grade we review their writing and see what the students strengths are and what we as teachers need to address to improve their writing skills. Many vocabulary words are introduced and the students are required to use them in the writing and when speaking.

In mathematics, the ESL students are taught in English. They are taught in small groups and according to the mathematical skills and lessons they are having difficulty with. Mathematics vocabulary is introduced and written on charts in the classroom so the students can refer to them and use them accordingly. The classroom teacher articulates with the AIS provider and Math Coach. Lessons are taught in a different manner than they were taught in the classroom. Students are asked to explain their response and how they were able to do it, in order to develop language skills. Manipulatives are used to help the visual learner.

In Social Studies the ELL students in third grade use individual laptops. They are learning how to use the laptop. They are taught how the keyboard works and the technology vocabulary (lingo), getting on the internet and creating a folder. They are learning by using the visual and tactile aids that are available. They are also learning about geography, maps, and countries around the world. Projects are assigned and then they do an oral presentation and follow a rubric for the project and presentation.

The ELL students in the fourth and fifth grade are using a laptop and learning how to use Power point, Microsoft word, Word processor. They are also working on organizational skills in writing and they use the text edit format to type in their essay. The computer verbalizes the text back to the student. Once the research project is done, the students do an oral presentation and follow a rubric.

The content is delivered in English and we make the content comprehensible by doing one on one conferencing, differentiated instruction, balanced literacy and language development.

For the ELLS who are newcomers, less than three years, our plan is to assess them and see what their language and academic needs are. Since they are newcomers to the US schools, we would have them fill out a Home Language Survey. Newcomers need a lot of language and social interaction in English. We also provide them with Native language support by having the ESL teacher translate for the Spanish speaking students and we have parents to translate for students from other languages. Books in their native language are provided to the ELLs as well.

For the ELLs who are receiving 4-6 years, we will look at their NYSESLAT scores and see what their academic needs are and address them. If they need speaking, then we will focus on speaking. Readers Theatre can be used, to get them to work on their fluency and orally perform so they can become more comfortable with speaking in front of others. They will get small group instruction, Academic Intervention, Writing Workshop, etc.

At P.S. 304 we meet the diverse needs of the ELL students by having a 90 minute Reading and Math block, using the common language, following the Common Core Learning Standards (CCLS) and we are also attending professional development for the (RTI) Response To Intervention Model to address the needs of our students'. With our population of 14 students, the ELLS are our subgroups.

The targeted interventions in our building are: Academic Intervention Services (AIS), Special Education Support Services (SETSS) At Risk Counseling, Parent Outreach, Parent Workshops.

For the ELL students who are proficient, their classroom teachers will monitor the students and address their needs according to the daily observations and assessments.

Teacher's conference one on one and address the academic skills the students need to work on. They are closely monitored. In the classrooms, there are Academic Intervention personnel during the 90 minute block who can assist the ELL students.

According to our data analysis, we have noticed the students have declined in speaking, therefore we will be working on the social interaction aspect more this year. We will have discussions, interviews, and the classroom teachers will be notified of our results so they can make it a point to call on the ELL students more often. We will use Readers Theater and have the students perform the play in the class.

We will not discontinue any programs for the ELL students. We involve our ELL students in all of our school and extracurricular activities.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

At P.S. 304, our Literacy Coach, Math Coach AIS and ESL providers attend grade meetings where they can articulate with each other regarding the plan and goals for the ELL students. The teachers look at data and analyze which techniques and strategies can be used to support the ELL learners. Scaffolding strategies are shared to support our ELLs with language and literacy development.

We also articulate and receive support from our CFN 607. They offer workshops and support the ESL teacher. The ESL teacher turnkeys the information to the staff. The following ELL workshops are being provided by the Network to help teachers build toward the 7.5 hours of ELL training: RTI for ELLs, this is an all day workshop scheduled for 12/20 and Improving Outcomes for All English Language Learners & Students with Disabilities, scheduled for 12/21. An agenda, folder with workshop materials and a list of the teachers who attended will be maintained by the Pupil Accounting Secretary and the teacher who participated in the workshop.

