



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME:

SCHOOL NAME : PS 306

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10/X/306

PRINCIPAL: DARRYL HARRINGTON

EMAIL: DHARRINGTON3@SCHOOLS.NYC.GOV

SUPERINTENDENT: MELODIE MASHEL

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Darryl Harrington	*Principal or Designee	
Gwen Denniston	*UFT Chapter Leader or Designee	
Margaret Johnson	*PA/PTA President or Designated Co-President	
Alisa Sanchez	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Martha Canales	Member/UFT	
Hilduara Abreu	Member/UFT	
Robert Montanaro	Member/UFT	
Kareem Drummond	Member/UFT	
Rose Rivera	Member/PTA	
Ms. Delfina Arias	Member/PTA	
	Member/	

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

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

JIT Review- 2010

Page 4 ♦ Teachers should be provided with PD in the delivery of instruction that infuses higher-level thinking through effective questioning techniques and problem solving skills.

Page 5 ♦ Administrators should develop an agreed upon schedule for conducting walkthroughs and informal observations on a frequent, consistent basis, followed by constructive feedback, next steps and follow-up observations.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

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

2.2 School leader's vision

2.4 School leader's use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- **To Provide Frequent and Consistent Feedback to Teachers and Staff with a commitment to observe each teacher a total of 10 times with written feedback.**

Instructional strategies/activities

By June 2013, all teachers will have at least 8 instructional feedback interactions with a supervisor, including 6 written formal/Informal observations for both tenure and non-tenured teachers. The basis of the feedback will be around the work of the Danielson Framework For Teaching, Teacher Effective Pilot Program. Our focus for this school year will be:

Competency 1e- Designing Coherent Instruction

Competency 2b- Establishing a Culture for learning

Competency 2d- Managing Student Behavior

Competency 3b- Using Questioning & Discussion Techniques

Competency 3c- Engaging Students in Learning

Competency 3d- Using Assessment in Instruction

Activities:

1. **The administrative staff will use the Danielson Framework for Teacher Development as a resource to develop their professional goals for the school year.**
2. **Build teacher's knowledge of the Framework at the first 4 Faculty Conferences of the Year.**
3. **Use the Danielson Framework for Mid-year Conversations in December and January, anyone who is consistently below Effective will then be put on a Teacher Improvement Plan.**
4. **Use the Danielson Framework for End-of The year Conversations in June 2013**
5. **Mentor teachers will use the Framework in their work with mentees to support their development**
6. **The Principal and each Assistant Principals will have observed classroom teachers a total eight times by May 2013**

Budget and resource alignment

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

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

Service and program coordination

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

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page. JIT 2010

Page 3. The school should adopt a literacy curriculum that meets the needs of all students and teachers.

Page 3. The school should adopt a literacy curriculum that serves the needs of students with disabilities and use the two intervention programs as supplementary programs.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

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

 X 3.2 Enacted curriculum

 X 3.4 Teacher collaboration

 X 3.3 Units and lesson plans

 X 3.5 Use of data and action planning

Annual Goal #2

- **To improve instructional practices for literacy and writing with a specific focus on meeting the needs and supporting the academic progress of ELLs and Special needs students by June of 2013.**

Instructional strategies/activities

Collaborative teams involved in the inquiry process will focus on instructional coherence through the collection of data on how well students are learning the desired outcomes. Special education and ESL teachers will look at student work, formative and summative data, lesson plans.

Collaborative Teams will examine data that involves the school environment, student performance and progress. Teams will gather and analyze a range of data including summative (e.g. State assessments, attendance, safety and discipline, student support services, referrals) and formative assessments (student work products and classroom observations) in order to create a clear portrait of the school's grade, or sub groups' strengths and areas of need. Teams will establish and sustain a transparent and collaborative system for measuring progress toward interim goals and will make adjustments periodically throughout the year.

Scheduling provides the structure that encourages teacher collaboration through a common flow of the day that supports professional development (inter-visitation, lunch-n-learn sessions). All teachers will be given time to work with the collaborative teams weekly. There will be teams that are school wide and others that are grade specific. Teams will analyze relevant data, test out instructional approaches, create and refine common student tasks. Through effective accountable collaboration, teacher teams will develop goals; support the culture of data; discuss common issues, questions, and concerns; as well as support the quality of instruction, and the integration of technology and inquiry to engage students.

Data will consistently be gathered through walkthroughs and assessments. The data will then be interpreted for meaning through analysis and discussion. A plan of action will then be implemented, reflected upon and redefined. Through the use of the Common Core standards, teachers will begin to look at the larger goal, grade-specific goals and earlier grade-level goals to understand what pathways will allow a student to eventually produce grade appropriate work. By doing so, teachers will see what a student can do and adapt their teaching to meet the needs of their students, supporting differentiated and adaptive instruction.

Collaborative Planning sessions will include discussion over data, establishing trends and patterns among the grade and school-wide, researching possible strategies, interventions, resources and implementation. The Teams will also identify and communicate effective methods of improvements

through ARIS as a forum of pedagogical knowledge and practice, therefore strengthening instruction. For the 2012-2013 school year, we will establish teams that will meet weekly and monthly to help implement, inform and further develop instructional program reforms.

During the 2012-2013 school year, we will implement a school-wide Response to Intervention (RTI) program that is organized around developing children's literate foundation. Design By Intervention is the tool we will be using to address our struggling readers. This intensive reading program will provide a foundation in phonemic awareness, phonics, fluency, vocabulary development, and comprehension. During RTI sessions, students will be grouped according to their skill deficit and data-driven literacy instruction will then be tailored to meet the instructional needs of each child. Students' performance and progress will be monitored continuously and will support differentiated instruction.

All students identified as the lowest third will receive high quality, scientifically valid instructional support based on assessment of learner needs and the monitoring of student progress. Various intervention programs for students identified as approaching grade level standards (Tier II/Strategic) will include the Storytown Intervention Program; students identified as far below grade level (Tier II/Intensive) will include Design By Intervention. All intervention programs will guide students through a leveled continuum of reading, ensuring that students develop the necessary grade-level literary skills.

As a result of the continual need of our at-risk population, including our ELL students, teacher assignments will focus on student achievement. The budget allocation will continue to fund English as a Second Language (ESL) support, in which every class containing ELL students will have an ESL teacher push-in based on their level of proficiency. ELLs will continue to be grouped according to their needs and acquisition level. To support students identified as Long Term ELLs meet accountability measures, students with 4 or more years of service will receive additional support through our Literacy Through Arts After-School program.

Students with Individual Education Plans (IEPs) will receive instruction in the least restrictive environment possible. Student with IEPs will be held to rigorous standards and educated with non-disabled peers to the maximum extent possible, through ICT model and services provided by SETSS and the IEP teachers. During the Spring of 2012 and Fall of 2013, we worked closely with the Quality Improvement Plan to identify and target students to set benchmarks to inform instruction and discuss ways to assess, improve and communicate quality instruction for our students with IEPs. Instruction will be adapted, appropriate to the needs of students, the content, methodology, and delivery of instruction to address the unique needs that result from the student's disability; and ensure access of the student to the general curriculum to meet the educational standards that apply to all students. All teachers (including monolingual, bilingual, ICT and Self-contained) will have access to Pre-Referral Intervention Manual (PRIM), that contains over 4,000 Intervention strategies for 219 of the most common learning and behavioral problems.

Budget and resource alignment

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

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

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

Service and program coordination

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

Fiscal and human resources are coordinated with the instructional strategies/activities to achieve this goal, and will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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

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

Major Recommendation

JIT 2009

- Page 4- Teachers should use a wide variety of teaching strategies. Data should be used to differentiate instruction, and more small group learning activities should be planned to meet the needs of students and increase student engagement in their learning.
Page 4- Teachers should be provided with PD in the delivery of instruction that infuses higher-level thinking through effective questioning techniques and problem solving skills.

Tenet #4 TEACHER PRACTICES AND DECISIONS

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

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

To develop teacher’s expertise around understanding in- depth content knowledge, various student needs, instructional grouping and high level cognitive tasks by June of 2013..

Instructional strategies/activities

An analysis of current data from standardized assessments reveal that we must strengthen our teaching and learning in Reading. Instruction in literacy will follow the format of our Storytown Reading Program, which incorporates the teaching of phonics, phonemic awareness, vocabulary, fluency and comprehension. Teachers will continue to receive support with a focus on best practices following the to-with-and by model; in which students receive instruction as a whole group, small/guided group, and independently. Students will show an improved understanding in reading processes including fluency, vocabulary, reading strategies, ability to use text for improved comprehension and ability to respond to text.

To ensure that we are providing quality instructional content to meet the diverse needs of all students, we have purchased the complete Harcourt - Storytown Reading/Language Arts Program. The comprehensive research-based program builds on our existing Comprehensive Balanced Literacy approach and supports our alignment of instructional approaches and resources as well as assessments. It is our goal that the reading program will motivate and develop student success, therefore increasing students’ reading proficiency.

The Instructional Team will meet monthly to ensure that the standards, curricula, instructional strategies, and assessments tools are all aligned and provide students with a spiral curriculum that revisits essential skills at increasingly challenging levels; spotlighting higher-level comprehension skills including synthesis, interpretation and critical reading. The curriculum will be developed with the essential standards based principals of assessment, planning, implementation and reflection.

The Instructional Team will conduct ongoing comprehensive reviews of our literacy program through the collection and analysis of both qualitative and quantitative data regarding student performance trends and indicators of progress. The team will focus on assessing and analyzing the validity of data of multiple assessments through triangulating data obtained from the New York State ELA, Performance Series, The DRA2 and Unit Assessments. The Instructional Team will look to increase academic rigor throughout the literacy/writing blocks. During instructional walkthroughs, formal in informal

observations the Administrative and Instructional Team will look for consistent evidence of best practices in questioning, student engagement and examining student work using the Charlotte Danielson Framework as a lens for looking.

Professional Development

Professional Development will be an essential component to support teachers understanding and extend best practices in all areas of instruction to bring students to grade level performance. Teachers will receive training and support from various school leaders including the Data Specialist, Instructional Coaches, Lead Teachers, peer teachers, Network Specialist and the Department of Education on effective instructional strategies, interventions and differentiation. The Instructional Team will monitor compliance standards and revise the systems as needed. A major initiative for the 2012-2013 school year will be our work with consultants who will support quality improvement in reading, Writing and Math. Consultant expertise will work with our Administrators and Teaching staff to ensure that our instructional model supports effective strategies which includes measureable timelines, established goals, and identified resources to supports students.

Teachers will be involved in a sequence of professional development throughout the year that provides multilayered support to teachers; involving demonstration of teaching, in-class coaching, assessment support, and study-groups on lifting the level of instruction on particular units of study or on supporting students with particular needs. Professional development opportunities will encourage teachers to continuously evaluate and revise their classroom practices to improve student outcomes.

The Charlotte Danielson Framework will be used as the foundation for professional conversations among practitioners of the school's mentoring, coaching, professional development, and teacher evaluation processes. The Charlotte Danielson Framework will be used as an observational tool to enable administrators to provide consistent feedback to staff on order to improve the quality of instruction. Teachers will be supported in the use of a variety of instructional strategies, including the use of technology to encourage students' development of critical thinking, problem solving and performance skills.

