



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** LUISA PIÑERO FUENTES SCHOOL OF SCIENCE & DISCOVERY/ P. S. 307

DBN: 10X307

PRINCIPAL: YOLANDA VALEZ

EMAIL: [YVALEZ@SCHOOLS.NYC.GOV](mailto:YVALEZ@SCHOOLS.NYC.GOV)

SUPERINTENDENT: **MELODIE MASHEL**

06-11-2013

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Yolanda Valez	*Principal	
Betsy Diaz Murphy	*UFT Chapter Leader/SLT Co-Chair	
Joanna Torres	*PTA Co-President	
Julia Jackson	DC 37 Representative	
Marcy Schickler	Teacher/SLT Co-Chair	
Sheila McChesney	Teacher	
Callie Rotsko	Teacher	
Tina Thompson	Parent	
Elizabeth Agramonte	Parent	
Yanilda Rivas	Parent	
Digna Firpo	Parent	
Yudelkis Javier	Parent	

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

- To establish a common teaching framework that articulates clear teacher development and teacher professional goals in order to improve the instructional core curriculum across classrooms, by strengthening the common language and understanding of what quality teaching looks like and by deepening the school community's comprehension of a common teaching framework (mirroring the Danielson Framework). The focus is thoughtful planning, effective questioning, how is data being used in instruction.
- To support teacher's knowledge of what effective teaching looks like, have a shared language to discuss what's working and what needs to be improved, and know which actions to take to improve their practice. The teachers' practices are measured by ASCD Rubrics for *Enhancing Professional Practice: A framework for Teaching* tools, they will receive feedback on Planning and Preparation, Classroom Environment, and Instruction.

### **Comprehensive needs assessment**

Citywide instructional expectations for 2012-13, required that schools deepen and broaden the work of the New York City Department of Education's (DOE's) 2011-12 citywide instructional expectations, including the pedagogical aspects of the special education reform. This work asked school leaders and teachers to adjust their practice as they work together to understand the learning needs of all students, including students with disabilities and English language learners, in order to support them in developing the qualities and skills necessary to enroll, persist, and succeed in college and careers. To ensure that we meet these expectations, school leaders and teachers meet and agreed to:

- Strengthen the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of Danielson's Framework for Teaching.
- Selected competencies relevant to teachers' developmental needs and that most support implementation of the Common Core standards; designing coherent instruction; using questioning and discussion techniques; using assessment in instruction
- Focus professional development on supporting all students to meet the Common Core standards, DOK, RTI
- Continue to share Common Core work and student progress with families.
- Conduct frequent formative classroom observations and provide teachers with formative feedback and professional development to support improved practice in identified competencies and across a common framework.
- Formulate goals for student outcomes and goals for personal professional growth such as suggested external Professional development, professional reading articles, and/or but not limited to Consultant and Coach instructional support in areas of need.

### **Instructional strategies/activities**

By January 2013, a minimum of 2 formative classroom observations will be conducted with immediate feedback on improving instructional practices.

By June 2013, a minimum of 2 formative classroom observations will be conducted with immediate feedback on improving instructional practices.

Teachers will review the Depth of Knowledge, the three main competencies and what these look like.

Teacher will have an opportunity to observe a video and define effective norming activities.

Teachers will engage in learning communities where they will visit each other's classrooms in an effort to provide meaningful and practical feedback about teacher practice. (peer observation protocol)

Teachers will be evaluated and observed on classroom instructional practices at least but not limited to four times (2) formal and (2) informal using a common rating criterion.

Teachers will be provided with formative feedback, professional development support including external professional opportunities to improve practice in the focused competencies and along the Teaching framework continuum.

Teachers will participate in professional development in house, Network, Conferences, and any professional development opportunities via ARIS Learn or DOE.

Teachers will engage in instructional walk-throughs and professional conversations with administrators, coaches, teachers, and consultants to accurately assess teacher practice providing practical and useful feedback to help improve practice and work together to understand the learning needs of all students.

Teachers and administrators will have conversations about teacher ongoing professional development and impact on student learning.

Teachers will self-assess and set goals upon reflection of formal classroom observations to evaluate their teaching practices.

### Strategies to increase parental involvement

- The Parent Teacher Association (PTA) meets monthly to disseminate information to all parents.
- PTA members are well represented at monthly School Leadership Team meetings.
- The team plays a crucial role in the development of the Parent Involvement Policy and Parent-School Compact.
- The school distributes a monthly calendar to inform them of important events, informational letters and flyers throughout the year.
- The school also notifies parents about DOE- UFT- and CBO-sponsored events outside of the school.
- All written communication from the school to parents is provided in English and Spanish.
- The school offers several informational workshops for parents directly relate to our academic goals such as but not limited to ESL, ELA, Math, Science, Special Education.
- Oral translation into Spanish is provided at workshops by school staff.
- Parents of Promotion-in-Doubt students or at-risk of poor academic outcomes students are invited to meet with the teacher and or RTI Team to discuss their children individually, and to work with school staff to develop strategies to help their children be successful.
- Parent Coordinator serves as a parent advocate and maintains an open-door policy for all parents.

### Budget and resources alignment

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

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

\_\_\_\_\_ Tax Levy      √   Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

### Service and program coordination

- **Respect for All** is a citywide initiative expected to promote respect for diversity and engage students in meaningful instruction and/or other activities that focus on preventing bias-based harassment, intimidation and/or bullying. This initiative is addressed at PS 307 with the support of other agencies. The NYPD Community Affairs Bureau has conducted assemblies for our students and information workshops for our parents on bullying. While The Town Hall, an arts organization, through its Educational Outreach Programs has taught cultural diversity through theatre arts. We also have a yearlong school wide Read Aloud Initiative which focuses on diversity, cultural awareness and tolerance.

- **Child Abuse Prevention** is addressed by PS 307 through means of a school wide day focused to Child Abuse Awareness. Assemblies are held with the support of a school based counselor, psychologist, social worker, teachers, Network support personnel and CAPP (Child Abuse Prevention Program) organization to heighten student awareness on the different forms of child abuse, physical and emotional indicators, etc. CAPP also provides professional development for teachers on topics such as but not limited to physical and emotional indicators of child abuse and child neglect, mandated reporting, child protective investigations, etc. Our school wide Read Aloud Initiative also addresses child abuse awareness.
- **The Arts Program** at PS 307 has a robust program thanks to a CASA Grant from NYC Councilman Fernando Cabrera. Through this grant, we have formed a partnership with The Town Hall to provide Theatre, Dance and/or Visual Arts enrichment for all of our Pre-K to fifth grade students. Students have received dance instruction by a teaching dance artist in the area of Tap, Latin Dance, Ballroom Dance, Chinese Ribbon Dance and/or Creative Movement. They have also worked with a teaching theater artist and performed for their families. The plays have included Shakespeare's Romeo and Juliet and A Midsummer Night's Dream, Yeh-Shen (a Cinderella story from China), Domitila (a Cinderella story from Mexico), The Gingerbread Man, The Three Billy Goat's Gruff, and Little Red Riding Hood. We have invited our families into the school on numerous Saturdays to participate in our Family as Art Partners (FAAP) visual arts programs. These programs have nurtured parent and child collaborative creativity in the area of visual arts while also promoting the concept of recycling and reusing materials in their fabulous creations.
- The **MTI (Move to Improve) Program** is a classroom based physical activity program designed by the NYC DOE and the NYC Dept. of Health and Mental Hygiene to increase physical activity among students in grades K through 5. The MTI program helps elementary school teachers incorporate short structured fitness breaks into their classrooms. These fitness breaks integrate grade-level academic concepts and physical activity in a 10-minute educational lesson and are aligned to New York State Physical Education Learning Standards. MTI has provided PS 307 with \$3,000 worth of prepackaged materials and equipment as well as on-site professional development sessions on how to implement the program. This training will allow teachers to attend events available throughout the City as part of The New York City Obesity Task Force initiatives.

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

- 90 % of students in kindergarten through grade 3 will be supported in fluency as measured by the City Performance Common Core Bundles.
- 90 % of students in kindergarten – grade 3 will engage in the “Number Talks.”

### **Comprehensive needs assessment**

The data analysis from the administration of the Final Performance tasks from the City Performance Task Common Core Bundles indicated a greater number of students in grades 2, 4 and 5 scoring at Level 3 and 4 as compared to the number of student in kindergarten, grade 1 and grade 3 scoring at Level 3 and 4. Further analysis of the tasks revealed that students in Kindergarten, grade 1 and grade 3 demonstrated deficiencies in automaticity. Identification of automatically as an area of need combined with the Instructional Shifts highlighted the need for concentration in mathematical fluency for younger grades. The “number talks” daily ritual outlined in the City Performance Task Common Core Bundles was identified as a resource to meet this need.

### **Instructional strategies/activities**

During Monday Extended Day Math Professional Development, and Lunch-N-Learns, teachers from kindergarten - grades 3 and Full Time AIS Provider will review “Number Talks” rituals outlined in the City Performance Task Bundles and select one grade specific conceptual understanding supporting fluency for implementation. Strategies to embed the “Number Talks” ritual within our daily routines will be outline for implementation within the Flow-of-the-Day. Students in kindergarten - grade 3 will engage in the “Number Talks” rituals identified for their specific grade level. In Oct 2012, classroom teachers in kindergarten - grade 3 and Fulltime Math AIS provider will meet to provide feedback on the implementation of the “Number Talks” ritual. Strategies for scaffolded implementation of the “Number Talks” rituals will be outlined to extend the identified conceptual understandings, to support grade level fluency and to build capacity. Students in kindergarten - grade 3 will engage in the daily “Number Talks” ritual throughout the 2012-2013 school year. Teachers and students will be supported through Learning Walks, slate routines, and engagement in “Math Bee” Celebrations. By May 2013, students in kindergarten – grade 3 will engage in the grade level student performance task identified in the city task bundles for 2011-12. By June 2013, classroom teachers in kindergarten - grade 3 and Fulltime Math AIS provider will review and analyze the completed student performance tasks to determine the effectiveness of the daily “Number Talks” ritual on student performance levels.