On Thursday afternoon the staff members have a PD session where they sit and collaborate about the students needs and develop a plan on how to address the needs, whether they are in reading, writing, math, grammar etc.

We also have Professional development (PD) on the beginning of the school year or during Election day.

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?

At P.S. 304, the parents are involved by receiving letters regarding our school mission and goals. Also, parents are involved in the PTA and they hold monthly meetings and address any concerns regarding the programs or academic issues.

The Parent Coordinator reaches out to the parents in many ways. Workshops are held on a monthly basis according to curriculum.

Our school partners with the following Community Based Organizations to provide workshops. They partner with Learning Leaders of New York and become certified trained volunteers that work with children in small group or one on one in math, reading or any subject area they need to work on. The teachers articulate with the Learning Leaders and lessons are done according to the academic needs of the children. We also partner with the United Federation of Teachers and The PENCIL Partnership Program which builds and supports customized relationships between private sector leaders and principals providing a flexible yet structured way for members of the business community to contribute and leverage their unique expertise and resources to help meet the needs of the school. PENCIL coordinates Principal For A Day.

Parents are given workshops on how to support their children in Reading, Math or any other subject area. Workshops are also done regarding the Common Core Standards, State ELA and State Math Tests. If translation is needed, it is offered by a licensed bilingual teacher.

We will evaluate the needs of the parents by having Rap sessions from Pre-K-5 and family informational workshops. All parents are invited to participate in all workshops. We will have the parents fill out an evaluation form after the workshop so that we can find out the needs of the parents and then continue to have workshops according to those needs. Parents of ELL students are invited to all workshops in the school and citywide conferences.

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) | 3 | 2 | | | 1 | | | | | | | | | 6 |
| Intermediate(I) | | 1 | | | | | | | | | | | | 1 |
| Advanced (A) | | | | 3 | 2 | 2 | | | | | | | | 7 |
| Total | 3 | 3 | 0 | 3 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |

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

NYSESLAT Modality Analysis

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

NYS ELA

| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
|------------------------|---------|---------|---------|---------|-------|
| 3 | 1 | 2 | 1 | | 4 |
| 4 | | 2 | 1 | | 3 |
| 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 | 1 | | 1 | | 2 | | | | 4 |
| 4 | | | 1 | | 2 | | | | 3 |
| 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 | | | | | 1 | | 1 | | 2 |
| 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 |
| | | | |

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.

Data Analysis

As we reviewed the data from the NYSESLAT from 2010-2011 we noticed that most of the children have shown progress in Listening, Reading and Writing, however, they show a decline in Speaking.

In order to address the needs of the students in speaking, the plan is to do a lot of speaking and social interaction. We will use the Empire State NYSESLAT workbooks. We will have the students do interviews in school and at home. They will have to do oral presentations and discussions.

The ESL Teacher will meet with the classroom teachers and inform them of the findings.

Teachers are recommended to call on the ESL students more often, so they can speak more often. Teachers are recommended to work on sequencing, tell what happened first, next, and last in a story. Also, listen to and understand a two-part question. Tell a story about the pictures, and finish the sentence. Teachers are also to refer to the Common Core State Learning Standards and address the needs of the students.

At P.S. 304, we use the ECLAS-2 in the Fall to assess grades K-2 and then we retest the same grades in the Spring in ECLAS-2 and the Teachers College (TC) assessments. Kindergarten to second grade are using the Foundations Program. After reviewing the data in the assessments we have observed that the children are in need of phonics skills, therefore we are using the Foundations Program.

Students identified as beginners demonstrate strength in listening and speaking language. Student weaknesses are the reading and writing modalities. They are limited in their ability to meaningfully decode words and/or demonstrate more than direct comprehension. They can understand most common words or phrases but get lost or confused when reading becomes more challenging. In writing, the beginning and intermediate students use familiar vocabulary; write simple sentences about familiar topics.