Teachers will be provided with differentiated support on specific developmental, pedagogical, and content knowledge needs (including mentoring, teacher learning, coaching, and targeted professional development opportunities) with special attention to new teachers and teachers who are new to an in/out of classroom position in the school.

All teachers will receive support in literacy instruction through the direct training received from Harcourt- consultants on the implementation (Year 3) of the Storytown reading program. In addition, as a result of the continuous needs of our at-risk population, including our ELLs, all teachers will receive training on Response to Intervention, which will allow teachers to respond immediately to a student who needs additional intervention. Teachers will begin to explore the Common Core State Standards and begin to integrate the new standards into the curriculum and extend best-literacy practices from language arts instruction across the entire curriculum

All teachers working with our ELL population will receive professional development specific to meeting the needs of our ELL population, including the use of NYSESLAT data to differentiate strategies to meet the needs of students and in the use of effective ESL strategies. This will be provided by our participation with the NYSEIB grant with CUNY.

Budget and resource alignment

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

- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

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

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

To support the social, emotional and relational growth of each student by implementing preventive behavioral management strategies.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

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

5.2 Systems and partnerships 5.4 Safety

5.3 Vision for social and emotional developmental health 5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
 - **By December of 2012, the school will increase the number of collaborations with community based organizations to provide parental support, mental health, health care, fund raising and after school programming for students and summer camps. Through collaborative efforts with the various community based organizations, we will increase parental involvement.**
 - **By June 2013, all students in grades K-5 through our arts program will participate in ten assemblies that are designed to build community among students, grow student self-esteem, and showcase the individual talents/abilities of students.**
 - **By June of 2013, our average monthly attendance will increase by 5%.**
 - **By June 2013, our school wide suspensions will decrease by 25%.**

Instructional strategies/activities

Through consultants from the Ramapo For Children organization, teachers will receive professional development in the area of positive student engagement. Ramapo Training is structured, practical, and valuable for seasoned practitioners as well as those new to the field. The professional development sessions introduce educators to the Ramapo approach and provide tools and techniques for building teacher capacity in the areas of classroom and behavior management. Individualized Coaching sessions will be offered to teachers based on an needs assessment. Coaching is an integral part of the Ramapo Training program that helps teachers with their particular classroom and behavior management challenges. Ongoing coaching provides individuals and small groups of school staff with specific problem-solving techniques, objective feedback, and an opportunity to reflect on their current practice. Realizing the impact of peer pressure on students, it is important that teachers are trained in the most effective methods of building cohesive and collaborative classrooms. Additionally, we will continue to implement (year 2) our PBIS program and support our students with a positive and preventive approach to social/emotional issues.

Across disciplines teachers will collaborate in the development of monthly assembly programs that show case grade level accomplishments and provide students a forum to demonstrate their talents. Classroom, grade level and school wide attendance rewards will be distributed on monthly basis. Classroom teachers will be informed on a daily of their class attendance percentage. Attendance graphs will be placed outside

each classroom, informing students of their class attendance percentage Students will participate in healthy exercise assemblies, which will focus on taking responsibility, planning and being a good student. Our family coordinator and school base support team will facilitate workshops with parents to understand their challenges and to offer support to improve their child's attendance. Our guidance counselor and school base support team members will be assigned students that have demonstrated the need for emotional support. School administrators and teachers will meet daily to proactively discuss behavioral concerns. The parent coordinator will conduct parent workshops on topics such as: building strong families, constructive habits, productive television programs, after school supervision, childcare and pro social skills.

In collaboration with our parents, community outreach initiatives will take place on a monthly basis. Focusing on the need for parent support services, counseling, health care and academic tutoring, and various communities based organizations will be contacted and invited to meet with school personnel. Parent training will be provided on the use of the ARIS parent link

Budget and resource alignment

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

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

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

Service and program coordination

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

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

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

SQR 2012 - Page 6 Extend the communication and collaboration with parents to increase their capacity to engage in school decision making and use educational tools in order to assist in their child's learning.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

<input checked="" type="checkbox"/> 6.2 Welcoming environment	X	<input type="checkbox"/> 6.4 Partnerships and responsibility
<input checked="" type="checkbox"/> 6.3 Reciprocal communication		<input type="checkbox"/> 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To increase the number of parent involvement by 15 % for the 2012-13 school year.

Strategies to increase parental involvement and engagement

Parents and families of students in the P.S. 306 will be provided with opportunities to participate in school-based planning committees, and in the School Leadership Team. Parent education activities that relate to building strong home/school partnerships, family literacy, child development and accessing the services of community resources will also be available. To increase Parent Involvement, P.S. 306 will:

- Offer-parent training workshops/meetings related to:
 1. Eligibility criteria for entrance into various programs (e.g. bilingual programs);
 2. Educational structure and terminology;
 3. Rules and regulations regarding budget expenditures
 4. Parenting skills;
 5. Math, literacy, Home School Partnership , Health Education
 6. Introduction to Microsoft Word, Excel, PowerPoint, and the use of the internet
 7. Summer camp listings and assistance
 8. Resume and cover letter development
 9. Medical/health related resources in the community
 10. Adult and Continuing Education program (ESL and Basic Education)
- Encourage parents to network with each other and to communicate with school staff.
- Send representatives to district level committees and/or regional level committees who will include parent leaders who are on school-based committees, and the School Leadership Team.

- **Encourage parental involvement in our school by:**
 1. **Establishing a school level Parent Advisory Committee;-Title I**
 2. **Federal Grant Opportunity- Cook Shop (Teaching Healthy Eating Habits)**
 3. **Conducting outreach activities and training parents, especially new parents and non-English-speaking parents;**
 4. **Training administrators and teachers in strategies that enhance meaningful parent involvement;**
 5. **Holding orientation meetings to present the overall goals of our school, as well as specific grade/class goals;**
 6. **Encouraging and training parents to volunteer and assist in classrooms, in libraries and on trips;**
 7. **Distributing notices in the languages spoken by the parents.**
- **Provide a Parent Room in which parents will feel welcome and can coordinate activities for parent involvement.**
- **Provide resources for family outreach to assist and inform parents, and involve them in the school community.**

Parents and families of students at P.S. 306 will be provided with opportunities to participate in the Parents' Association, the School Leadership Team, parent education activities that relate to building strong home/school partnerships, family literacy, family math, workshops which promote an understanding of performance standards and the new promotional criteria, the parent volunteer program, and accessing the services of community resources.

Budget and resource alignment

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

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

Service and program coordination

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

Fiscal and human resources are coordinated with the instructional strategies/activities to achieve this goal, and will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Intervention By Design	Differentiated instruction will take place in every classroom through Tier I interventions and small group instruction. Through frequent content assessments, AIS meetings, and data analysis of student performance students will be placed in Tier II & III intervention. Students who are not benefiting from Tier I interventions will be referred to participate in the Intervention By Design program with close monitoring. Additionally those students will participate in the Young Scholars After School program.	During the Day Before School After School
Mathematics	Envisions Math Program	For Math AIS we will be using the Math Diagnosis and Intervention System that accompanies Pearson's <i>enVisionMath</i> Program. This 4 step system is built around Assessment, Diagnosis, Intervention, and Monitoring. There is an entry level assessment that is used to diagnose the areas of need students have. Students are then grouped according to similar needs. The materials provided in the program run parallel to the <i>enVisionMath</i>	During the Day Before School After School

		program, but the skills are broken down even more to aid in student understanding and retention. The program comes with tracking materials so student progress can be measured and monitored.	
Science	Harcourt Science Program	In addition to the state mandated periods of science instruction, we have two Science cluster teachers who service students in grades K to 5. The classroom teachers also integrate Science into the literacy block via the use of Science related books and materials.	During the Day Before school
Social Studies	Harcourt Social Studies Program	In addition to the state mandated periods of Social Studies instruction, we have two Social Studies cluster teachers who service students in grades K to 5. The classroom teachers also integrate Social Studies into the literacy block via the use of Science related books and materials.	During the Day Before School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PBIS At Risk Counseling Mandated Counseling	Individual counseling for students in crisis to address emotional issues. This service is scheduled during the school day. Small group or individual counseling to address the social and emotional needs of at risk students. This service is scheduled during the school day. Crisis intervention, individual, small group and family counseling to address behavioral, emotional and social issues. This service is scheduled during the school day and after school, including some evenings.	During the Day Before School After School

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.

All staff members will receive professional development that is targeted and specific to their license area. New Teachers will be paired with a Mentor and will be supported by the New Teachers organization. I will continue to build capacity from among my staff and train teachers for leadership positions. Our administrative team will further support teacher leaders by selecting at least one teacher per grade to participate in the 2012-13 Teacher Leadership Program (TLP). The Teacher leadership program is designed to build the capacity of teacher leaders in order to promote distributive leadership and improve student outcomes. Additionally, TLP is working with teacher leaders to ensure that the work of teacher teams is aligned to Quality Review indicator 4.2. TLP is training teacher leaders to facilitate and support their colleagues in teams to engage in learning with texts, look at teacher and student work in order to assess its alignment to the Common Core Learning Standards, visit colleagues' classrooms to give actionable feedback using the targeted competencies in Danielson's *Framework for Teaching*, and create professional learning communities focused on increasing student achievement. Teacher leaders will facilitate learning opportunities with their colleagues in three ways:

- Logistics: Teacher leaders will be implementing the logistical strategies they are learning in the program to develop a long term plan to work with their teams as well as understand how to plan agendas for and facilitate weekly team meetings.
- Learning: With their teams, teacher leaders will develop a vision for the work they will do together and tracking the progress of the team.
- Longevity: Teacher leaders will help their colleagues identify how the inquiry work of the team is related to school goals and broader DOE initiatives such as the citywide instructional expectations and special education reform (A Shared Path to Success).

THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader CFN109	District 10	Borough Bronx	School Number 306
School Name PS 306			

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

Principal Darryl Harrington	Assistant Principal Shirley Polanco
Coach Sharon O'Grady	Coach Martha Canales
ESL Teacher Ivelisse Perez, Bilingual, 1st	Guidance Counselor Betsaida Bonano
Teacher/Subject Area Marni Lipton, 4th Grade	Parent type here
Teacher/Subject Area Stephanie Torres, ESL, 2nd	Parent Coordinator Debra Sloan
Related Service Provider Altagracia Jorge, speech	Other Alexandra Tory, 1st Grade
Network Leader type here	Other Dawn Bedus, Kindergarten

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	3	Number of certified bilingual teachers	7	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	746	Total Number of ELLs	130	ELLs as share of total student population (%)	17.43%
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Part II: ELL Identification Process

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

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

During the month of September, the ESL/bilingual coordinator, and a licensed ESL teacher, work with the pupil accounting secretary, Reina Melendez during the registration process to complete the intake of potential English language learners. Both teachers are fully certified by the state of New York as teachers of English to speakers of other languages. In addition, one of teachers is a certified bilingual teacher. Parents of potential ELLs are welcomed into the school by the ESL/bilingual coordinator, the parent coordinator, Debra Sloan and the ESL teacher. The ESL staff sits with the pupil accounting secretary during registration in the first week of school to ensure that no potential ELL is missed. To identify our ELL population, each family completes a Home Language Identification Survey (HLIS) upon registration. The ESL/bilingual coordinator reads the HLIS to determine a home language other than English. To aid the parents in filling out this form correctly only a trained pedagogue conducts an informal interview with the families. Normally, the ESL/bilingual coordinator conducts the interview in Spanish if this is the family's native language. When necessary, the ESL/bilingual coordinator uses the translation and interpretation hotline to communicate with the parents. The child is also interviewed in English and in their native language (when possible) to determine their status as a potential English language learner. Then, students are administered the LAB-R (Language Assessment Battery - Revised) on the spot. The tests are hand-scored and the results are kept on file digitally on the ESL/bilingual coordinator's computer and a hard copy is kept on file in the "Services for Pupils with Limited English Proficiency" binder in the ESL/bilingual coordinator's office. The Spanish LAB is administered when a student whose home language is Spanish receive a raw score below the cut score on the LAB-R. This assessment is used to determine literacy in Spanish. Scores on these assessments reveal at what level the student's language acquisition is and this information is passed on to the teacher. He/She uses this information to differentiate to the specific needs of the learners.