By Sept 2012, classroom teachers in kindergarten - grade 3 and Fulltime Math AIS provider will review “Number Talks” rituals outlined in the City Performance Task Bundles and select one grade specific conceptual understanding supporting fluency for implementation and through implementation of the “Number Talks” ritual will be embedded within a daily routine time block.

By Sept 2012, students in kindergarten - grade 3 will engage in the “Number Talks” rituals identified for their specific grade level and daily rituals to develop conceptual understanding of numbers and operations to support mathematical fluency.

By Oct 2012, classroom teachers in kindergarten - grade 3 and Fulltime Math AIS provider will provide feedback on the implementation of the “Number Talks” ritual selected for their grade level. Teachers will be provided with professional development to identify strategies to enhance students’ speed and accuracy with simple calculations and memorization of operational facts.

By Oct 2012, classroom teachers in kindergarten - grade 3 and Fulltime Math AIS provider will extend the identified conceptual understandings supporting fluency for their grade and to build capacity.

By Nov 2012 – Jan 2013, students in kindergarten - grade 3 will engage in the daily “Number Talks” ritual as identified for their grade level incorporating supporting activities including slate routines and engagement in “Math Bee” Celebrations.

By Feb 2013, classroom teachers in kindergarten - grade 3 and Fulltime Math AIS provider will provide updated feedback on the implementation of the “Number Talks” ritual selected for their grade level.

By May 2013, students in kindergarten – grade 3 will engage in the grade level student performance task identified in the city task bundles for 2011-12.

By June 2013, of classroom teachers in grades 3-5 and Fulltime Math AIS provider will review and analyze the completed student performance tasks to determine the effectiveness of the daily “Number Talks” ritual on student performance levels.

### **Strategies to increase parental involvement**

- PTA members are informed about Math Workshops at monthly School Leadership Team meetings to disseminate that information to parents at PTA meetings, at workshops, through distribution of flyers, etc.
- Our Parent Involvement Policy and Parent-School Compact are distributed during Parent Teacher conferences to inform of what the school responsibilities in terms of instruction.
- A monthly calendar is sent out to parents to inform them of parent workshops and important events such as Math Portfolio Celebrations, Math Bees, etc.
- All written communication from the school to parents is provided in English and Spanish.
- Informational workshops for parents directly relate to inform them about academic goals such as Math fluency and Math Performance Tasks
- The school offers Curriculum Nights to inform them about Math curriculum, CCLS, Instructional shifts, assessments, etc.
- We inform them that Spanish oral translations will be available at all workshops by school staff.
- Parent Coordinator serves as a parent advocate she communicates and reminds parents of all workshops and informs of the types of workshops are interested in.
- Parents will be informed during Parent Teacher conferences whether students have difficulty with fluency and provide them with reinforcement activities to implement at home.
- Parents are encouraged to participate in academic presentations and celebrations such as Multiplication Bees and Math Portfolio Celebrations, etc.

### **Budget and resources alignment**

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

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

\_\_\_\_\_ Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

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### Service and program coordination

- **Respect for All** is a citywide initiative expected to promote respect for diversity and engage students in meaningful instruction and/or other activities that focus on preventing bias-based harassment, intimidation and/or bullying. This initiative is addressed at PS 307 with the support of other agencies. The NYPD Community Affairs Bureau has conducted assemblies for our students and information workshops for our parents on bullying. While The Town Hall, an arts organization, through its Educational Outreach Programs has taught cultural diversity through theatre arts. We also have a yearlong school wide Read Aloud Initiative which focuses on diversity, cultural awareness and tolerance.
- **Child Abuse Prevention** is addressed by PS 307 through means of a school wide day focused to Child Abuse Awareness. Assemblies are held with the support of a school based counselor, psychologist, social worker, teachers, Network support personnel and CAPP (Child Abuse Prevention Program) organization to heighten student awareness on the different forms of child abuse, physical and emotional indicators, etc. CAPP also provides professional development for teachers on topics such as but not limited to physical and emotional indicators of child abuse and child neglect, mandated reporting, child protective investigations, etc. Our school wide Read Aloud Initiative also addresses child abuse awareness.
- **The Arts Program** at PS 307 has a robust program thanks to a CASA Grant from NYC Councilman Fernando Cabrera. Through this grant, we have formed a partnership with The Town Hall to provide Theatre, Dance and/or Visual Arts enrichment for all of our Pre-K to fifth grade students. Students have received dance instruction by a teaching dance artist in the area of Tap, Latin Dance, Ballroom Dance, Chinese Ribbon Dance and/or Creative Movement. They have also worked with a teaching theater artist and performed for their families. The plays have included Shakespeare's Romeo and Juliet and A Midsummer Night's Dream, Yeh-Shen (a Cinderella story from China), Domitila (a Cinderella story from Mexico), The Gingerbread Man, The Three Billy Goat's Gruff, and Little Red Riding Hood. We have invited our families into the school on numerous Saturdays to participate in our Family as Art Partners (FAAP) visual arts programs. These programs have nurtured parent and child collaborative creativity in the area of visual arts while also promoting the concept of recycling and reusing materials in their fabulous creations.
- **The MTI (Move to Improve) Program** is a classroom based physical activity program designed by the NYC DOE and the NYC Dept. of Health and Mental Hygiene to increase physical activity among students in grades K through 5. The MTI program helps elementary school teachers incorporate short structured fitness breaks into their classrooms. These fitness breaks integrate grade-level academic concepts and physical activity in a 10-minute educational lesson and are aligned to New York State Physical Education Learning Standards. MTI has provided PS 307 with \$3,000 worth of prepackaged materials and equipment as well as on-site professional development sessions on how to implement the program. This training will allow teachers to attend events available throughout the City as part of The New York City Obesity Task Force initiatives.

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3**

- By June 2013, at least 90 % of students (K-5) will improve their deeper comprehension of text as measured by the “beyond the text” questions on the Fountas and Pinnell Reading Assessment. To improve students’ ability to read grade-level text critically and analytically in order to comprehend text on a deep level. Students will improve their ability to become more critical readers and thinkers in order to comprehend grade level text at a deep level (DOK).

#### **Comprehensive needs assessment**

The 2011-2012 Progress Report indicated the school’s student progress at 25.7 overall growth percentile, a measure indicating that students need improve on the state tests.

As part of the Citywide Instructional Expectations for the 2012-2013, it is the collective goal to prepare our students to think and read critically, communicate strongly both orally and in writing, and solve complex problems. PS 307 in meeting the goal of the NYC expectations for a more rigorous instruction infusing test readiness lessons that will not disrupt the curriculum, cognitively demanding tasks, and assignments to prepare students to perform well on tests.

NYC has adopted PARCC assessments designed to measure student learning according to the Common Core, the literacy assessments will assess writing, reading and analyzing informational texts. Students will be required to discuss arguments, evidence and claims, respond to prompts that are more text dependent, convey and opinion/argue, explain and convey to experience.

#### **Instructional strategies/activities**

By June 2013, at least 98 % of all teachers will participate in professional development related to Depth of Knowledge and higher order questioning. Improve teacher pedagogy of asking questions based on Webb’s Depth of Knowledge Levels in order to improve students’ critical thinking and reading comprehension

By June 2013, at least 100 % of students (PK-5) will engage in a minimum of 2 literacy performance tasks that require critical analysis of grade-level text. Improve student strategies for analyzing, making inference and drawing conclusions based on text based details. Support teachers in the development of new and additional integrated performance tasks aligned to the CCSS.

By June 2013, at least 100 % of all teachers will instruct students on how to self-reflect and monitor their progress in reading. Assist teachers in developing ways to engage students in rich and rigorous conversations that require to them analyze and make judgments about text.

By June 2013, 80% of students (K-5) will make at least 1 year’s progress as measured by the Fountas and Pinnell Reading Assessment. Facilitate the development of student self-reflection and progress monitoring.

#### **Strategies to increase parental involvement**

- PTA members are informed about Reading, Writing, and Science Workshops at monthly School Leadership Team meetings to disseminate information to parents at PTA meetings, at workshops, through distribution of flyers, etc.

- Our Parent Involvement Policy and Parent-School Compact are distributed during Parent Teacher conferences to inform of what the school responsibilities in terms of instructional workshops.
- A monthly calendar is sent out to parents to inform them of parent workshops and important events such as Literacy Portfolio Celebrations, Poetry Celebrations, etc.
- All written communication from the school to parents is provided in English and Spanish.
- Informational workshops for parents directly relate to inform them about academic goals such as Performance Tasks, CCLS, Assessments, etc.
- The school offers Curriculum Nights to inform them about School wide curriculum, NYC Expectations, CCLS, Depth of Knowledge, PARCC assessments, etc.
- We inform them that Spanish oral translations will be available at all workshops by school staff.
- Parent Coordinator serves as a parent advocate she communicates and reminds parents of all workshops and informs us of the types of workshops parents are interested in.
- Parents will be informed during Parent Teacher conferences whether students have difficulty with fluency and provide them with reinforcement activities to implement at home.
- Parents are encouraged to participate in academic presentations and celebrations such as Poetry Celebrations, Science Fair and Literacy Portfolio Celebrations, etc.

**Budget and resources alignment**

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

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Dream, Yeh-Shen (a Cinderella story from China), Domitila (a Cinderella story from Mexico), The Gingerbread Man, The Three Billy Goat's Gruff, and Little Red Riding Hood. We have invited our families into the school on numerous Saturdays to participate in our Family as Art Partners (FAAP) visual arts programs. These programs have nurtured parent and child collaborative creativity in the area of visual arts while also promoting the concept of recycling and reusing materials in their fabulous creations.