In speaking, the beginning students demonstrate little or no functional communicative ability in English. They don't have a basic understanding of grammar or syntax and their vocabulary is limited. At times when speaking, they switch to their native language. Six of our students are beginners and one is intermediate.

At the advanced level, (grades 3-5) students demonstrate fluency in listening and speaking. Although we have introduced better vocabulary skills, they still need to improve in their vocabulary skills when speaking and writing.

Across the modalities, there is a clear need to continue to expand vocabulary instruction. Providing students with the opportunity to interact with each other during the "Turn and Talk" session, and share common or uncommon experiences will address the vocabulary development needs. The opportunity to produce written pieces daily will be incorporated, not only in literacy lessons, but into content area instruction as well.

The Freestanding Push In/Pull Out Program will incorporate lessons that develop language acquisition by focusing on listening, speaking, reading and writing.

Since these students are culturally timid, they are lacking speaking skills.

We evaluate the success of our programs for ELLs by using teacher assessments and observations. We also use the Teachers College

Program and Teachers College assessments.

They are limited in their ability to meaningfully decode words and/or demonstrate more than direct comprehension. They can understand most common words or phrases but get lost or confused when the reading becomes more challenging. In writing, the beginning and intermediate students use familiar vocabulary; and write simple descriptions about familiar topics. Teachers meet during a common prep and evaluate the students work. Teachers look to see what the students are using and doing correctly, to what they need to work on. Teachers also evaluate their teaching, maybe it could be taught another way or maybe we can observe another teacher in the building and learn from them.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: P.S. 304 Early Childhood Lab

School DBN: 08x304

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|----------------------|----------------------|-----------|-----------------|
| Joseph Nobile | Principal | | 10/27/11 |
| Bonnie Boltax | Assistant Principal | | 10/27/11 |
| Lisa Schiliro-Reilly | Parent Coordinator | | 10/27/11 |
| Linda Velez-Gonzalez | ESL Teacher | | 10/27/11 |
| | Parent | | |
| | Teacher/Subject Area | | |
| \ | Teacher/Subject Area | | |
| Cathy Bernard | Coach | | 1/1/01 |
| 0Jaclyn Steinberger | Coach | | 1/1/01 |
| JoAnna Akitcher | Guidance Counselor | | 1/1/01 |
| Elmer Meyers | Network Leader | | 1/1/01 |
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |

School Name: P.S. 304 Early Childhood Lab

School DBN: 08x304

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|-------|-----------|-----------------|
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **08X304** School Name: **PS 304**

Cluster: **6** Network: **607**

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.

PS 304 utilizes the Home Survey to identify the language and interpretation needs to ensure open communication to parents. When the home language is not indicated on the Home Survey, the school outreaches to parents to assure that parents are provided with appropriate and timely information in their native language. Based on this survey, we have found that most of non-English speaking parents speak Spanish, we have one who speaks Chinese and one who speaks Albanian. PS 304 has staff who is available to provide oral and written translations to the parents by staff members. Interpreters and translations will be made available in the parents preferred language. These findings are shared with all school members through meetings and in our Newsletters. The Parent coordinator informs the parents on the all translated services available.

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.

After evaluating the Home Survey, it was concluded that there is a small percentage of families identified as Non-English speaking. Due to this small population, the school community works cohesively to accommodate families requiring communication in a language other than English. This takes place on an individualized basis to effectively communicate with all parents.

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.

The staff at PS 304 proudly volunteers to translate to parents speaking in a language other than English. Open communication is provided by our Parent Coordinator and teachers to confirm that parents are able to speak in their primary language on a regular basis. Copies of Department of Education documents are provided to parents in their primary language.

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

Communication to parents requiring translation in a language other than English takes place in-house by the school staff. The staff takes on the responsibility to work as a team to effectively communicate with all parents.

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

PS 304 will fulfill Section VII of Chancellor's Regulations A-663 by providing all documents to parents in their primary language in a timely fashion. If necessary, one on one meetings will be arranged to openly communicate with parents in their primary language. Records of primary languages of the households for each student will be kept on file and readily accessible