In addition to the ESL/bilingual coordinator, and the ESL teacher, Martha Canales and Brenda Diaz, 4th and 5th grade bilingual teacher are trained in how to conduct the interviews, how to help parents complete the HLIS, and how to administer the LAB-R and Spanish LAB. Ms. Diaz is a dually certified teacher, both in ESL and in bilingual education. On December 13, 2010, four additional teachers were trained in the intake and initial testing process, Julissa Olea kindergarten bilingual teacher, Wanda Pimentel 3rd grade bilingual teacher, Stephanie Feliu, 2nd grade self-contained ESL teacher, and Yvelisse Perez 1st and 2nd grade bilingual teacher. Ms. Olea and Ms. Pimentel are certified bilingual teachers. Ms. Perez is dually certified as a teacher of ESL and as a bilingual teacher. Ms. Feliu is a certified ESL teacher. In the event that the ESL/bilingual coordinator is not available or not in the school, the intake and testing process can take place without interruption.

At the time of registration, once a child is determined to be an ELL, parents are offered the option of attending one of the two parent orientation sessions, offered within the first 10 school days of the year or watching the orientation video at the time of registration. Beginning November 2012, the Orientation Video for Parents of English Language Learners will be available for viewing on a computer located in the main office. This option will be offered to parents who are unable to attend one of the parent orientations or to those parents who register their children throughout the school year. Parents will sign-in and the ESL/bilingual coordinator will follow the talking points on the agenda. This sign-in sheet is kept on file in the main office. Once the parents watch the video, the ESL/bilingual coordinator explains the research behind the available language acquisition programs. The parents also learn that the

language acquisition programs are most effective if they stay in the program until they reach English language proficiency and that a child cannot be changed from one program to another mid-year. All of those changes must be done at the beginning of the school year. Parents then have an opportunity to ask the ESL/bilingual coordinator any questions about the programs available throughout the city. Then, the ESL/Bilingual coordinator works with the parents to make the best program placement for the child. The parent coordinator is present and available to the parents as an advocate. At that time, parents complete the program selection form and the parent survey. If parents are interested in a dual language program, the ESL/bilingual coordinator works with the parents to find a nearby school that offers the program.

For those parents who do not watch the orientation video at the time of registration, an invitation letter is sent home. This letter is translated into Spanish. The parent orientation sessions are held by the ESL staff, Martha Canales and the parent coordinator, Debra Sloan. They are conducted in English and Spanish. For those parents who speak a language other than English or Spanish, the ESL teachers contact the translation and interpretation hotline for an on-the-spot interpretation of the talking points in the meeting. Then, those parents can watch the video in their native language, if it is available. At these meetings, the teachers explain all the programs available to the parents so that they can make an informed decision. Parents watch the program video; the ESL staff explains the research behind the language acquisition programs. They also share the LAB-R test results with the parents and explain what types of English language acquisition programs are available in the city of New York. Although the ESL teachers are available to answer any questions and to offer advice, the parents are the ones who have the final say in their child's placement in an English language acquisition program. Once a decision has been made, parents complete the parent survey and the program selection form. All agendas, sign-in sheets, parent surveys and program selection forms are kept on file in the ESL/bilingual coordinator's office. In addition, a photocopy of the program selection form is made and placed into the child cumulative record. This is all done within the first 10 days of school. During School Year 2011-2012, the parent orientation meetings were held on September 21, 2011. One meeting is held in the morning for those parents dropping off their children and one is held in the early evening to accommodate working parents. During this school year for the first time, we will hold two additional meetings held to oblige families that arrive from other countries over the holidays, one in January 2012 and one in May 2012 (actual dates to be determined).

If parents register new students during the school year after the orientation meetings have been held, the pupil accounting secretary reviews the HLIS and informs the ESL/bilingual coordinator if a language other than English is spoken at home. Then, the coordinator and the parent coordinator come to the main office to welcome the new family to the school. The ESL/bilingual coordinator conducts an informal interview with the parents, reviews the choices on the home language survey and makes changes if necessary. She also interviews the child in English and in their native language (whenever possible). The LAB-R is administered on the spot to determine if the child is an ELL. If the child receives a score below the cut score, the parents watch the orientation video to learn more about the available programs after the meeting has been held. Then, the ESL/bilingual coordinator has a one-on-one conference with the parents to determine the most effective placement and to complete the necessary paperwork. Parents complete the survey and the program selection form. As always, the parent has the final say in the choice of their child's program. If the ESL/bilingual coordinator is not available or out of the building, one of the other teachers in the school who are licensed and trained in the process is called to guide the parent through the selection of a program for their child.

For those parents who may be missed during this extensive intake process, the ESL/bilingual coordinator, the ESL teacher, and the family worker, Joyce Emeric make phone calls to reach out to these families. They ask the parents to come into the school to view the video and to discuss the program placement for their child. If they are unavailable to attend a one-on-one meeting, the parent survey and program selection form is then mailed home, and must be returned as soon as possible.

Every spring all ELLs take the NYSESLAT (New York State English as a Second Language Achievement Test) to determine the level of English achievement for that school year. To ensure that all ELLs are administered the exam, the ESL/bilingual coordinator and the ESL teacher run the RLER report from ATS to review the students' that are eligible to take the NYSESLAT. The ESL team works with the testing co-coordinators, Annette Lopez to ensure the security of the test, to uphold appropriate testing procedures and to work out a testing schedule. This year the NYSESLAT speaking subtest begins on April 18, 2012 and the listening, reading and writing subtests have been scheduled for May 15, 16 and 17 respectively. When the results become available in late July, administrators use this information to determine continued entitlement and class placement. At the beginning of the school year, teachers use this information to identify the level of English proficiency to facilitate groupings.

Every September, for those students who do not receive a proficient score on the NYSESLAT, continued entitlement letters are sent to

parents. The letter tells parents what level their child scored and what program their child is currently in. At the bottom of the form is a slip to sign and return to show that parents approve of the continued placement in the selected program. The signature slips for continued entitlement are kept on file in the ESL/Bilingual coordinator's office. If parents wish to change from one English language acquisition program to another, they call or visit the ESL/Bilingual coordinator to discuss their options. During this meeting, a decision is reached. Parents complete a new program selection form, indicating the new program; the original is kept on file in the ESL/bilingual coordinator's office and a copy is placed in the child's cumulative record.

During registration this year, parents chose a bilingual program typically if their child had recently immigrated to the US within the last year for grades 1-5. Only two parents chose an ESL program for the child in these grades due to the fact that the families speak other language than English. In 1st grade, three parents chose bilingual, in 2nd grade three parents chose a bilingual program for their children, in 3rd grade five chose bilingual, in 4th grade two parents chose a bilingual class and in 5th grade one parent chose a bilingual program for their children. As in grades 1 to 5, in kindergarten, most of the parents chose a bilingual program for their children. A total of 19 students were placed in a bilingual program based on parent choice and 12 students were placed in an ESL program. This is a new trend. Over the past three years, approximately half of parents choose an ESL program for their kindergartener and the other half choose a bilingual program.

Typically, after students have spent three to four years in the bilingual program, parents are tending to transfer their children to an ESL program, even if they are still eligible for bilingual services as an ELL. This year, we had a total of 15 program changers, seven in 1st grade, two in 2nd grade, none in 3rd grade, three in 4th grade and three in 5th grade. We have never had a parent opt to transfer their child to another school if they would like a dual language program for their child. Instead, they choose a transitional bilingual program. During school year 2011-2012, PS 306 accepted two bilingual transfers from other schools. As we still have space in our bilingual program in most grades, we expect to see at least one more transfer during this school year. During our ELL/LAP team meetings at the end of the year, the team members will analyze trends in program selection to anticipate our program needs for school year 2012-2013.

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"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Freestanding ESL														
Self-Contained	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Push-In	1	1	1	3	2	1	0	0	0	0	0	0	0	9
Total	2	2	2	4	3	1	0	14						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	130	Newcomers (ELLs receiving service 0-3 years)	103	Special Education	17
SIFE	12	ELLs receiving service 4-6 years	26	Long-Term (completed 6 years)	4

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	44	11	0	0	0	0	4	0	2	48
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	55	1	11	26	0	6	2	0	2	83
Total	99	12	11	26	0	6	6	0	4	131

Number of ELLs in a TBE program who are in alternate placement: 6

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	19	14	11	16	13	5								78
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	19	14	11	16	13	5	0	78						

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	9	18	10	14	16	17								84
Chinese														0
Russian														0
Bengali		1	1											2
Urdu														0
Arabic			1		1									2
Haitian														0
French														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2				2									4
TOTAL	11	19	12	14	19	17	0	92						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Our Freestanding ESL program is a majority push-in model with co-teaching. Nearly all students in the ESL program are grouped into one heterogeneous class on the grade and the ESL teachers work with the classroom teacher to adapt and enrich instruction, creating comprehensible input. Our ESL teacher Martha Canales co-teaches with the classroom teachers Alexandra Tory of class 104, Melissa Newmark of class 301, and Marni Lipton of class 402. ESL teachers push into class 301, 402, for five 45 minutes periods a week. No push-in is necessary since Ms. bedus, classroom teacher is a certified bilingual teacher and all the ELLs in the class are at an advanced level. ESL instruction is delivered through a self-contained model in the second grade by ESL certified teacher, Stephanie Feliu. All of Ms. Feliu's lessons are adapted to plan for language, as well as content instruction.

For our ELL population in self-contained special education classes, ESL instruction is delivered through a combination push-in/pull-out model. Instruction is delivered by ESL teacher Martha canales for five 45 minute periods a week. Students are grouped in the pull-out program based on their NYSESLAT levels, as well as their language needs. Ms. Canales has a total of two groups, a group of first and second grade students who are beginning or intermediate, a group of third through fifth graders who are beginning, intermediate and advanced students.