- The **MTI (Move to Improve) Program** is a classroom based physical activity program designed by the NYC DOE and the NYC Dept. of Health and Mental Hygiene to increase physical activity among students in grades K through 5. The MTI program helps elementary school teachers incorporate short structured fitness breaks into their classrooms. These fitness breaks integrate grade-level academic concepts and physical activity in a 10-minute educational lesson and are aligned to New York State Physical Education Learning Standards. MTI has provided PS 307 with \$3,000 worth of prepackaged materials and equipment as well as on-site professional development sessions on how to implement the program. This training will allow teachers to attend events available throughout the City as part of The New York City Obesity Task Force initiatives.

## ANNUAL GOAL #4 AND ACTION PLAN

### **Annual Goal #4**

To improve students' writing performance in the three text types, in order to meet the expectations set out by the New York State Common Core Learning Standards.

- Build knowledge of the proper use of language, grammar and conventions to improve the clarity and meaning in students' writing.
- Develop new literacy performance tasks that require students to employ writing in at least three text types Informational, Narrative, and Make an Argument (Persuasive)
- Emphasize the use of evidence in student writing: to inform, make an argument, and respond to ideas, events and text.
- Develop and use a variety of formative and summative assessments to inform instruction and assist students in self-monitoring their progress.

### **Comprehensive needs assessment**

The 2011-2012 Progress Report indicated the school's student progress at 25.7 overall growth percentile, a measure indicating that students need improve on the state tests.

As part of the Citywide Instructional Expectations for the 2012-2013, it is the collective goal to prepare our students to think and read critically, communicate strongly both orally and in writing, and solve complex problems. PS 307 in meeting the goal of the NYC expectations for a more rigorous instruction infusing test readiness lessons that will not disrupt the curriculum, cognitively demanding tasks, and assignments to prepare students to perform well on tests.

NYC has adopted PARCC assessments designed to measure student learning according to the Common Core, the literacy assessments will assess writing, reading and analyzing informational texts. Students will be required to discuss arguments, evidence and claims, respond to prompts that are more text dependent, convey and opinion/argue, explain and convey to experience.

### **Instructional strategies/activities**

By December 2012, 98% of teachers will work collaboratively to develop and revise writing rubrics that outline the writing expectations and standards required by the CCSS.

By June 2013, 100% of teachers will score at least 3 pieces of student writing using the CCSS Aligned Writing Rubrics.

By June 2013, 100% of students will make progress in the use of language, grammar and conventions as measured by the newly revised CCLS writing rubrics.

Beginning October 2012, student progress will be monitored continuously throughout the year using class reports from the PS 307 database.

By June 2013, 85% of students in grade 3-5 will improve their performance on the extended response questions on Acuity Assessments.

By November 2012, 100% of teachers will be utilizing explicit instruction, guided and independent practice in all stages of the writing process to improve student writing.

Professional development will be provided to all staff to develop the proper use of grammar, language and conventions to improve clarity and meaning in student writing including the content area. This shall include the implementation of the School Wide, Inc. Fundamental Grammar and Conventions Kit purchased for grades K – 5.

Professional development schedule for Election Day will be focused on unfolding the components of the School Wide, Inc. Fundamental Grammar and Conventions Kit purchased for grades K – 5.

Professional development on helping students become effective "rhetors", people who speak and write effectively to communicate with others, while understanding

context, audience and purpose will be provided.

Ongoing professional development will be provided on using the Writing rubric to identify strengths and needs of students and to plan for effective instruction and to enable students to become self-reflective writers.

The teachers collaboratively met to create new and additional content based performance tasks (Social Studies).

- Modeling for and coaching of teacher's explicit lesson in the use of evidence in student writing for informational, opinion and argument.
- Modeling, coaching and debriefing by AUSSIE consultants and literacy coaches
- Inter-visitations and peer observations
- Informal and formal observations by consultants, supervisors, etc.

### **Strategies to increase parental involvement**

- PTA members are informed about Reading, Writing, and Science Workshops at monthly School Leadership Team meetings to disseminate information to parents at PTA meetings, at workshops, through distribution of flyers, etc.
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### **Budget and resources alignment**

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## ANNUAL GOAL #5 AND ACTION PLAN

### **Annual Goal #5**

To increase individual student improvement for the school's lowest third in grades 3, 4 and 5 on state tests by planning and executing more rigorous learning tasks to increase student outcomes.

### **Comprehensive needs assessment**

The 2011-2012 Progress Report indicated the school's student progress at 25.7 overall growth percentile, a measure indicating that students need improve on the state tests.

As part of the Citywide Instructional Expectations for the 2012-2013, it is the collective goal to prepare our students to think and read critically, communicate strongly both orally and in writing, and solve complex problems. PS 307 in meeting the goal of the NYC expectations for a more rigorous instruction infusing test readiness lessons that will not disrupt the curriculum, cognitively demanding tasks, and assignments to prepare students to perform well on tests.

NYC has adopted PARCC assessments designed to measure student learning according to the Common Core, the literacy assessments will assess writing, reading and analyzing informational texts. Students will be required to discuss arguments, evidence and claims, respond to prompts that are more text dependent, convey and opinion/argue, explain and convey to experience.

### **Instructional strategies/activities**

- By May 2013, student progress for the school's lowest 1/3 in grades 3, 4 and 5 will increase by at least 2%.
- By September 2012, 100% of teachers will participate in professional development around the CCLS and the Citywide Instructional Expectations.
- By April 2013, 100% of teachers in grades 3, 4 and 5 will receive support to identify and implement effective instructional strategies for the lowest 1/3 of their class. By promoting consistency in planning differentiated instruction at all levels so that students have access to rigorous learning tasks resulting in increased student outcomes.
- By June 2013, 100% of the school's Reading and Writing Units will be revised to align with each other and the CCLS.
- By October 2012, 100% of teachers in grades 3, 4 and 5 will meet with targeted small groups that includes but is not limited to guided reading, Voyager, Wilson, etc. (depending on needs) with the lowest 1/3 of their students at least 3 times per week.
- By October 2012, 100% of the students in the lowest 1/3 in grades 3, 4 and 5 will receive targeted intervention using research based instructional practices.
- By September 2012, we will provide continuing professional development for teachers in order to deepen their understanding of the Common Core Standards and Citywide Instructional Expectations.
- Beginning in September 2012, the Literacy Coach, AUSSIE Literacy Consultant and Data Specialist will work closely with teachers in grades 3, 4 and 5 to identify and implement instructional strategies that will support accelerated student progress for the lowest third of the school's students.
- Beginning in July 2012, teachers in Grades 3, 4 and 5, in collaboration with the school-based Literacy Coach, will revise reading and writing units to align more closely with each other and the CCLS. This revision will include the development of Performance Tasks and Rubrics to support the collection of formative data.
- By October 2012, teachers in grades 3, 4 and 5 will meet with the lowest 1/3 of their students in small groups at a minimum of three times per week and use their notes and observations as formative assessment. Guided Reading lessons will include, but not be limited to the following objectives from the Citywide

Instructional Expectations:

- Comparing two or more texts
- Reading and analyzing informational passages
- Engaging students in a 50/50 split of literary and informational texts
- Prompts that are more text-dependent: conveying an opinion/argument, an explanation, and experience.

- By October 2012, we will provide targeted intervention using research based instructional practices to the lowest third of the school's students in six-week cycles with frequent progress monitoring to ensure that intervention strategies are effectively impacting learning.

**Strategies to increase parental involvement**

- PTA members are informed about Reading, Writing, and Math Test Prep Workshops at monthly School Leadership Team meetings to disseminate information to parents at PTA meetings, at workshops, through distribution of flyers, etc.
- Our Parent Involvement Policy and Parent-School Compact are distributed during Parent Teacher conferences to inform of what the school responsibilities in terms of instructional workshops.
- All written communication from the school to parents is provided in English and Spanish.
- Informational workshops for parents directly relate to inform them about instructional goals such as Performance Tasks, CCLS, Assessments, etc.
- The school offers Curriculum Nights to inform them about School wide curriculum, NYC Expectations, CCLS, Depth of Knowledge, PARCC assessments, etc.
- We inform them that Spanish oral translations will be available at all workshops by school staff.
- Parent Coordinator serves as a parent advocate she communicates and reminds parents of all workshops and informs us of the types of workshops parents are interested in.
- Parents will be informed during all Parent Teacher conferences and PID about Acuity data, ELA, Math and Science simulation data to discuss score, and Student's strengths and weaknesses.

**Budget and resources alignment**

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

If other is selected describe here:

**Service and program coordination**

**Respect for All** is a citywide initiative expected to promote respect for diversity and engage students in meaningful instruction and/or other activities that focus on preventing bias-based harassment, intimidation and/or bullying. This initiative is addressed at PS 307 with the support of other agencies. The NYPD Community Affairs Bureau has conducted assemblies for our students and information workshops for our parents on bullying. While The Town Hall, an arts organization, through its Educational Outreach Programs has taught cultural diversity through theatre arts. We also have a yearlong school wide Read Aloud Initiative which focuses on diversity, cultural awareness and tolerance.

**Child Abuse Prevention** is addressed by PS 307 through means of a school wide day focused to Child Abuse Awareness. Assemblies are held with the support of a school based counselor, psychologist, social worker, teachers, Network support personnel and CAPP (Child Abuse Prevention Program) organization to heighten student awareness on the different forms of child abuse, physical and emotional indicators, etc. CAPP also provides professional

development for teachers on topics such as but not limited to physical and emotional indicators of child abuse and child neglect, mandated reporting, child protective investigations, etc. Our school wide Read Aloud Initiative also addresses child abuse awareness.