A. Programming and Scheduling Information

The classroom teachers and ESL teachers plan together at least once a month to have continuity during the periods that the ESL teacher pushes in. All instruction is delivered in English; however, students who are transitioning out of a bilingual class or who have literacy in their native language are encouraged to use their native language through writing journals or reading in their native language. All ELL classes have books available in Spanish. During the math period, students who are transitioning out of the bilingual program have the math text book and other materials available for their use in Spanish. Science and Social Studies are taught through inquiry-based projects in English, and are enriched through hands-on activities, such as science experiments and technology based lessons using interactive white boards. In addition, teachers use realia, modeling with guided practice, graphic organizers and role playing to make content comprehensible for our ELLs. Teachers give students ample time to engage in group work, as ELLs often need to talk about what they will write before putting pen to paper. The ESL teachers help classroom teachers of English language learners to be more thoughtful in their planning. They help them to differentiate their lessons through careful grouping, planning for language and content instruction at the same time, and developing many activities around the same subject. Thematic instruction for ELLs is one of the most effective ways to aid in English language acquisition. When children are exposed to science and social studies in various contexts, learning becomes more fluid and interrelated. "They are reading, writing and thinking about content while building different linguistic skills that help them improve their understanding of academic subject areas. (Garcia, 2008)"

In the bilingual program, bilingual common branch teachers work with a heterogeneous group of students throughout the day. The teacher is constantly grouping and regrouping students to accommodate their various language learning needs. The bilingual teachers are responsible for delivering the required minutes of weekly ESL. In the lower grades, Julissa Olea, teacher of the kindergarten bilingual class and Ivelisse Perez, teacher of the first and second grade bilingual class deliver ESL through the content areas of science and social studies. Instruction is inquiry-based and content is made comprehensible by hands-on activities such as science experiments, the use of visual aids and interactive read alouds, and vocabulary development in context. Essentially, the bilingual teachers use the same techniques that ESL teachers use when planning and delivering content instruction. Teaching the content areas through ESL methodologies provided the bilingual students with a total of 225 minutes of ESL. In addition, the lower grade teachers do a total of 90 minutes of targeted small group ESL instruction and 90 total weekly minutes of writing through ESL. This accounts for over 360 total minutes of ESL per week. In the upper grades, the bilingual teachers, Wanda Pimentel and Brenda Diaz, deliver ESL lessons throughout the day in different subject areas in an attempt to prepare the students for the language demands of the New York State Testing Program. Many of the readings on the New York State English Language Arts exam are non-fiction in the content areas of science and social studies. A total of 90 minutes of weekly ESL are taught through the content areas of science and social studies. In addition, several of the required weekly ESL periods are taught through the reading and writing workshop, a total of 90 minutes in reading and 90 minutes in writing. To make English language arts instruction comprehensible for the ELLs in the bilingual program, the classroom teacher uses various approaches such as extensive modeling with plenty of guided practice before students go into independent practice. Finally, once a week, the bilingual teachers in third through fifth grade teach one 90 minute period of math using ESL methodologies. This is a total of 360 required ESL minutes.

Our kindergarten class follows a 25:75 model since the majority of the students scored advanced on the LABR, first and second grade and third grade bilingual classes are following a 60:40 breakdown of language instruction, while the fourth and fifth grade class is following a 50:50 model. In kindergarten literacy and math are conducted in English through ESL methodologies five times a week. In addition in the kindergarten class writing is taught in English, and in Spanish during small group instruction. In first, second and third grade, the reading workshop follows an NLA model five times a week. Reading instruction in English is delivered during targeted small group instruction time twice a week. The other three days a week of small group instruction are done in Spanish. The writing workshop is taught in Spanish three times a week and in English twice a week. Math instruction is delivered in Spanish four times a week and once a week in English. Finally, as stated earlier, all science and social studies instruction is done in English using ESL methodologies. Every effort is made to make the contents comprehensible to ELLs.

For class 317, the reading and writing workshops are taught in Spanish three times a week and in English two times a week. Math instruction is done primarily in Spanish, as the students will be tested in that language. One 45 period minute a week is done in English. Ms. Pimentel uses math games in English to reinforce concepts taught during the week in Spanish. Small group instruction is taught according to the students' language needs. Therefore, the schedule indicates that both native language and ESL instruction are going on in during that 45 minute period five times a week. The content areas are taught through ESL methodologies. As social studies is a less hands-on pursuit in the upper grades and has very specific content vocabulary, specific scaffolding strategies are provided to assist the students with the acquisition of CALP(Cognitive Academic Language Proficiency).

A. Programming and Scheduling Information

Class 457 is following a 50:50 model, as the majority of the students fall in the intermediate range. 15 total weekly periods are taught in Spanish and 15 periods are taught in English, using ESL methodologies. Reading and writing workshops are taught in Spanish three times a week and in English two times a week. Small group instruction is taught according to the students' language needs. Therefore, like class 317, the schedule indicates that both native language and ESL instruction are going on in during that 45 minute period five times a week. Math is taught in Spanish only three times a week and in English two times a week. This is to prepare students transitioning to middle school, as our community zoned middle school does not currently offer a bilingual program. Science and social studies are taught in using ESL methodologies.

In order to ensure ELLs are appropriately evaluated in their native language, we administer formal and informal assessments. In grades K to 2, we assess the students using Estrellita, an accelerated, beginning Spanish reading program. This program provides differentiated instruction in phonemic awareness, phonics, and fluency. It also provides continuous diagnostic assessment that informs instruction. The students in grades K to 5 are evaluated in their native language through the Developmental Reading Assessment (DRA2) three times a year. They are also evaluated through the StoryTown theme assessments in Spanish approximately every six weeks. In addition, teachers' observations gathered from small group instruction, guided reading, and individual conferences also inform instructional decisions.

Students in grades 3 to 5 whose native language is Spanish and who receive language arts instruction in Spanish take the ELE. They continue to take the ELE annually while they are receiving native language arts instruction in Spanish. Students with disabilities may not need to take the tests, according to their Individualized Education Plans (IEPs).

Transitioning to the next language breakdown normally happens in January. Teachers use the DRA results in Spanish and English in all grades, and teachers use the ELA predictive tests in the upper grades, to determine if students are prepared to make the transition to the next language breakdown. This year, we expect the students in classes 127, and 317 to be ready to transition to a 50:50 language breakdown in late January. In class 457, as the students are already following a 50:50 model, we expect them to be ready to transition to a 25:75 model in late March. At the time of the transition, the schedules are revamped and revised.

In addition to the work that the bilingual classroom teachers are doing, Ms. Canales also pushes into the bilingual class 457 to provide additional ESL support. Ms. Canales does targeted English guided reading instruction in the fourth and fifth grade bilingual class five times a week. Furthermore, there is additional support for the ELLs. Students who scored level 1 on the English Language Atrs test are receiving extra support in reading and writing by our AIS teachers, Ms. Morgan, and Ms. Garret.

To differentiate instruction for the various subgroups, ESL and classroom teachers use a variety of methods. It is important to note that effective differentiation always begins with assessment and is content area specific. For example, it is possible to have a newcomer who has instructional needs similar to an ELL who has been here for 4-6 years. However, as a whole the various ELL subgroups do tend to have similar needs as they move along in their years of service.

Scaffolding is done throughout all subgroups. The ESL teacher aids the classroom teacher in making these lesson adaptations. All ESL lesson include a language and content objective. ESL and classroom teachers work together to develop language objectives that fit into the overarching objective of the lesson. Bilingual teachers develop these objectives on their own. An effective language objective may include vocabulary instruction, grammar structures, or language forms. Continuous and ongoing explicit vocabulary instruction is essential when working with ELLs. Successful vocabulary instruction includes five essential components: intentional word instruction, direct instruction in word meaning, modeling strategies or processes for learning new words, multiple exposure to the new words and a system to track new vocabulary. Following these five components ensure a systematic approach to vocabulary instruction. In addition, teachers constantly link new learning to background knowledge. Activating prior knowledge is essential to link new learning to prior learning. Current brain research supports this fact showing "that learning is increased when the students can directly relate new concepts and skills to something they already know or have had some experience with. (Welch, 2009)" Teachers not only use shared classroom experiences to link new learning to prior knowledge, but they also tap into students' personal backgrounds and experiences.

The general needs of the newcomer ELLs focus more on oral language development. First and foremost, teacher attitude is essential when working with newcomer ELLs. Teachers must work to lower the affective filter and to create a risk free environment where the students feel comfortable and will be more willing to participate. Teachers achieve this by showing a genuine interest in their students, their

A. Programming and Scheduling Information

language and culture. Teachers plan for plenty of structured group work where the newcomer students will have a chance to work with English proficient students or ELL students who have been in the country for more than four years. By pairing students in this manner, newcomers have an opportunity to improve the basic interpersonal communication skills, as well as develop oral academic language. In the structured group work, teachers provide students with sentence frames to lower anxiety around speaking, to give students grammatically correct language, and to encourage academic conversations. If need be, students are allowed to verbalize in their native language first and then work with in their partnership to translate their responses. Also, if the teacher speaks the child's native language, they can accept the verbalization in the native language. Grammatical and pronunciation errors are not over-corrected, allowing students to feel more confident in their productive skills. To correct spoken or written errors, teachers model appropriate language usage at all times. Students can use gestures, pantomime or drawings to respond to questions. Teachers work with the class to encourage an atmosphere of acceptance, where students feel comfortable sharing their cultures and backgrounds.

For those ELLs who have four to six years of service, instruction is differentiated in various ways. Nearly all of the ELLs who fall into this category are in an ESL program and are at an intermediate or advanced level, with a proficient or advanced level in listening and speaking. Students receive extensive preparation for the NYSESLAT exam during the school day using the Empire State NYSESLAT materials from Continental Press. We expect this program to begin in late November once the materials have arrived in the school. In addition, like the newcomer group, students are provided with extensive opportunities for structured group interactions. Even at this level, students need to verbalize what they want to write before putting pen to paper.

Overall, ELL students with four to six years of service need extensive support in developing reading and writing skills. To support students in reading, teachers do guided reading during the literacy block. Guided reading provides time during the school day for direct reading instruction, focusing on reading strategies. During the guided reading period, students develop as individual readers as they are given the opportunity to develop and use reading strategies. They have a chance to experience success in reading for meaning and learn how to problem solve with the new text independently. Teachers also benefit from the guided reading time as they are able to observe individual students as they problem solve new texts and have a chance to assess individual students using running records. In addition to guided writing, teachers use various reading strategies to attack tricky texts. Teachers follow the before reading, during reading and after reading model. Proficient readers use this model every time they interact with a text. Interacting with the text before reading allows readers to evoke relevant thoughts, memories, and associations which will help them to comprehend the text. Before reading activities may include activating prior knowledge through a question about a personal experience, making a brainstorming web based on a story's title, or a preview and predict strategy. An adept reader is constantly interacting with a text during reading, creating an ongoing dialog with the author to mentally paraphrase what the author is saying. They check and monitor understanding through imagining, inferring, predicting, and confirming. Finally, new information learned is linked with prior knowledge, which leads to real learning. During reading, students can use the GIST summarizing strategy, make connections, use visualization, or practice self-monitoring strategies. After reading, strategic readers summarize and reflect on what they have read. They also apply new ideas from the text to broader world perspectives. After reading activities include reflections and responses. Children can respond to a text by rewriting the ending, designing a new cover, or writing a letter to the author.

To support students with the productive skill of writing, teachers use process writing in a variety of genres. Using genres is essential when teaching writing to ELLs because each genre has its own characteristics: a specific purpose, an overall structure, and specific linguistic features. These characteristics of each genre are shared and understood by the members of the culture (Gibbons 2002). When the students are immersed in the specific genres, their understanding of the writing is enhanced, as specific writing skills are all taught within an explicit context. The writing process is used because "it puts the learner at the center of the learning process (Gibbons 2002)." The context of the writing is further embedded in the students' minds, increasing comprehension around the genre in which the students are writing.

To scaffold genre process writing successfully, teachers of ELLs use modeled, shared and guided writing practices. In these approaches the teacher and children work together to compose the specific writing piece. Children provide the ideas and the teacher supports the process as a scribe, typically writing about a shared class experience whenever possible. The teacher provides full support, modeling and demonstrating the process of putting children's ideas into written language. In this way the text becomes richer, as the entire class is working on the piece together. Then, students used the skills learned in a particular lesson to apply them to their own writing pieces.

We currently provide ESL services to four long-term ELL with a total of six years of service. Their instruction is adapted in much the

A. Programming and Scheduling Information

same way as it is for the students who have four to six years of service. Particular attention is placed on writing instruction with this student. They are in an ESL pull-out group of advanced learners where the current focus is writing. The ESL teacher helps the students through the stages of the writing process, paying particularly close attention to conferring. Students' writing improves through careful writing conferences, focusing on craft and mechanics. This student also receives support and enrichment throughout the school day to effectively prepare him for the NYSESLAT.

We currently have 11 SIFEs in the bilingual program and one in ESL. Differentiation for the SIFEs is handled at the classroom level, by the bilingual or ESL teacher. Much like the classroom adaptations for the newcomers, teachers lower the affective filter, creating a risk free environment. In addition to the small-group instruction receive during the school day, these students receive extended instructional time that is offer through after-school classes, or tutoring, Saturday or summer programs. In all these programs, scaffolding strategies such as contextualization, modeling, and schema building are used for ESL and academic development. Teachers also help students to adjust to school life through creating regular classroom routines. During our LAP planning meetings at the end of school year 2011-12, we plan to improve our SIFE education plan by examining the work of Dr. Margarita Calderon of Johns Hopkins University.

ESL services for our ELLs in the special education program are adapted based on the students' needs as per their IEPs. They are provided English language services through an ESL push-in/pull-out program. Differentiated instruction includes development of listening, speaking, reading and writing skills in English through guided reading and writing groups, heterogeneous group work, and scaffolding the academically rigorous curriculum. All self-contained classes participate in the Storytown Reading program. In addition, students in the self-contained program third grade through fifth grade receive extra support by AIS teachers. Teachers use the Intervention by Design Program which is comprehensive program for teaching and assessing literacy. Technology is also integrated into the instruction to facilitate content and language acquisition. Students have access to visual formats, audio-visual aids, computers and Ipods.

In order to meet the diverse needs of ELL-SWDs within the least restrictive environment, we have developed an after school program that will run from November through April of 2012. All SWD and LEP students will participate in the Intervention By Design (IBD) program, which provides targeted interventions in Reading comprehension. Groupings will be determined by the students' instructional needs. We will ensure that each student make gains in all the core areas of instruction. To ensure this commitment we will be monitoring student achievement with ongoing assessments and progress reports throughout the duration of our program. Our goal is to have a low student to teacher ration to maximize instructional time. Participant attendance needs to be maintained at 98%. There will be a daily record of student attendance.

We will have our After School teachers attend Professional development opportunities to be properly trained in the implementation of this intervention program. This will be on going throughout the school year as needed to ensure its effectiveness with our staff and students. The results will also used to guide our Inquiry work throughout the school year.

Courses Taught in Languages Other than English

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

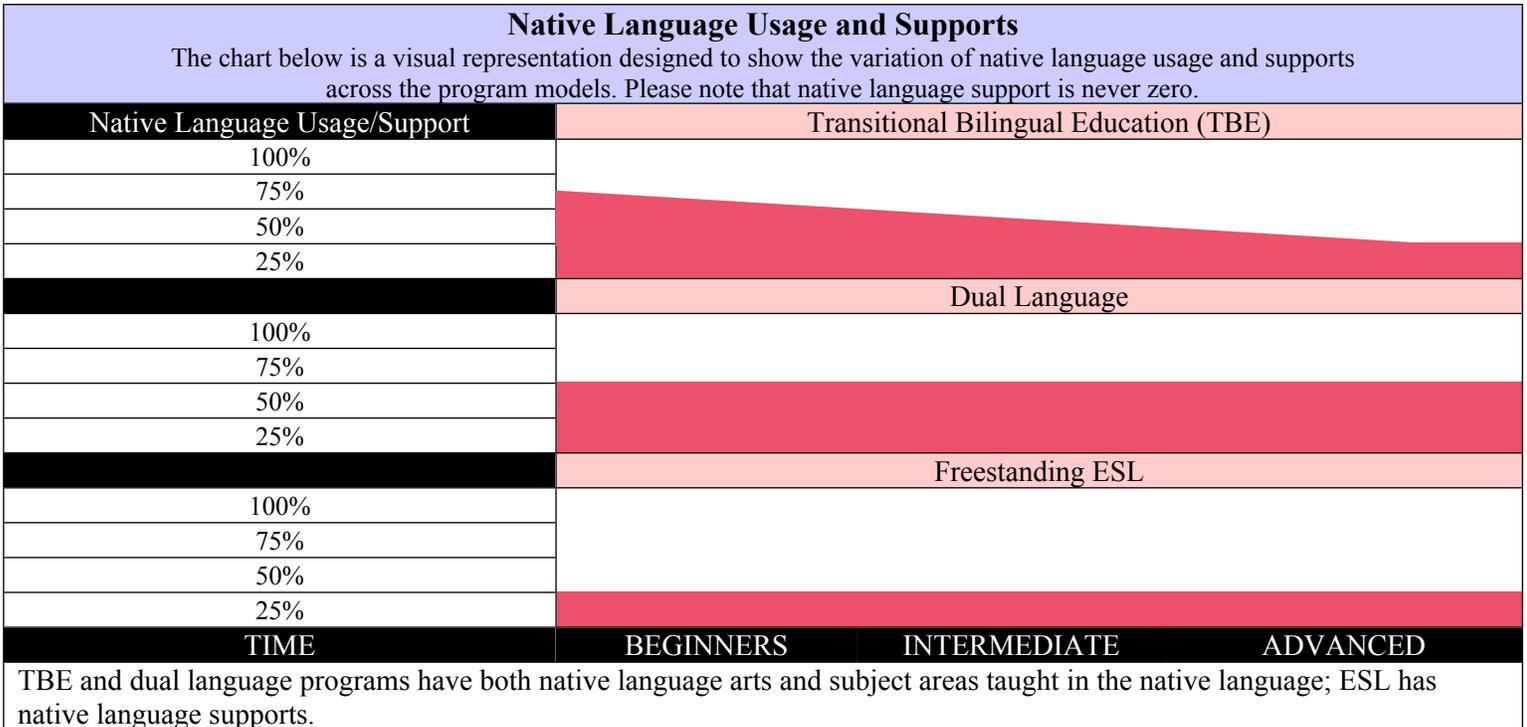
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Class/Content Area	Language(s) of Instruction

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

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



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?

Our main intervention program for our ELLs is our Title III program. We will be offering a Saturday program to meet the diverse needs of our ELL population. The students in the third grade bilingual class will form one group and the students in the fourth and fifth grade bilingual bridge class will form another group. They will be grouped by NYSESLAT level, one group of intermediate students and the other group of advanced students. The class will contain approximately 10 students each, for a total of 70 students to be serviced by the program. Each group will meet on Saturday for four hours. The program will start December 3, 2011 and run until May 12, 2012, for a total of 20 Saturdays. All instructors will be New York State Certified as teachers of English to Speakers of other languages or bilingual common branches or have at least three satisfactory years of teaching experience with English language learners.

Each day, students will participate in English language arts or English language development for approximately 55 minutes daily. The mathematics period will run for 55 minutes and will be taught in Spanish to those students in the bilingual program and taught in English to the students in the ESL program. The math period will follow a specific flow of the lesson. Students will engage in an independent problem of the day. Then, students will take part in a five-minute math skill activity, practicing essential computation to develop automaticity. Then, teachers will engage students in a 10 to 15 minute mini-lesson, followed by 10 minutes of guided practice. Then, the children will work independently or in heterogeneous groups to complete the independent practice activities. Then, the entire class will come back together to share for five minutes. The calendar of lesson will be based upon the New York State Mathematics Strands using the September-April performance indicators as a guide. Students will use Test Ready from Curriculum Associates (available in English and Spanish) to develop familiarity with the type of test questions and the test format.

During the literacy block, all of our ELLs will be instructed solely in English. The ELLs who must take the ELA test in May will participate in an ELA block to improve their literacy skills in English. Teachers will first engage students in a thematic book in the content areas from the Language, Literacy and Vocabulary guided reading program from National Geographic/Hampton Brown. The program contains thematic units built around essential key concepts in science, social studies and math. The program offers rich opportunities for learners to build background knowledge, develop vocabulary and oral language, and learn grade level-content. Working in the content areas, students will develop their academic vocabulary skills, as vocabulary development leads to improved writing skills. The teachers will select 10 of the program's 12 themes. One theme will be paced over a two week period. During the first week, students and teachers will read the concept book to build vocabulary and background knowledge around the theme. Teachers will introduce concepts and vocabulary and then model and share the reading. Then, students will reread the concept book, develop concepts and vocabulary, introduce the comprehension strategy, and participate in small group reading and modeled writing. On week two, students will read the first non-fiction book in the theme, developing concepts and vocabulary from that text. Then, they will participate in small group reading to practice the comprehension strategy and finally participate in shared writing. During week two of the theme, students will further enrich their non-fiction knowledge of the theme. Students will read the second non-fiction book in the theme in a small group using the comprehension strategy and will review concepts and vocabulary. This portion of the ELA block will take approximately 55 minutes. Those students who are exempt from taking the ELA will first participate in a newcomer program to develop basic English vocabulary and language structures necessary for success in school. The program Carlos Comes to Lakeside Elementary from National Geographic/Hampton Brown will enable students to develop English vocabulary and concepts, language development and communication skills, and beginning writing ability to prepare them for the rigors of classroom work in English. Students will also use the Language, Literacy, and Vocabulary guided reading program to strengthen academic vocabulary and background knowledge in the content areas of

science, social studies and mathematics. Each lesson includes modeling and guided practice of a comprehension strategy, academic vocabulary development and opportunities to gain reading fluency. Student in the newcomer group will follow the same pacing of the themes as the other groups, using only six of the themes. The first part of the literacy block will take approximately 35 minutes.