The **Arts Program** at PS 307 has a robust program thanks to a CASA Grant from NYC Councilman Fernando Cabrera. Through this grant, we have formed a partnership with The Town Hall to provide Theatre, Dance and/or Visual Arts enrichment for all of our Pre-K to fifth grade students. Students have received dance instruction by a teaching dance artist in the area of Tap, Latin Dance, Ballroom Dance, Chinese Ribbon Dance and/or Creative Movement. They have also worked with a teaching theater artist and performed for their families. The plays have included Shakespeare's Romeo and Juliet and A Midsummer Night's Dream, Yeh-Shen (a Cinderella story from China), Domitila (a Cinderella story from Mexico), The Gingerbread Man, The Three Billy Goat's Gruff, and Little Red Riding Hood. We have invited our families into the school on numerous Saturdays to participate in our Family as Art Partners (FAAP) visual arts programs. These programs have nurtured parent and child collaborative creativity in the area of visual arts while also promoting the concept of recycling and reusing materials in their fabulous creations.

The **MTI (Move to Improve) Program** is a classroom based physical activity program designed by the NYC DOE and the NYC Dept. of Health and Mental Hygiene to increase physical activity among students in grades K through 5. The MTI program helps elementary school teachers incorporate short structured fitness breaks into their classrooms. These fitness breaks integrate grade-level academic concepts and physical activity in a 10-minute educational lesson and are aligned to New York State Physical Education Learning Standards. MTI has provided PS 307 with \$3,000 worth of prepackaged materials and equipment as well as on-site professional development sessions on how to implement the program. This training will allow teachers to attend events available throughout the City as part of The New York City Obesity Task Force initiatives.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<p>The following programs/ strategies for ELA Academic Intervention Services are being used:</p> <ul style="list-style-type: none"> <li>• Fountas &amp; Pinnell Intervention Kit (2 – 3)</li> <li>• Harcourt Trophies Intervention Kit (K – 5)</li> <li>• Elements of Reading: Vocabulary (K – 5)</li> <li>• Teacher Created Publisher’s Building Vocabulary (3 – 5)</li> <li>• NY I-Ready (3 – 5) Read, Write and Listen (3 – 5)</li> <li>• Rally! NY ELA Rehearsal (3–5)</li> <li>• Abrams Key Links (K – 3)</li> <li>• Voyager Passport (K – 5)</li> <li>• Foundations (K – 2)</li> <li>• Words Their Way (K – 5)</li> </ul>	Classroom teachers, cluster teachers, EGCR teachers & F-status teachers provide these services for students via small group and/or individual instruction.	Services are provided during the school day, after school and/or Saturday Academies.
Mathematics	<p>The following programs/ strategies for Mathematics Academic Intervention Services are being used:</p> <ul style="list-style-type: none"> <li>• Acuity Resources</li> <li>• engage ny website (math resources to support CCLS)</li> <li>• Network Math Bundles</li> <li>• NY State Progress Coach (3 – 5)</li> <li>• Variety of math centers (Gr.K-5)</li> </ul>	Classroom teachers, cluster teachers, EGCR teachers & F-status teachers provide these services for students via small group and/or individual instruction.	Services are provided during the school day, after school and/or Saturday Academies.
Science	The following programs for Science Academic Intervention Services are being used:	Classroom teachers and cluster teachers provide these services for students via small group and/or	Services are provided during the school day, after school and/or Saturday Academies.

	<ul style="list-style-type: none"> <li>• Buckle Down Science (4<sup>th</sup>)</li> <li>• Measuring Up Science (4<sup>th</sup>)</li> <li>• Science Performance Pre/Post Test (4<sup>th</sup>)</li> </ul>	individual instruction.	
Social Studies	Social Studies Performance Tasks (5 <sup>th</sup> )	Classroom teachers and cluster teachers provide these services for students via small group and/or individual instruction.	Services are provided during the school day and after school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>In addition to providing mandated IEP services, our school based guidance counselor works with at-risk students around issues such as:</p> <ul style="list-style-type: none"> <li>• Helping students understand and express their emotions and deal with anger. Students practice verbalizing their emotions or solving the problem without getting angry.</li> <li>• Helping students understand other people's emotions and their effect on others.</li> <li>• Providing strategies and behavior management plans to improve students' behavior in class and deal with hyperactivity, fighting and bullying.</li> <li>• Learning coping mechanisms to respond differently to emotionally charged situations.</li> </ul>	School based guidance counselor provides these services individually and/or in small groups.	Services are provided during the school day.

### **HIGHLY QUALIFIED TEACHERS (HQT)**

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

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

A partnership has been established with Lehman College and City College to have student teachers assigned in grades Pre-K through 5<sup>th</sup> grade including ESL and Special Education to ensure that we can recruit possible candidates that are highly qualified.

The school has established a teacher evaluation system mirroring the Danielson Framework that highlights Professional Teaching Standards. The goal is to provide our students with the effective teachers and to provide new educators with the highest quality support so they can reach their fullest potential with systems of support from the Network, school mentors and teachers. Mentor, AUSSIE consultants or partner teachers are assigned to newly hired teachers and new teacher to the school and focus on what knowledge, skills, and dispositions beginning teachers need and help teachers understand the goal of creating future ready students for the 21st century, curriculum, policies and procedures, guide teachers in the program through demonstrations, observations, and consultations and or articulations to promote instructional excellence, etc.

All classroom teachers participate in school based professional development sessions, twice a month, including lunch shares, demonstration lessons, intra / inter visitation based on their needs and/or but not limited to City wide expectations, etc. They are also participate in external professional development, such as but not limited to Professional Educational Conferences, webinars, Network PD's, DOE Professional Development, etc. Participation is based on recommendation by mentors, teachers, and/or school administrators based on observations, articulation and consultation sessions.

The school will ensure to continue providing ongoing professional development for any teachers who are not HQT.

**THE PARENT INVOLVEMENT POLICY (PIP)**  
**(Reviewed December 2012 by the School Leadership Team)**

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:

1. P. S. 307 will take the following actions to involve parents/families in the joint development of its school parental involvement plan under section 1112 of the ESEA: Through monthly School Leadership Team (SLT) Meetings where we have the required 50% parent representation
  - Through feedback at PTA monthly meetings, Family Involvement Workshops, Family Curriculum Nights, School wide Celebrations, etc.
  - The PTA Executive Board members will be in communication with ISC personnel, Office for Family Engagement & Advocacy; CSD 10 for technical support
2. P. S. 307 will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - During School Leadership Team (SLT) meetings, Family Involvement Educational Workshops, ongoing Parent Conferences, Parent Teacher Conferences, Promotion in Doubt Parent/Instructional Staff Meetings, etc. Parents have the opportunity to see, review and inquire about the rationale of assessments, develop an understanding of the data and learn about its implications.
  - School holds Family Involvement Workshops to orient parents/families on testing procedures, performance standards, and strategies to support their children at home.
  - Through 1-to-1 meetings with parents/families, Parent Coordinator, Instructional Staff and Administration
  - Selected grades send educational assessment updates to encourage greater family instructional support
3. P. S. 307 will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental/family involvement activities to improve student academic achievement and school performance:
  - Literacy, Math and Science Family Involvement Workshops
  - Family Grade Level Orientation Meetings
  - Grade level Mid-winter, Winter, and Spring Homework and Test Review Packets (where applicable)
  - School wide Celebrations (Math and/or Writing Portfolios, Poetry Café, Publishing Celebrations, Math Bees, Vocabulary Bees, Attendance Recognition & 25 Book Initiative, etc.)
4. P. S. 307 will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:
  - Pre-Kindergarten & Kindergarten Parent/Family Orientation Workshops
  - Curriculum Workshops
5. P. S. 307 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- Family surveys that will be conducted by School Leadership Team (SLT) members and PTA Executive Board members. The surveys will be distributed to the students to bring home.
  - 100% response rate to the NYC Parent Learning Environment Survey
  - 98% attendance at Parent Teacher Conference Night and/or PTC follow-up conferences
  - 100% attendance at mandated ELL Parent/Family Orientation/Selection Meetings
6. P. S. 307 will build the school's' and parent's capacity for strong parental/family involvement, in order to ensure effective involvement of parents and to support a partnership with the parents and the community to improve student academic achievement, through the following activities specifically described below:
- a. The school will provide assistance to families of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's Academic Content Standards
    - ii. the State's student Academic Achievement Standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
      - Family Literacy, Math and Science Workshops to explain the instructional expectations, city and state standards, grade level benchmarks, and strategies to support their children at home and school
      - To ensure success and increase family attendance, we provide refreshments, instructional prizes and materials
      - Centralized bulletin boards for Literacy, Math, Science and Social Studies are publicly displayed with curriculum pacing calendars and units of study by grade level including information on assessment and rubrics
  - b. The school will provide training and materials to help parents/families work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    - Family Literacy, Math and Science Workshops to explain the instructional expectations, city and state standards, grade level benchmarks, and strategies to support their children at home and school
    - We conduct Family Involvement Workshops for parents in grades 3, 4 and 5 to orient them on the NYS and NYC tests and provide them with tips and strategies to enable them to help their students at home in preparation for the tests
    - Science Hot Spots brochure providing instructional connections such as websites, educational TV programs and museum sites to support academic achievement
    - Science Specialty teachers will collaborate with Kindergarten thru fifth grade teachers and present the Science curriculum at Family Curriculum Night for third through fifth grade
    - Access to Family Involvement Technology Work Stations with flat screen monitors, printers, internet connection, translation and ESL software and Microsoft Office .... etc.
    - Recruit and conduct annual Learning Leaders Training Institutes to facilitate family participation and student academic achievement
    - Active participation of PTA Executive Board Members and parent volunteers in executing School-wide Celebrations such as 100<sup>th</sup> Day Celebration, Poetry Celebration, Publishing Celebrations, Portfolio Celebration, Family Sports Night, "Think Green" Earth Day Celebration, Book Fairs, holiday and cultural celebrations all designed to build and nurture school spirit, loyalty and relationships
  - c. P. S. 307 will, with the assistance of its parents/families, educate its teachers, pupil services personnel, principal and other staff, on how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and on how to implement and coordinate parent programs and build ties between parents/families and schools, by:
    - School Parent Compact