Both the newcomer group and the group of ELLs who will be tested will finish their literacy block by engaging in test sophistication for the NYSESLAT. We will order Finish Line for ELLs: English Proficiency Practice from Continental Press. This program gives practice in multiple-choice, written-response, and oral-response questions across the five content areas (conversational language, academic language arts, academic mathematics, academic science, and academic social studies) through the listening, reading, writing, and speaking domains. Exposing students to the test format and the type of test question well before the testing day helps minimize test-day anxiety, allowing students more opportunity to display their content knowledge and language proficiency. The program is carefully designed so that the proficiency levels of the questions increase within each lesson to promote advancement. The books are broken into a total of 34 lessons. The reading, listening and speaking lessons will be done one per day and the writing lessons will be broken down into two days. Each lesson will take approximately 20 minutes.

We also offer intervention services during the extended day period. During 37.5 minutes, our ELLs work in small groups of 10 or less students to improve literacy and math skills. In kindergarten through second grade, the ELLs in the ESL classes are using phonemic awareness and phonic components from the Harcourt Storytown program. These lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. The Storytown phonemic awareness component is systematic instruction that teaches children to analyze words at the phoneme level. Each lesson contains teacher modeling followed by independent student practice. Students are allowed frequent practice with blending, segmenting and manipulating phonemes. The phonic component aids student in relating letter to sounds, blending sounds to form words, manipulating sounds to learn the relationship between letter, sounds and word meaning, an encoding tasks that have children break spoken words into sounds.

Bilingual students in the extended day program use the Estrellita program and phonemic awareness and phonics activities from the Villa Cuentos program. Estrellita is an accelerated, systematic, explicit phonics program which aids to accelerate students through the decoding process. Students practice the initial sounds, followed quickly by blending of consonant and vowels. Then, students begin to use syllables to form words. In Villa Cuentos, students learn how to hear, identify and manipulate the sound sin spoken words. They do activities with the syllables in Spanish, including isolation, identity, categorization, blending, segmentation, deletion, addition and substitution. During phonics instruction, students work on letter-sound association, word blending and building, reading decodable text, and spelling.

In third through fifth grade, both ESL and bilingual students are working in shared reading activities in English and guided math practice in the appropriate language. Three days a week have a reading focus and the following two days a math focus. During the days where reading is the focus, teachers are using shared reading strategies. Shared reading is a collaborative reading experience in which the teacher and the students join in reading together. It is a widely used technique that allows students to engage in the reading process, regardless of ability. Shared reading builds experience with written text, makes challenging text accessible, and strengthens problem-solving abilities. Not only does the teacher model fluency during these sessions, she also stops periodically to think aloud. Engaging students in strategies that proficient readers are always using aid students in applying these strategies to their own reading.

During the days where the students are engaged in a study of mathematics, students are focusing on various problem solving activities. To reinforce the most effective way to use these strategies, we follow a gradual release model, or “I do, we do, you do.” the gradual release of responsibility “emphasizes...instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise” (Buehl 2009). During this three step process, teachers first provide direct instruction, establish goals, model, and think aloud, while the student actively listens and asks for clarification. Then, during guided instruction the teacher provides interactive instructions, works with students providing checks, clues, and prompts, and provides additional modeling if necessary. Meanwhile, the students are asking and responding to questions, while completing the task alongside their classmates. Finally, during independent practice, teachers provide feedback and evaluate, while students work alone relying on classroom learning to complete the task. By systematically following this process during the extended day period, students will become independent learners and problem solvers.

ELL students who are designated at-risk because of hold-over status participate in a special program where a team of faculty meets to discuss each child’s specific case. The team works together to develop a personalized intervention plan for each child. According to the

plan, the child may receive different types of small group instruction during the school day, like guided reading. Typically, they also receive reading intervention through the Intervention by Design reading Program. Based on Orton-Gillingham principles, Intervention by Design is a highly-structured remedial program that directly teaches the structure of the language to students who have struggled with other teaching strategies. Our reading and math coaches also push-in to provide extra support in reading and math to our ELLs.

Our fourth and fifth grade ELL classes, both ESL and bilingual participate in the ST Math program. The ST Math K-5 courseware is a research-proven, comprehensive, grade-level math instructional software program that utilizes Spatial-Temporal (ST) reasoning to teach math concepts that aligned with state standards. Spatial-Temporal reasoning is the innate ability to visualize and manipulate images through a sequence of steps in space and time - a process critical to solving problems in math, science and other curriculum ideas.

Our school is also part of the supplementary educational services program. This year we are partnering with one state-approved provider: School Professionals. The School Professionals program takes place three times a week for an hour and 45 minutes. The team of teachers is comprised of individuals possessing years of hands-on experience and strong educational backgrounds. The curriculum is customized and responsive to the needs of each student. Teachers deliver instruction to the students in the five essential components of reading, including systematic, explicit instruction in small groups. Motivational, high-interest content and hands-on adventures and engaging instructional materials create excitement about learning. The learning framework contains five components that aid in the comprehension of ELLs: context, knowledge and skill development, discovery-based, problem-solving and collaboration.

Support for our former ELLs as they move from an advanced to a proficient level is considered on a case-by-case basis. Our former ELLs in the ESL program complete one more year in the heterogeneous ELL class on their corresponding grade. It is in this way that the push-in ESL teacher, either Ms. Canales or another ESL teacher can support that student with whatever language learning issue that they may experience. Students in the bilingual program transitioning from English learner to English proficient are moved from the bilingual class to the ELL class on their corresponding grade. In this setting, students are offered more instructional scaffolding and additional support from push-in personnel. Materials for math instruction are provided in Spanish. In addition, some students require a little extra support when transitioning from math instruction in Spanish to instruction in English. These students go to the bilingual class for their math instruction. As students feel more comfortable with math instruction in English, they can transition fully into the English program.

All former ELLs are provided with testing accommodations for the first two years of their proficiency. The testing accommodations include a time extension, the use of bilingual dictionaries and glossaries, the simultaneous use of English and alternative language editions, third reading of listening selection, writing responses in the native language and oral translations of lower incidence languages. We also proctor exams to ELLs in the optimal testing environment.

When the LAP team meets in May and June, the efficacy of our current programs will be reviewed. Team members will use formal and informal assessments, student and teacher reflections, and first hand experience with the program to determine what programs shall continue and which programs will be discontinued.

We also offer several enrichment programs to our school's ELL population. When an enrichment program is brought to the school, every effort is made to include classes of ELLs.

In our school, we are currently using various, enriching curricula and instructional materials. Our ELLs follow the same curricula as the English proficient students. In math, we currently use New York Mathematics from Scott Foresman and Addison Wesley available in English and Spanish. This is a fully research-based program, designed and compiled by an experienced authorship team and is completely aligned with the New York Core Curriculum Standards. The proven effectiveness of Scott Foresman's previous math programs provided a longitudinal research base that spans more than 100 years. Longitudinal classroom studies further validated the efficacy of the program. Starting in kindergarten, the program develops and extends mathematical thinking through stories, games, and center activities. Students grow to understand the concept of numbers, numeracy, and equality. The program includes daily assessment, differentiation for all learners, extensive problem solving and customized intervention.

Our reading and writing workshop is taught through the use of the research-based developmental literacy program Storytown and Villa Cuentos. The programs reflect current, confirmed research by prioritizing and sequencing essential skills and strategies into an organized model for instruction. Lessons include explicit, systematic instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension and writing. The foundation of the program is its high-quality children's literature and informational texts. Students are

regularly exposed to a variety of genres, allowed for ample practice and application of skills, using a variety of meaningful tools and activities. All instruction and activities are adaptable to accommodate all types for learners. All materials are available in both English and Spanish. There are extensive components for intervention, differentiation and reteaching. Through the use of these elements, ESL and classroom teachers are able to reach all learners.

Our content areas are delivered using the core curriculum materials from the Department of Education. For science, we currently use the Delta FOSS kits and science modules and Harcourt Science text books in fourth and fifth grade. FOSS engages students in the inquiry process allowing students construct an understanding of scientific concepts through their own investigations and analyses. Students use laboratory equipment, readings, and interactive technology to exercise logical thinking and decision-making skills appropriate to their age level. The FOSS kits are available in both English and Spanish. In kindergarten through second grade, the bilingual classes are doing science instruction in English, adapting the lessons to make them as hands-on as possible. In third through fifth grade, instruction in science is delivered in English. The English lessons are taught using ESL methodologies.

In social studies, we follow the scope and sequence guidelines from New York City. In kindergarten through second grade, students begin to develop awareness about self, family, neighborhoods, and communities large and small. In third through fifth grade, they are introduced to the diversity of world communities, the historic development of New York State, and the similarities and differences among the nations that make up the Western hemisphere. The early grade teachers use authentic literature, songs and chants, shared experiences and hands-on activities to engage students in higher order thinking about important social studies concepts. The bilingual teachers deliver ESL through social studies in kindergarten through second grade. In third through fifth grade, the bilingual classes engage in social studies learning in English, doing hands-on activities.

Instruction in all these curricula is enhanced through the use of technology. ELLs have access to the same technology as the rest of the school population. Collaboration and interactivity with digital technology help improve student learning outcomes. Currently, all classes with ELLs have an interactive whiteboard in their classroom. The use of SMART boards with ELLs enhances instruction, making it more interactive and engaging. Scott Foresman Mathematics, Storytown, and Villa Cuentos all contain an interactive whiteboard component in their programs. In addition, students in second through fifth grade have access to notebook computers and iPods. The technology specialist, Annette Lopez also has many other technological enhancements available to teachers of ELLs in the school's technology lab. Teachers can use ELMO projectors, Flip cameras, digital cameras, camcorders and iPods to add technology into lessons and student projects.

In order to assist newly enrolled ELL students before the beginning of the school year, we offer an ESL Summer Academy. In an effort to improve the performance of our ELLs on the ELA exam, we offer a targeted summer intervention program for English language learners moving into grades 2 through 6. The program will be thematic, focusing on mathematics and English literacy skills through the content area of social studies. The program will run from July through August 2012, Monday through Thursday from 8:00 am until 12:00 pm. The teachers will begin meeting in April of 2012 on a biweekly basis to develop the curriculum. During the summer, to maintain continuity between the groups, teachers will meet weekly for 1.5 hours to plan together.

In order to assist ELLs as they transition from one school level to another, the school's Guidance Counselor, Ms. Bonano, received professional development provided by District Ten on the implementation of the Middle School Choice program. She meets with all fifth grade teachers each year to disseminate the information needed to assist all fifth graders, as well as ELLs, in their transition from PS 306 to middle school. Ms. Bonano makes presentations in each fifth grade class and disseminates the Middle School Choice Directory to all fifth grade students. She meets with parents to assist them in filling out the applications for middle school. The booklet is also available online in Spanish. The Pupil Accounting Secretary, Reina Melendez, and the Parent Coordinator, Ms. Sloan, are also available to assist parents in this process.

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.

Our professional development program will be extensive and ongoing. All teachers of English language learners will be included in the professional development opportunities. The team of ELL teachers and administrators will meet on a monthly basis for an hour and 45 minutes each time. During school year 2011-2012, we will hold total of 10 meetings. The first two meetings will focus of adjusting and improving the language allocation policy. The last eight meetings will focus on instructional strategies, such as writing, academic vocabulary development, higher-order questioning strategies, and additional topics as the teachers feel needs arise.