- School Leadership Team (SLT) Meetings
  - Staff development designed to enhance communication between parent/families and instructional staff at Parent Teacher Conferences including effective report card comments
  - Full integration of outreach staff into all school activities
  - Informal and formal meetings with main office staff (Home Outreach Personnel, Secretary and Parent Coordinator)
  - Welcome to our school protocols (Safety Officer, Parent Coordinator, Main Office staff, Related Service providers and SBST, nurse, custodial staff, Learning Leaders, effective modeling by administration and support staff for new teachers and “Can We Talk” forms)
  - Faculty PD Conferences and meetings
  - Involving all staff including instructional staff in a wide range of school based Family/Parent Involvement activities
- d. P. S. 307 will, to the extent feasible and appropriate, coordinate and integrate parental/family involvement programs and activities with Pre-K Programs, Learning Leaders Inc.
- Grade level Family Involvement Workshops provided during the school year by staff
  - Specialists will provide workshops/resources for K-3 parents/families on habits and practices they can employ at home to help their children develop good reading skills and habits
  - Specialists will provide information to parents/families about interpreting assessment results
  - Learning Leader volunteers assigned to designated classrooms and/or School-wide Celebrations
- e. P. S. 307 will take the following actions to ensure that information related to the school and parent/families programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Color coded Principal to Family Letters and event flyers (in both English and Spanish) with follow-up telephone calls
  - One-to-one parent conferences (by providing translators on every floor when necessary)
  - Monthly PTA meetings (in both English and Spanish)
  - Family Involvement Workshops and Curriculum Nights
  - School Leadership Team (SLT) meetings and centralized informational bulletin board
  - Strategically located Family Involvement Informational Bulletin Board
  - Regular telephone home outreach by designated Home Outreach Personnel
  - Strategic display of color coded flyers and announcements throughout our school facility
  - Monthly School Calendar
  - Posters displayed in front of the school

**SCHOOL - PARENT COMPACT**

**THE SCHOOL AND PARENTS/FAMILIES WORKING COOPERATIVELY TO PROVIDE FOR THE SUCCESSFUL EDUCATION OF THE CHILDREN AGREE:**

**I. School Responsibilities**

**School Agrees:**

- To inform parents/families of Title 1 and Title III program guidelines and their right to be involved.
- To offer a flexible number of meetings at various times, and if funds are available, to provide childcare for parents/guardians who attend school meetings and/or workshops (e.g. School Leadership Team meetings, Science Family Curriculum Nights, etc.).
- To provide parents/guardians with timely information about school programs, policies and the school report card.
- To encourage and actively involve parents/guardians in planning, reviewing and improving:
  - School-Parent Compact
  - School Comprehensive Educational Plan
  - School Educational Programs and School-wide Celebrations
  - School-wide Family Involvement Plan
- To recruit, support and involve parents/guardians in school-wide planning and decision-making processes (e.g. School Leadership Team).
- To provide a nurturing environment and promote high quality curriculum and instruction with an emphasis on professional development.
- To create a school climate in which families and staff can communicate easily via our
  - School Parent Coordinator
  - Parent-Teacher Conferences, Family Orientations and School/Family Curriculum Meetings
  - Communications/meetings with families on their children's progress
  - the "Can We Talk" form in the Main Office (parent request form to meet with a teacher)
  - Parent opportunities to participate and volunteer in school programs (e.g. School Leadership Team Meetings, Instructional Trips and various School Initiatives)
  - Via one to one and small group meetings with parents/guardians
- To ask parents/guardians and/or staff volunteers to act as translators during school parent meetings
- To provide ongoing communication with families that encourages and supports parent/guardian participation on issues related to their child's education (e.g. Principal to Family Letters (printed on yellow paper), Workshop Flyers, Curriculum Meetings, Centralized Family Involvement Bulletin Board and School Leadership Team Bulletin Board.)
- To provide ongoing learning opportunities for parents and families (e.g. Parent Curriculum Meetings, Family Literacy and/or Math Workshops, participation in Instructional Trips, Orientations, Health and Other Related Workshops that may include but are not limited to asthma, breast cancer, obesity, juvenile diabetes, Attention Deficit Disorder, dental, lead poisoning, hygiene, internet safety, etc.).
- To discuss with parents/guardians performance profiles, individual student assessment results, as well as citywide assessments (ECLAS-2, Fountas & Pinnell Benchmark Assessment, NYSESLAT, ELA, Math, Social Studies and Science City and State Tests/Acuity and Performance Tasks).

- To share pertinent information from the Department of Education with parents/guardians.

## **II. Parent/Guardian Responsibilities:**

### **Parent Agrees:**

- To become involved in developing, implementing, evaluating and revising the School-Parent Involvement Compact.
- To share the responsibility for his/her child's improved academic performance.
- To maintain accurate and updated emergency contact information.
- To make literacy development a family focus:
  - encourage his/her child to write at home for real purposes (e.g. letters to relatives, shopping lists, thank you notes, diaries, special occasion invitations, etc.)
  - read at home with each child as part of the daily routine
  - encourage and supervise his/her child's reading of at least twenty five books each year
  - utilize local public libraries to expand and enhance his/her child's literacy experiences (e.g. library card, storytelling).
- To make math development a family focus: increase family awareness of the school's mathematic instructional program (e.g. participation in Family Math workshops, review math homework, etc.) encourage his/her child to use math at home and in daily living to create real math experiences (e.g. playing math games, creating household and shopping budgets, comparative shopping as a math experience, participating in measurement while cooking).
- To facilitate the completion of quality work by his/her child at home (e.g. review notebooks, homework and special projects, etc.) and ensure that on a daily basis his/her child is prepared with all required school supplies.
- To utilize the NYC's Dial a Teacher (212-777-3380) and/or Homework Help website (dial-a-teacher.com).
- To be aware of and monitor his/her child's daily school attendance and punctuality and provide the school with written notifications of absences and medical documentation as needed.
- To supervise and monitor his/her child's:
  - sleep time/bedtime
  - hygiene
  - wearing of eye glasses (when needed)
  - appropriate Internet use
  - nutritious lunch snacks
  - telephone conversation
  - physical health (e.g. annual medical, eye and dental check-ups)
  - wearing weather appropriate clothing
- television/movie watching
- video game playing
- To actively participate in curriculum, informational parent/family meetings, school-wide celebrations, Parent/Teacher conferences at the school, as well as Department of Education Educational Parent Workshops.
- To become familiar with school, city-wide and State assessments (e.g. ECLAS-2, Fountas & Pinnell Benchmark Assessment, ELA, NYSESLAT, Everyday Math, Science and Performance Tasks) and plan to prepare his/her child for test experiences.

- To complete surveys and provide feedback so that Title 1 Parent Involvement activities meet the needs, concerns and interests of parents/guardians.
- To become familiar with and support the school's dress code, disciplinary code, attendance and punctuality plan and safety plan procedures.
- To communicate with his/her teacher and other school personnel pertinent information about the child's educational needs (e.g. related services and Individual Educational Plan) and health conditions such as asthma, allergies, etc.
- To communicate the type of assistance and workshops needed and desired by the parent community to assist them in supporting his/her child's educational progress.
- To participate, when possible, on advisory or decision making committees within the school (e.g. School Leadership Team, Parent Teacher Association meetings and subcommittees
- To provide written explanation for injuries that his/her child may have incurred outside of school.
- To notify school personnel regarding pertinent information that may affect their child's academics or behavior.

**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 <b>Maria Quail</b>	District <b>10</b>	Borough <b>Bronx</b>	School Number <b>307</b>
School Name <b>Science School for Exploration and Disco</b>			

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

Principal <b>Luisa Piniero Fuentes</b>	Assistant Principal <b>Yolanda Valez</b>
Coach	Coach
ESL Teacher <b>Ashleigh Giangrasso</b>	Guidance Counselor
Teacher/Subject Area <b>Laura O'Connell/Special Ed.</b>	Parent
Teacher/Subject Area <b>Marcy Schickler/EGCR</b>	Parent Coordinator
Related Service Provider	Other
Network Leader	Other

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>5</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>2</b>		

### D. School Demographics

Total number of students in school	<b>312</b>	Total Number of ELLs	<b>92</b>	ELLs as share of total student population (%)	<b>29.49%</b>
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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. 

Paste response to questions 1-6 here

1. Describe the steps followed for the initial identification of those students who may possibly be ELL's. 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 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 steps taken to annually evaluate ELL's using the NYSESLAT.

In compliance with State and Federal requirements, P.S. 307's bilingual Assistant Principal, one full time ESL certified teacher as well as two part-time F-Statuses, ESL Certified teachers all help parents/families to complete the Home Language Information Survey (HLIS) when they are registering a student who is new to the NYC public school system. The names of the individuals administering the HLIS are: Assistant Principal Yolanda Valez, full-time certified ESL teacher Ashleigh Giangrasso and part-time F-Status ESL certified teachers Maria Fuentes and Marian Silverstein. In addition, an oral interview with the parent is conducted in English as well as Spanish by one of the individuals named above to determine validity of the information given on the HLIS. An interview is also executed between the Assistant Principal or one of the ESL teachers and the student. If the survey and interviews reveal that the student is required to be LAB-R tested, one of the following ESL certified teachers, trained in administering the LAB-R, administers the test to determine if the student is eligible for ESL services: Ashleigh Giangrasso, Maria Fuentes or Marian Silverstein. If the student's native language is Spanish and the student does not achieve proficiency on the LAB-R, either of the bilingual F-Status ESL teachers, Maria Fuentes or Marian Silverstein or the bilingual Assistant Principal, Yolanda Valez, will administer the Spanish Lab. The initial screening, administration of the HLIS and the administration of the LAB-R as well as the Spanish Lab are all done within the ten days of the date the student was registered at P.S. 307. The school's bilingual ESL staff as well as our bilingual school secretary, Yesenia Diaz are available to translate when/if necessary throughout the initial identification process. Once the Home Language Information Survey and interviews are completed and the necessary testing has taken place, the appropriate parents are invited to the English Language Learners' Family Orientation to view a video informing them of their program options. Throughout this process a staff of bilingual administrators and teachers and our bilingual parent coordinator available to translate all information given orally as well as to translate any conversations taking place.

Throughout each school year, there is ongoing and consistent communication between the ESL staff and main office staff to maintain an updated list of ELL students within the school. The full-time ESL teacher makes contact with the pupil secretary on a weekly basis to get a list of students who have been admitted and discharged. This communication and coordination is extremely important in order to ensure that all new admits are reviewed and, when necessary discharged, so that a list of students with mandated ESL services is kept current at all times. When a new family comes to the school to register their child(ren), a member of the ESL staff is asked to report to the main office to partake in the registration process and to determine eligibility for testing. If a member of the ESL staff is not available, the bilingual Assistant Principal will be the individual responsible for conducting the initial interview. This collaboration becomes increasingly important and necessary right before the NYSESLAT. A team of ESL certified teachers, administrators and office staff members works together to ensure that all required students are identified and tested with the NYSESLAT. In accordance with city and state regulations, all required steps are followed to ensure the security and timely return of NYSESLAT testing materials. More information on the administration of the NYSESLAT can be found below.

When P.S. 307 receives the NYSESLAT scores in the fall, the data is used to identify which students are still eligible for ESL services and to place them with ESL certified self-contained or pull-out/push-in teachers. Professional development will continue to be offered to instructional staff to explain the LAB-R and NYSESLAT tests and scores to expand teachers' knowledge about ELL assessments. A segment on ESL strategies essential for ELL students gives staff members the ability to embed various ESL strategies into their

planning so that teaching and learning can be most effective. P.S. 307 seeks to provide professional development on proven ESL strategies and techniques such as the use of music, pictorial representations, activating prior knowledge, building background, kinesthetic activities, and body language in order to help students succeed academically. Professional development will also focus on the use of critical thinking skills and vocabulary development.

This entire process is overseen by our Assistant Principal, who has bilingual certification and educational training, as well as our Testing Coordinator.

Administering the NYSESLAT:

The school takes many steps to prepare and administer the NYSESLAT examination. Well in advance of the testing windows, the ESL staff and school-wide testing coordinator run a school-wide test history report as well as the report of students eligible to take the NYSESLAT in ATS to make sure all eligible ELL students have been identified. The list from ATS will be compared against the ESL department's existing list of ELL's to make sure all entitled/eligible ELL students will be tested. In addition, with the assistance of the pupil secretary, the ESL coordinator keeps close watch on all admitted and discharged students around the time of the test so that an accurate list of eligible students can be maintained. The ESL Coordinator also checks the IEP's of ELL students who are entitled to testing accommodations. The list of ELL's who have testing modifications listed on their IEP's is distributed to all staff members administering the examination to make them aware of the eligible accommodations for the students they are testing. The ESL certified staff members administering the examination are also given training on what each testing modification requires in relation to the NYSESLAT. The same will apply for any general education ESL student who may need any additional testing accommodations not already provided to ELL's.

Also before the test, we will visit the City's testing calendar site for the exact assessment dates, as well as the State's NYSESLAT homepage to check for the School Administrator's Manual and other testing information. We will also constantly check the City's testing memo site for other important memos that will provide city-specific administration directions and guidelines.

Once we know the specific test dates of the tests we will begin to make test schedules. The ESL teachers typically make one over-all schedule that shows on which dates the different parts of the tests will be given first.

Once the school's test coordinator and administration have approved the overview schedule the ESL teachers make more specific schedules to show at which times on each day the different test sections will be administered. Some things that are considered while making these schedules include:

- How many students need to be tested in each grade, and in each class?
- What other locations and personnel are available to help the ESL Coordinator with administering the test?
- If staff is going into one class to administer the test to a large group of students, are there any non-ELL's in the class? If so, where will they go during the testing?

When the testing materials are received the School Administrator's Manual is opened in order for the testing coordinator to become familiar with information about administering the test, important testing dates and timelines, and when the test needs to be packed up and returned to the publishing company. The test is administered as described above and through following the instructions in the School Administrator's Manual. The students who are required to take the test are pulled either individually or in small groups by grade level and taken to a secure testing location to be given the test by an ESL teacher.

Communication between the school and families with regard to the NYSESLAT is extremely important to the staff at P.S. 307. When students are admitted to the school and determined to be English Language Learners, their parents are given an overview of the NYSESLAT and the approximate dates on which their student(s) will take the assessment. The parents of those students who are entitled to continue to receive ESL services are notified as such through the Continued Entitlement Letter distributed on the Fall. Throughout the year at various events, such as Parent-Teacher Conferences and Family Workshops the ESL staff is available to provide parents with materials and suggestions for assisting their child(ren) in preparing to take the NYSESLAT. In addition, parents are encouraged to contact the school with any questions they may have with regards to the NYSESLAT and/or our ESL program. In the Spring, before the Speaking portion of the NYSESLAT is administered, all families of ELL's are notified of the exact dates on which their child(ren) will be assessed using the NYSESLAT through a Principal to Family Letter. This letter also reminds parents of the things they can do to help their child(ren) do his or her best on the examination.

2. What structures are in place at your school to ensure that parents understand all three program choices?

At the beginning of the year ELL Parent Orientation meeting, held in September, The New York City Department of Education Orientation Video for Parents of English Language Learners is shown in their home language, if available. This video will inform them of the three options in programming. ELL Family Orientation Meetings are held to inform parents/families of the various program choices they have, the program that P.S. 307 offers, and information on the curriculum at our school. In addition to the video, the pamphlet titled "Guide for Parents of English Language Learners" provided by the city is also distributed to the parents, in their home language, to serve as a written resource for them to refer to at home as needed. All workshops are conducted in both English and Spanish, translation is provided by our bilingual Parent Coordinator and/or our Assistant Principal. The ESL Coordinator works with our bilingual home outreach personnel to follow up with parents who did not attend the orientation via telephone, written notices and in person meetings, to ensure that all parents have been informed of their options. As new students are admitted to the school and tested to determine eligibility for ESL services, the ESL Coordinator schedules meetings for the parents of newly admitted ELL's to view the video and to receive the information given at the Parent Orientation.

The initial workshop takes place in September after all of the students admitted up to that point have been tested to determine eligibility. After September, the ESL Coordinator, pupil secretary and Parent Coordinator meet informally to identify parents of newly admitted

students who need to receive the information about the three types of programs. The ESL Coordinator, Parent Coordinator and a member of the administration will plan and implement a parent orientation for the new parents within ten days of their child(ren) being admitted to the school.

Parents are notified of the ELL Parent Orientation through a bilingual flier sent home notifying them of the date, location and time of the workshop. In addition, home outreach personnel in the main office will work with the ESL Coordinator to contact the identified parents to ensure that they have received all of the information and to answer any questions they may have about the workshop. Should a parent choose a program that P.S. 307 does not currently offer, the ESL Coordinator, Parent Coordinator and Assistant Principal will identify a school in the area that does have the program available and contact that school to inform the school of the situation. The staff at P.S. 307 will do everything in our power to ensure a smooth, successful transition for the family and new school. Finally, should fifteen or more parents with children in two consecutive grades choose the bilingual option; P.S. 307 will need to form a bilingual class for these students.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned.

At the beginning of the year ELL Parent Orientation meeting, The New York City Department of Education Orientation Video for Parents of English Language Learners is shown to inform parents of newly admitted ELL's of the three options in programming in New York City. Once the video has been viewed the Entitlement Letters and Parent Survey and Program Selection are distributed to the parents in both English and the Native Language and are completed by the parent before leaving the orientation. For those parents who are not in attendance at the orientation, the ESL Coordinator works with the Parent Coordinator to follow up with them in order to ensure that those parents come into the school to view the video, be informed of their options and to complete the forms as well as to receive the Entitlement Letter. As new students are admitted, the parents are asked to bring their child to school themselves on the first day so that the parent may learn about the three options, view the video and complete the forms. The school follows the procedure of asking parents to complete the Parent Survey and Program Selection forms during the orientation and to hand the completed form to a member of the staff in order to ensure that these forms can be collected in a timely manner. The ESL Coordinator makes photocopies of these forms, files the originals in the students' cumulative files and keeps the copies in a file folder in the ESL office. For ELL's who are currently enrolled in the school and are not new admits, Continued Entitlement letters are given to parents at dismissal on the earliest day possible in order to ensure they receive the document. Should an individual other than a parent come to pick-up a student, the parent will be contacted and asked to come to the school to pick-up the letter. A distribution list is kept of all letters distributed to parents and is kept in a file in the ESL office. This system applies to Continued Entitlement Letters, Transitional Letters and Non-Entitlement letters.

Home outreach and communication with families whose home language is not English is facilitated by our Principal, Assistant Principal, Parent Coordinator, and our bilingual home outreach personnel. These human resources assist us in maintaining open lines of communication between school and home. Should a parent speak a language other than those spoken by the staff at the school, the school will contact the translation office to arrange for a translator to accommodate the parent's needs.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs. Since P.S. 307 currently only has a Freestanding ESL Program, all students are placed in this program, unless the Parent Selection form dictates otherwise. Should a parent choose a program that P.S. 307 does not currently offer, the ESL Coordinator, Parent Coordinator and Assistant Principal will identify a school in the area that does have the program available and contact that school to inform the school of the situation. The staff at P.S. 307 will do everything in our power to ensure a smooth, successful transition for the family and new school. Finally, should fifteen or more parents with children in two consecutive grades choose the bilingual option; P.S. 307 will need to form a bilingual class for these students.