Several of our teachers of ELLs will also participate in various workshops offered through the Office of English Language Learners and the BETACs at our nearby universities, including Fordham University, Hunter College and New York University. Teachers will attend workshops on their own and then turnkey the informaiton with all of the teachers of ELLs.

In addition, a cohort of five teachers of ELLs will continue their partnership with Owego State University of New York as part of the Project Smart Teacher Leader Quality Partnership (TLQP) State Education grant. The teachers will work with a professor to develop their own course. This year, the course is focused around the theme of multicultural education and teaching for social justice. Teachers will plan collaboratively in their monthly meetings to develop thematic units that focus on teaching for social justice through the content areas. Teachers will focus on environmental education during the science period, the true meaning and history behind holidays during social studies and other topics as they arise during our work through the school year. The goal of the course is to help the school community begin to relate and understand histories, cultures and languages that are different from their own. The ultimate purpose of true multicultural education is to “encourage academic excellence that embraces critical skills for progressive social change (Lee, et al. 2002).”

To ensure that all of our staff received the minimum 7.5 hours of mandated ELL training, all teachers will be surveyed to discover who has already been given training. For those who still require training, annual professional development about best strategies for English language learners will be offered during two dates of our Monday faculty conferences (final dates to be determined) and during the June 9th professional development date in 2012. Teachers will be furnished with a certificate upon the completion of the 7.5 hours.

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?

Our parents are members of the PTA and some of them serve on the School Leadership Team. Many of them participate in school-lead workshops. They also volunteer in classrooms, and assist with schools initiatives. All parents including the parents of ELLs are involved in our school events and daily activities. All parents can participate because the majority of the workshops are conducted in English and Spanish. For parents who speak a different language, the Parent Coordinator, Debra Sloan makes the necessary accommodations for translations when possible. Our school does partner with other agencies or community organizations to provide bilingual workshops or services to ELL parents.

As part of our work with the Project Smart Teacher Leader Quality Partnership (TLQP) State Education grant through the State University of New York, Oswego, the teachers will be holding a series of workshops for parents regarding parents rights and responsibilities. The topics will include helping with homework, state testing, school volunteerism, using ARIS and school curriculum. The meetings will be held monthly from December to April, beginning with helping with homework in December.

In addition, for the first time, we will start a study group for parents. It will be limited to 20 participants and will be facilitated by two ESL teachers. The study group will meet once a month, from December to May, for an hour each time for a total of six meetings. It will be done bilingually to accommodate as many parents as possible. We will order 5 English copies and 15 Spanish copies of *The Ten Basic Principles of Good Parenting* by Laurence Steinberg. This book will serve as the foundation for our study group. For one hour each session the facilitators will focus upon one of the principles of the book, starting with a synopsis and then following a protocol to engage the parents in a discussion. The goal is to encourage parents to come up with practical strategies to incorporate the principles into all the good ways they are already rearing their children. Another book the facilitators will refer to as a reference is *Parenting with Love and Logic/Ser Padre con Amor y Logico* by Foster Cline and Jim Fay. This book will be used in a few meetings to reinforce specific important points that we want parents to understand, such as teaching children to take responsibility for their own education and helping their children to develop their self-esteem. As it is only a reference guide, not the foundation of the group, we will only order 2 copies in English and 2 copies in Spanish. We will also order 5 English copies and 15 Spanish copies of *Help Your Children Succeed in School/Ayude a su hijo tener exito en la escuela* by Mariela Dabbah to use as a guide for directing parents when it comes to becoming more involved in the school community and academic issues their children may face.

We have developed the following partnerships with community based organizations and other institutions:

- The Office of Mental Health Parent Support Office conducts workshops for parents in Spanish and English on mental health issues. It also conducts a 12 week parenting class to referred parents.
- The Department of Health School Vision Program offers free vision and hearing exams for students in grades K & 1.
- The Department of Health Lead Poisoning Unit conducts workshops in English and Spanish on the dangers of lead paint and serves as a referral source for parents requiring more information.
- The Helen Keller Institute School Vision Program conducts free vision exams and glasses for 5th grade students.
- The Morris Heights Health Center is housed at PS 306 and offers a wide array of health services for students as well as special workshops for parents in English and Spanish.
- The Morris Heights Health Education Department provides monthly workshops in Spanish and English on parenting topics and conducts informal classes for students. Topics include: asthma, nutrition, healthy homes
- The Citizens' Advice Bureau provides a number of health related services.
- The NYC Department of Education Adult Education provides free classes for parents in ESL and GED.
- The New York Public Library Literacy Program offers training for adult literacy.

At P.S. 306, all written translation will be offered in Spanish. In addition, we will offer written translations in Bengali, French, Soninke, and Twi. Spanish translations will be done on site, by one of our bilingual teachers. Written translations of lower incidence languages will be done by the Translation and Interpretation Unit of the Department of Education.

Oral interpretation will always be provided in Spanish. Depending upon when the parent meeting is, the interpretation will be provided by one of our bilingual teacher or a parent volunteer. For lower incidence languages, parents can request an interpreter in advance and we will contact the Interpretation Unit. We will also use the over-the-phone service.

To notify parents of Chancellor's Regulations A-663, at the beginning of school year 2010-2011, we will send home a notice in the parents' native language. We will also post in the main entrance of the school, on the Parent Coordinator's bulletin board the same notice in all languages in our school.

In order to evaluate the needs of parents, we analyze the data from the citywide parent survey. The parents also submit their concerns and ideas to the School Leadership Team (SLT) and the Parent Teacher Association (PTA) at PS 306. Our Parent Coordinator, Ms. Sloan, uses this information to develop and present a series of workshops that offer specific techniques on how to help their children at home and at school.

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)	7	17	9	7	7	4								51
Intermediate(I)	1	11	7	10	15	6								50
Advanced (A)	16	6	7	9	11	12								61
Total	24	34	23	26	33	22	0	0	0	0	0	0	0	162

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	3	2	2	2	0							
	I	1	7	1	4	3	4							
	A	0	5	4	6	8	1							
	P	0	13	13	20	15	26							
READING/ WRITING	B	1	19	2	6	4	3							
	I	0	8	6	11	12	6							
	A	0	6	5	9	13	12							
	P	0	1	8	7	0	10							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	14	8	2	0	24
4	5	13	10	0	28
5	9	7	2	0	18
6					0
7					0
8					0

NYS ELA									
Grade	Level 1		Level 2		Level 3		Level 4		Total
NYSAA Bilingual Spe Ed									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	1	1	9	7	8	0	4	0	30
5	1	1	10	4	4	1	0	0	21
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	4	7	3	15	1	0	0	30
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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)	3	5	9	6				
Chinese Reading Test								

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

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

In order to assess the early literacy skills of ELLs, students in the bilingual program are administered the Developmental Reading Assessment (DRA2) in English and Spanish. In grades K to 2, bilingual students are also assessed using Estrellita, an accelerated, beginning Spanish reading program. This program provides differentiated instruction in phonemic awareness, phonics, and fluency. It also provides continuous diagnostic assessment that informs instruction. The bilingual students in grades K to 5 are also evaluated in their native language through the StoryTown theme assessments in Spanish.

Students in grades 3 to 5 whose native language is Spanish and who receive language arts instruction in Spanish take the ELE. They continue to take the ELE annually while they are receiving native language arts instruction in Spanish. Students with disabilities may not need to take the tests, according to their Individualized Education Plans (IEPs).

In the all grades this year we will continue to use the DRA-2 to assess ELLs in reading and comprehension skills. This assessment is comprehensive and takes the place of the E-CLAS and the EL-SOL thanks to the inclusion of a word analysis component in the assessment. In Kindergarten, students are administered the alphabet recognition assessment at the beginning of the school year. Then, once Kindergarteners have received several months of reading instruction, they are administered the reading and comprehension component of the DRA-2. If students are performing below a level 1 at this time, they are administered the word analysis component. Teachers use this data to form guided reading groups and to inform instruction in shared reading and reading strategy mini-lessons. The teachers in first and second use the DRA-2 the same way as the kindergarten teachers, but they only have to administer the word analysis component and the alphabet recognition if the children are reading below a level 1. First and second grade teachers also use the DRA-2 to inform lesson

planning and to make guided reading groups. In the upper grades, teachers use this tool as a way to assess students reading levels to make guided reading groups. They may also use the data to help students during reading conferences or to plan for mini-lessons, if most of the class is deficient in one area.

After reviewing the NYSELAT data, there is a trend that shows that the older the student is the better they will do on the test. Overall, most of our ELLs fall at an advanced level, 61 of 162 or approximately 38% of the total ELL population. However, reviewing the other proficiency levels show that 31% fall at the beginning level and 31% fall at the intermediate level. In a review of the overall proficiency level, as the students move up in the grades, they move up to a more advanced level. This is mainly due to the fact that our older students have more experience with testing than our kindergarten, first and second grade students do. To help our younger students prepare for the NYSELAT, they will use Empire State NYSELAT preparation books and they will be administered at least one practice version of the test.

In a review of the NYSELAT modalities, most students perform at an advanced or proficient level in listening and speaking and at an advanced level in reading and writing. Across all grades in the listening and speaking data, 6% scored beginning, 14% scored intermediate, 17% scored advanced and 62% scored proficient. For the reading and writing data, 23% scored beginning, 29% scored intermediate, 30% scored advanced and 17% scored proficient. This data matches what we know about language acquisition: students acquire basic interpersonal communication skills before they acquire academic language comprehension. To help students develop academic language, there will be a focus on vocabulary development activities and planning of language learning in the content areas. ESL teachers will also have to work very closely with classroom teachers to help develop intervention plans for ELLs who are struggling with reading and writing.

When examining the English language arts test, the majority of our ELL population is scoring below grade level. In the fourth grade, 18% scored a level 1, 46% scored a level 2, 36% scored a level 3, and 0% scored a level 4. In the fifth grade, 5% scored at a level 1, 39% scored at a level 2, and 1% scored at a level 3. This is due in part to the recent mandate that ELLs must take the ELA exam after one year of instruction in an English language school system. To aid students to prepare more effectively, please review our proposed plan for ELLs who must take the ELA for the first time. It is found in the programming and scheduling section.

When considering the math exam, our ELL population did slightly better. In fourth grade, 6% scored a level 1, 53% scored a level 2, 27% scored a level 3 and 13% scored a level 4. When considering the native language version of the test, 13% of the students tested in Spanish scored a level 1 and 87% of the students scored at a level 2. In fifth grade, 10% of the students scored at a level 1, 66% of the students scored at a level 2 and 24% of the students scored at a level 3. On the native language version, 17% of the students tested in Spanish scored at a level 1, 66% of the students scored at a level 2 and 17% of the students scored at a level 3. Our Title III ESL Academy will aid students to improve performance on the math test in the native language. For more information, please see the description in the programming and scheduling section.