When P.S. 307 receives the NYSESLAT scores in the fall, the data is used to identify which students are eligible for continued ESL services and to place them with ESL certified self-contained or in a General Education classroom serviced by ESL certified push-in teachers. In the fall of each year, after certified ESL teachers have finished identifying and testing required students using the LAB-R to determine ESL service eligibility, parents whose students are newly identified as ELL's are invited to our ELL Parent Orientation. At the ELL Parent Orientation, families are shown the Chancellor's video that explains the different program options for ELL's. At this meeting, the ESL staff and bilingual Parent Coordinator explain the program and curriculum at our school, and families fill out and submit their Program Selection Forms.

Based on families' Program Selection Forms, we incorporate students whose families selected Freestanding ESL into our program. While we have yet to encounter a family requesting an alternative program option, should we encounter a family who selects a Dual Language or Transitional Bilingual program we will help the family find schools that can accommodate their preference. All conversations between families and school staff are in the family's native language if that language is Spanish. If a family speaks a language other than Spanish at home and does not have a friend or family member who is able to translate, the school will contact the Office of Translation Services to request a translator for the meeting.

In kindergarten, entitled students are placed in one of the three kindergarten classrooms. Students who are general education students are placed in one of our two general education Kindergarten classes and students who are identified as being entitled to a self-contained special education setting are placed in our Kindergarten special education class. All three of our Kindergarten classes are serviced through a push-in ESL program. Those students identified as being at a beginner or intermediate proficiency level receive 360 minutes of ESL services per week, while those students identified as performing at an advanced proficiency level receive 180 minutes or push-in

ESL services per week. In Kindergarten, our ELL's are serviced by our full time ESL teacher, Ashleigh Giangrasso and one of our part time F-status teachers, Marian Silverstein.

ELL students in first grade are grouped heterogeneously based on English proficiency level and placed into classrooms with general education teachers and receive the mandated ESL services through a push-in program by our full time certified ESL teacher, Ashleigh Giangrasso. In second grade, our ELL's are placed in one of three classes. Those students identified as ELL's who are also entitled to a self-contained special education setting are placed in a self-contained special education class. The remaining ELL's are placed in one of two general education classes. Those ELL's in second grade performing at a beginner or intermediate level of English proficiency are placed in a classroom with an ESL certified classroom teacher who also has a common branch license. ELL's in second grade performing at an advanced level of English proficiency are placed in a general education classroom with a general education teacher. Students in the second grade special education class as well as students in the general education class are serviced according to their level by our full time ESL teacher, Ashleigh Giangrasso and one of our F-Status ESL teachers, Maria Fuentes.

In third grade, ELL students at the beginning or intermediate level of English proficiency are placed in a general education class taught by a teacher who has both an ESL and common branch license. The students who are at an advanced level of English proficiency are placed in a general education setting with a general education teacher. These students are served by our full time ESL teacher, Ashleigh Giangrasso and one of our F-status ESL teachers, Maria Fuentes.

In grades four and five, ELL students are grouped heterogeneously based on English proficiency level and placed into classrooms with a general education teacher and receive the mandated ESL services through a push-in program by our full-time certified ESL teacher, Ashleigh Giangrasso and one of our ESL certified F-Status teachers, Maria Fuentes.

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?

Since the opening of P.S. 307 in 2003, 100% of the parents of ELL's who have completed the Parent Survey at P.S. 307 have chosen to enroll their students in our ESL Program. While we do not currently have bilingual or dual education programs at P.S. 307, our staff does convey to parents that these programs are available at other schools in the area and that we will assist them in finding a school that can provide their child(ren) with the opportunity to participate in a bilingual or dual language setting. So far during the 2011-2012 school year, all of the parents with the exception of one have chosen to have their children enrolled in our free-standing ESL program. The one parent who did not choose the ESL program refused to complete the Parent Selection form and stated that she will not complete the form because she does not believe that her child is an ELL. This student is currently in our general education Kindergarten class and is being served by our ESL certified staff according to New York City and State regulations.

6. Are the program models offered at your school aligned with parent requests? How will you build alignment between parent choice and program offerings?

We have reviewed our Parent Surveys and Program Selection forms for the past several years and they have revealed that 100% of the parents (who completed the parent survey forms at P.S. 307) have opted to have their children participate in a free-standing ESL program. Based on the 100% request rate for a free-standing ESL program we can say that the model of ESL instruction that we currently offer does align with parent requests.

Should a parent choose a program that P.S. 307 does not currently offer, the ESL Coordinator, Parent Coordinator and Assistant Principal will identify a school in the area that does have the program available and contact that school to inform the school of the situation. The staff at P.S. 307 will do everything in our power to ensure a smooth, successful transition for the family and new school. Finally, should fifteen or more parents with children in two consecutive grades choose the bilingual option; P.S. 307 will need to form a bilingual class for these students.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	92	Newcomers (ELLs receiving service 0-3 years)	86	Special Education	20
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	86	0	13	6	0	3	0	0	0	92
<b>Total</b>	<b>86</b>	<b>0</b>	<b>13</b>	<b>6</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>92</b>

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

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

**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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**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
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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	16	22	26	17	4	2	0	0	0	0	0	0	0	87
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	2	0	0	0	2	0	0	0	0	0	0	0	4
<b>TOTAL</b>	<b>16</b>	<b>24</b>	<b>26</b>	<b>18</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>92</b>						

## 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?

1. How is instruction delivered?

a. What are the organizational models?

As can be seen from the ELL Program Breakdown chart above, the ELL program at P.S. 307 is a Push-In and Self-Contained model. In Kindergarten, there are two push-in general education classes and one push-in special education class all served by our full time ESL

## A. Programming and Scheduling Information

teacher, Ashleigh Giangrasso and one of our F-Status ESL teachers, Marian Silverstein. In first grade, there are two push-in classes, and in second grade, there is one self-contained ESL class lead by an ESL certified teacher and one push-in class. All of the classes in first grade are serviced by our full time ESL teacher, Ashleigh Giangrasso, as well as by one of our ESL F-status teachers, Marian Silverstein. In second grade, the push-in class is serviced by one of our F-status teachers, Maria Fuentes. During the 2011-2012 school year, P.S. 307 will have one self-contained ESL class in third grade lead by an ESL certified teacher and one push-in class serviced by our full time ESL teacher, Ashleigh Giangrasso and one of our F-Status ESL teachers, Maria Fuentes. In fourth grade we have one push-in class serviced by our full time ESL teacher and one of our F-Status ESL teachers, Maria Fuentes. In the fifth grade we have one push-in class, serviced by our full time ESL teacher and our F-status ESL teacher, Maria Fuentes. The number of periods of ESL services each of these classes receive varies throughout the week and depends on the proficiency level of the students in the class. For students classified as Beginners or Intermediates as per the LAB-R and NYSESLAT, our school complies with CR-PART 154 and provides these students with two units of ESL instruction or 360 minutes of ESL instruction per week under the guidance of a certified ESL teacher. Those students who have been identified as Advanced level or former ELL's receive one unit, or 180 minutes of ESL instruction with a certified ESL teacher per week. Each of the identified groups completes these minutes each week through 50 minute long periods, in their general education or special education classroom.

In the push-in model, English as Second Language teachers push-in to work with students from the same grade level who have been identified as English Language Learners. When the ESL teacher pushes into the classroom, she may pull her groups of ELL's aside to work with them or support them within the context of the whole class. The decision about which model to use during a push-in period is one that is made after collaboration between the classroom teacher and the ESL teacher and after looking at student data and behaviors to determine the most appropriate model for each group of students.

b. What are the program models?

In kindergarten, the students are group according to English proficiency level. All of the students achieving an advanced proficiency level are placed in one of our kindergarten general education classes, while those students achieving a beginner or intermediate level of English proficiency are placed in a second general education class. The only exceptions are the three ELL's in our kindergarten special education classroom. In the two first grade classes, the one fourth grade class and the one fifth grade class, the English proficiency level is heterogeneous. These heterogeneous groupings in our general education classes in these grades allow for our beginner ELL's to have English proficient peers to learn from and observe. In the second and third grades, students achieving a beginning or intermediate level of proficiency are placed in our self-contained ESL classrooms taught by an ESL certified teacher. These students also have English proficient peers in their classroom to serve as language models for our students learning English. The students in second and third grade performing at an advanced level of English proficiency are placed in the general education class in the appropriate grade and are served by an out of classroom ESL certified teacher in a push-in model. For all classes and grades, each period of service is 50 minutes in length and is delivered in English by a certified ESL teacher.

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?

Currently, P.S. 307 has three full-time certified ESL teachers and two F-Status certified ESL teachers on staff. In kindergarten and first grade, ELL's are serviced by our full time ESL teacher, Ashleigh Giangrasso and our F-status ESL teacher, Marian Silverstein. In second grade, ELL's in the self contained classroom receive their minutes from their ESL certified teacher, Judith Boksner, with support and collaboration from our ESL out of classroom staff. In the other second grade classroom, ELL students receive their mandated minutes through instruction from our F-status ESL teacher, Maria Fuentes. In third grade, those ELL's in the classroom taught by ESL certified teacher Trinelle Ragoonanan, receive their mandated minutes from their classroom teacher with collaboration and support from our out of classroom ESL staff. Finally, in fourth and fifth grade all ELL's receive their mandated minutes from our full time ESL teacher, Ashleigh Giangrasso and F-status ESL teacher, Maria Fuentes. A weekly schedule is kept for each ESL teacher documenting the minutes each teacher is expected to serve each class. When a period of service is missed or cancelled, a make-up session is scheduled to ensure all ESL students are receiving their mandated minutes. Each ESL teacher is held responsible for tracking the students on her schedule and ensuring all mandated minutes are given according to each student's proficiency level.