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: 306

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Darryl Harrington	Principal		11/28/11
Shirley Polanco	Assistant Principal		11/28/11
Debra Sloan	Parent Coordinator		11/28/11
Ivelisse Perez	ESL Teacher		11/28/11
	Parent		11/28/11
Marni Lipton	Teacher/Subject Area		11/28/11
Stephanie Torres	Teacher/Subject Area		11/28/11
Sharon O'Grady	Coach		11/28/11
Martha Canales	Coach		11/28/11
Betsaida Bonano	Guidance Counselor		11/28/11
	Network Leader		11/28/11
	Other		1/28/11
	Other		11/28/11
	Other		11/28/11
	Other		1/28/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **10X306** School Name:

Cluster: **CFN 109** Network:

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The methodology used to assess our school's written translation and oral interpretation begins during the registration process of all our students. Each family is asked to complete the "Preferred Language Part" on the Home Language Identification Survey and on the Emergency card upon registration. The parents are asked to complete these forms where they choose the language in which they want to receive written information and communicate orally. All information is provided in their respective languages. These forms are used to determine the needs for written translation and oral interpretation. At this point an interview is conducted in English or Spanish by a trained pedagogue and when necessary the translation and interpretation hotline is used to communicate with parents. Teachers and administrative personnel are also able to access parent written and oral interpretation preferences through the ARIS website.

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.

Our school population consists of 746 students, 74% are English-speaking, 18% are Spanish-speaking and the remaining 8% speak Arabic, Bengali, Ewe, or Hausa. Our school community is provided and informed with the exact numbers of speakers of English and other languages during staff conferences. This information is also included in our CEP and in our Language Allocation Policy. Teachers and administrators are made aware of the written and oral interpretation needs of the parents in their classrooms by using the ARIS website.

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.

At P.S. 306 all written translation is provided in-house, by school staff, or parent volunteers. All notices and letters about workshops, school trips, meetings, after-school programs, and assessments are sent to parents in English and Spanish. We also offer translations in Bengali, Arabic and Twi. Our school's ESL team makes sure that all parents of ELL's receive all letters and notifications in their respective languages. These forms include the Home Language Identification Survey, ELL parent brochures, Parent Survey, program forms, ELL parent notifications - entitlement and non-entitlement letters, placement, continuation of services, transition letters, and Title II after-school letters. Spanish translations will be done on site by one of our bilingual teachers. Written translation of lower incidence will be done by the translation and interpretation unit of the Department of Education. When needed, an outside vendor will be used to prepare written translations.

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.

All oral interpretations are provided in house by school staff and parent volunteers. Oral interpretation will always be provided in Spanish by a bilingual teacher or a parent volunteer during parent meetings. Parents can also request an interpreter in advance and we will contact the interpretation unit. We will also use the over the phone service. This year we will seek help from outside contractors if standardized tests are not available in students' native languages. We will hire interpreters for our ELLs who speak Arabic since math and science tests are not available in their language.

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

In order to comply with Section VII of Chancellor's Regulations A-663, the parent coordinator sends home the Bill of Parent Rights in their native language. This notice informs parents of their right to request for interpretation services. Our school also posts translated signs indicating the availability of interpretation services. We post the signs in the entrance of the school and in the main office making parents aware of their interpretation rights. The signs posted include "Interpretation Services Available", "Please see a staff member for interpretation services", "Welcome Parents!" and "To obtain a translation of this document in [language] please see a staff member". To ensure that all parents are provided with translation services, we will have a staff member or parent volunteer available to translate. We will also use an outside contractor or the translation and interpretation hotline to communicate with the parents.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 306	DBN: 10X306
Cluster Leader: Douglas Knecht	Network Leader: Maria Quail
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 60 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

During school year 2012-2013, we plan to offer four extended day classes to meet the diverse needs of our ELL population. We plan to use the monies from the federal Title III grant to service the ELLs in the bilingual and ESL programs. We will service students in grades 3 through 5. In order to address the needs of our English language learners the students will be grouped by grade level and by English language acquisition level. The classes will contain approximately 10-12 students each, for a total of 50-60 students to be serviced by the extended day program. Each group will meet three days a week for one hour and 45 minutes. The program will start December 4, 2012 and run until April 30, 2013 for a total of 22 weeks or a total of 65 instructional days. The program will meet on Tuesdays, Wednesdays, and Thursdays from 3:00 P.M. to 4:45 P.M. All instructors will be New York State Certified as teachers of English to Speakers of other languages or bilingual common branches or have at least three satisfactory years of teaching experience with English language learners. All participating teachers will be part of a two day planning session. This program will be run by two certified bilingual teachers, two certified ESL teachers and one certified content area teacher who will be team-teaching with one of our ESL teachers.

Each day, students will participate in English language arts or English language development for approximately 55 minutes daily. During the literacy block, all of our ELLs will be instructed solely in English. The ELLs who must take the ELA test in April will participate in an ELA block to improve their literacy skills in English. Teachers will first engage students in a thematic book in the content areas from the Language, Literacy and Vocabulary guided reading program from National Geographic/Hampton* Brown. The program contains thematic units built around essential key concepts in science, social studies and math. The program offers rich opportunities for learners to build background knowledge, develop vocabulary and oral language, and learn grade level-content. Working in the content areas, students will develop their academic vocabulary skills, as vocabulary development leads to improved writing skills. The teachers will select 10 of the program's 12 themes. One theme will be paced over a two week period. During the first week, on day one students and teachers will read the concept book to build vocabulary and background knowledge around the theme. Teachers will introduce concepts and vocabulary and then model and share the reading. On day two, students will reread the concept book, develop concepts and vocabulary, introduce the comprehension strategy, and participate in small group reading and modeled writing. On day three, students will read the first non-fiction book in the theme, developing concepts and vocabulary from that text. Then, they will participate in small group reading to practice the comprehension strategy and finally participate in shared writing. During week two of the theme, students will further enrich their non-fiction knowledge of the theme. On day one, students will read the second non-fiction book in the theme in a small group using the comprehension strategy and will review concepts and vocabulary. On day two, teachers will engage in individual assessment using

Part B: Direct Instruction Supplemental Program Information

running records. Meanwhile, students will reread the non-fiction texts and start the guided writing activity. Finally on day three, students will complete the guided writing activity and engage in various assessment activities as deemed appropriate by the teacher. This portion of the ELA block will take approximately 35 minutes.

Students will also use the Language, Literacy, and Vocabulary guided reading program to strengthen academic vocabulary and background knowledge in the content areas of science, social studies and mathematics. Each lesson includes modeling and guided practice of a comprehension strategy, academic vocabulary development and opportunities to gain reading fluency.*

All students will finish their literacy block by engaging in test sophistication for the* NYSESLAT. Students will be able to put into practice the best strategies in standards-based instruction. We will order Getting Ready for the NYSESLATand Beyond and Empire State NYSESLAT from Continental *Press. These programs gives practice in multiple-choice, written-response, and oral-response questions across the five content areas (conversational language, academic language arts, academic mathematics, academic science, and academic social studies) through the listening, reading, writing, and speaking domains. Exposing students to the test format and the type of test question well before the testing day helps minimize test-day anxiety, allowing students more opportunity to display their content knowledge and language proficiency. The program is carefully designed so that the proficiency levels of the test preparation materials help teachers of English Language Learners use ongoing assessment activities to measure progress in attaining English language proficiency. This program also familiarize students with the structure of the NYSESLATand allow them to transition from the NYSESLAT to the ELA test. The books are broken into a total of 34 lessons. The reading, listening and speaking lessons will be done one per day and the writing lessons will be broken down into two days. Each lesson will take approximately 20 minutes.

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Part C: Professional Development

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

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

Begin description here:

Our professional development program will be extensive and ongoing. All teachers of English language learners will be included in the professional development opportunities. Our ELL teachers will work closely with the ESL/Bilingual Coordinator and the Network Support Specialist for ELLs to identify strengths within our own staff. Classroom teachers of ELLs in both the ESL and bilingual programs will be designated as lab sites around specific instructional topics, such as academic language development, planning and implementing differentiated math lessons or high quality reading and writing instructions.

Part C: Professional Development

Teachers of ELLs will observe various techniques in the specific lab sites to gain a better understanding of certain instructional strategies and to have a chance to try it out in their own classrooms. A schedule of inter-visitations will be developed according to the need of each specific educator. Teachers will participate in lab sites visits during their preparatory periods or during their administrative periods. In addition, the team of ELL teachers and administrators will meet on a monthly basis for an hour and 45 minutes each time. During school year 2012-2013, we will hold total of 8 meetings. These meetings will focus on instructional strategies, such as writing, academic vocabulary development, higher-order questioning strategies, and additional topics as the teachers feel needs arise. Our series of professional development on the *Six Traits of Writing is scheduled as follow: September 20th -Six Traits of Writing Overview, November 26th -Teaching Ideas, December 11th -Teaching organization, February 20th - Teaching Voice, February 27th- Word Choice/Sentence Fluency. Our literacy development date meetings are: October 24th, November 25 and December 17th. Our meetings will be held from 3:00 P.M. to 4:45 P.M. and they will facilitated by our Reading Support Specialist, and Miriam Katz, our Math Support Specialist. □□□□□

Part D: Parental Engagement Activities

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

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

Begin description here:

As part of our work with the Project Smart Teacher Leader Quality Partnership (TLQP) State Education grant through the State University of New York, Oswego, teachers participating in this project will be holding a series of five workshops for parents regarding parent's rights and responsibilities. These workshops will be held after school and on Saturdays for one hour and thirty minutes each. The topics will include helping with homework, state testing, school volunteerism, using ARIS and school curriculum state and city standards. The meetings will be held monthly from January to May, beginning with helping with homework in January.

In addition, for the first time, we will start a study group for parents. It will be limited to 20 participants and will be facilitated by two ESL teachers. The study group will meet once a month, from January to June, for an hour and thirty minutes each time for a total of six meetings. Each session will start at 9:00 A.M. to 10:30 A.M. The tentative dates for our parental activities are as follow: January 25, February 8, March 11, April 9, May 13, and June 10. It will be done bilingually to accommodate as many parents as possible. We will order 5 English copies and 10 Spanish copies of The Ten Basic Principles of Good Parenting by Laurence Steinberg. This book will serve as the foundation for our study group. Each session the facilitators will focus upon one of the principles of the book, starting with a synopsis and then following a protocol to engage the parents in a discussion. The goal is to encourage parents to come up with practical strategies to incorporate the principles into all the good ways they are already rearing their children. Another book the facilitators will refer to as a reference is Parenting with Love and Logic/Ser Padre con Amor y Logico by Foster Cline and Jim Fay. This book will be used in a few

Part D: Parental Engagement Activities

meetings to reinforce specific important points that we want parents to understand, such as teaching children to take responsibility for their own education and helping their children to develop their self-esteem. As it is only a reference guide, not the foundation of the group, we will only order 1 copy in English and 1 copy in Spanish. We will also order 5 English copies and 10 Spanish copies of Help Your Children Succeed in School/Ayude a su hijo tener éxito en la escuela by Mariela Dabbah to use as a guide for directing parents when it comes to becoming more involved in the school community and academic issues their children may face. All parents will be informed about these workshops during our PTA meetings, topics, time and dates of workshops will be posted throughout the school and notices will be sent home in both, English and Spanish. For those parents of children of other languages, notices will be also translated.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