P.S. 307 ensures that all ELL students receive their mandated minutes by constantly evaluating the schedules of all ESL teachers to ensure they are reaching all of the ELL's they are to service. If a teacher feels she is unable to meet with all of the ELL's she is responsible for servicing the schedules are re-evaluated to ensure all students are receiving their mandated minutes. When scheduling conflicts arise (assemblies, field trips, etc.) the ESL teachers work with the administration as well as the classroom teacher to rearrange schedules for the day to ensure that the ELL students receive as many of their mandated minutes as possible that day.

To address the regulation requiring 180 minutes of ELA instruction for those students at the advanced level of English proficiency, each

## A. Programming and Scheduling Information

classroom teacher teaches 2-3 periods of Reading and Writing per day for 50 minutes each period, totaling 100 to 150 minutes of ELA instruction per day. During many of these periods of Reading and Writing instruction an ESL certified teacher is present to push-in to the classroom to work with the ESL students at an advanced level during their ELA instruction. In Kindergarten, P.S. 307 has placed the ELL's in all three of our Kindergarten classes. The advanced ELL's in Kindergarten are in one class and are given their 180 minutes of ELA instruction by their classroom teacher as well as through a push-in program in which Marian Silverstein, one of our F-Status ESL certified teacher provides 150 minutes of ESL support during classroom ELA instruction, while Ashleigh Giangrasso, our full time ESL teacher pushes in to provide 38 minutes of ELA instruction in conjunction with the classroom teacher. In first grade, we have all of our first grade advanced ELL's in one class and are given explicit ELA instruction by a first grade classroom teacher for 100 to 150 minutes per day, with ESL push-in support for 200 minutes per week from our full time ESL certified teacher, Ashleigh Giangrasso. In second grade, each of our three classes have advanced ELL's enrolled and all of these ELL's receive explicit ELA instruction from their classroom teachers with the push in support of our full time ESL teacher, Ashleigh Giangrasso and our F-status ESL teacher, Maria Fuentes. The students in the self-contained ESL class are served their ELA minutes by their ESL certified classroom teacher for 100-150 minutes per day. The advanced ELL's in the remaining two classes in second grade also receive explicit ELA instruction from their classroom teacher with the support of the ESL staff mentioned above. In third grade, all of our ELL's performing at an advanced proficiency level are in the same class and receive 100-150 minutes of ELA instruction per day from their classroom teacher and throughout a typical week, our full-time ESL: certified teacher, Ashleigh Giangrasso, and our F-Status ESL certified teacher, Maria Fuentes push into this classroom for 200 minutes per week to support ELA instruction. In fourth grade, we have all of our ELL's performing at an advanced level of proficiency who, receive 100-150 minutes of ELA instruction per day from her classroom teacher, 200 of these minutes per week are minutes in which Maria Fuentes, an F-Status, ESL certified teacher or Ashleigh Giangrasso, a full-time ESL certified teacher pushes in to the classroom to provide ESL support. Finally, in our fifth grade all ESL students performing at an advanced level of proficiency are in one class. These fifth grade ELL's receive explicit ELA instruction for 100-150 minutes per day from their classroom teacher. During 200 of these ELA minutes per week, Maria Fuentes, an F-Status, ESL certified teacher or Ashleigh Giangrasso, a full-time ESL certified teacher pushes in to the classroom to provide ESL support.

Finally, three of our five ESL teachers are also bilingual and are able to provide Native Language support to our ELL's when absolutely necessary to ensure that our ELL's are receiving all instruction and information in a manner that allows them to comprehend the material.

### 3. Describe how the content areas are delivered in each program model.

In order to meet high academic standards, ELL students benefit from the same curriculum as their English proficient counter-parts. Across the grades in writing, this is implemented through the balanced literacy program. All grades utilize the writing workshop model in order to meet NYC standards. Reading instruction is executed via a workshop model of teaching that includes daily read-alouds, shared reading, guided reading, independent reading, and word study. In kindergarten and first grade, the balanced literacy program supplemented with Harcourt Trophies as well as Month by Month Phonics depending on the targeted skill. In grade two, the Words Their Way and Earobics programs are used to supplement the balanced literacy approach. In grades three through five, an emphasis is placed on grammar since this is an area that data has shown needs additional attention. All instruction is aligned with the New York State and New York City Curriculum Standards in order to assist students in meeting grade level benchmarks. In addition to aligning curriculum and instruction to current city and state standards, teachers of all grades are examining content and instruction and adapting their practice to address the new Common Core Standards.

During the instructional day, the Push-In program uses the Harcourt Intervention ELL Kit to supplement core instruction for the ELL's in grades kindergarten through third grade, and in fourth and fifth grade when appropriate. The ELL Intervention Kit provides opportunities for the students to practice the literacy skills introduced in their classrooms, while developing and strengthening their reading, writing, listening and speaking skills. In grades 4 and 5 the Avenues program as well as the Crystal Springs Intervention Kit are used as a supplement to the core curriculum being taught inside the classroom. In addition to the programs mentioned above, ESL teachers work to infuse ESL teaching strategies into the school's reading and writing curriculum maps so that students receive the extra scaffolding they need, while still learning the same skills and information as their English proficient classmates. ESL teachers provide additional vocabulary instruction as well as bilingual glossaries and bilingual books to supplement the instruction taking place in the classroom. When an ESL teacher pushes into a classroom, she co-teaches with the classroom teacher and provides additional supports in the lesson to support the ELL's in the class. If the students are working on independent or group work the ESL teacher pulls the ESL students aside into a small group within the classroom setting to work on the material with the small group. The teacher uses ESL strategies as well as scaffolding and differentiation to ensure the ELL's master the material at hand. In this model the ESL teacher and the classroom teacher look at the lesson together before it is taught to discuss how to deliver the material to reach all learners. The ESL teacher works to incorporate methods to ensure the instruction is reaching the ELL's in the classroom.

## A. Programming and Scheduling Information

In our self-contained second and third grade classrooms, the classroom teacher is certified in ESL and is responsible for delivering the mandated minutes to the ELL's in the classroom. In addition to all day instruction with an ESL certified teacher as the classroom teacher, students in these classrooms receive additional support through the collaboration between their classroom teacher, Academic Intervention providers and the ESL staff at P.S. 307.

In addition to receiving the same Mathematics, Science and Social Studies instruction as their proficient counterparts as per city and state mandates, ELL's at P.S. 307 also benefit from numerous other interventions in these areas. P.S. 307 provides Academic Intervention Services (AIS) during the academic day, during After School Institutes, as well as during ELA, Math, Science, and Social Studies Academies that are held after school and on Saturdays. A variety of instructional materials, such as Avenues, Everyday Math, computer software, hands-on models, plays, bilingual glossaries, historical documents, and test sophistication materials- such as IReady, Comprehension Matters, Read, Write, Edit & Listen or Buckle Down- are utilized to provide additional support. The material(s) used are selected based on the needs of the students in the group being instructed. AIS are provided to our students in a variety of methods – via small groups, interactive experiments, and whole-class activities. All students, including ELL's, are involved in, or invited to the programs and services offered to their grades. Groups are determined based on data analysis (i.e. NYSESLAT and LAB-R scores, ECLAS-2 assessments, m-Class assessments, Fountas & Pinnell assessments, and ELA Simulations). We have Classroom Teachers, Specialty Teachers, EGCR Teachers, ESL Teachers & F-Status teachers providing these much needed services for all students requiring additional support.

Since P.S. 307 only has a Free Standing ESL program, all instruction is delivered in English. Content is made comprehensible to ELL's using many different approaches. Grade-level content is delivered in whole class, small group and one-on-one groupings. Classroom teachers have received professional development on ESL instructional strategies to incorporate into their instruction. English Language Learners also benefit from the availability of bilingual glossaries with content specific vocabulary. In addition, the ESL teachers and classroom teachers are in constant communication about the needs and progress of the ELL's in order to ensure each student is receiving the interventions necessary to be successful academically. Explicit vocabulary instruction is delivered to the ELL's during Push-In periods in order to ensure that they have the vocabulary necessary to access the grade level materials they are presented with in the classroom. In addition, since the classroom and ESL teachers are in constant communication with each other, if there is a particular area in which an ELL is struggling in the general education classroom, the ESL teacher will work to incorporate that material into the ESL lessons to ensure the student has multiple and diverse opportunities to access the material.

4. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE

We currently do not have any SIFE students at P.S. 307, however if a SIFE student should be admitted to the school, we will perform the following steps: assess the student(s) to identify areas of strength and need, place the student based on those strengths and weaknesses, employ additional intervention services which include, but are not limited to, ongoing assessment to monitor progress. As with all students at P.S. 307, differentiated instruction will be implemented to ensure the SIFE students' needs are met. In addition, should P.S. 307 admit a SIFE student or group of SIFE students, these students will be a part of a Breakfast Academy during which socialization skills and appropriate school behavior will be introduced if necessary. Finally, these students will each be matched with a buddy in the classroom who has the same home language, if possible and will serve as a friend and resource for the SIFE student.

b. Describe your plan for ELL's in US schools less than three years. Additionally, because NCLB now requires ELA testing for ELL's after one year, specify your instructional plan for these ELL's.

Newcomers at P.S. 307 receive the mandated number of minutes as per their proficiency level. Instruction during these Push-In periods is based on student needs as per data from various assessments given throughout the school year. These ELL's are closely monitored by their classroom and ESL teachers to ensure they are progressing academically. Both the classroom teacher and the ESL teacher examine the students' data, make observations of the students and conference with the students to assess their needs. Once the students' needs are identified, the ESL teacher works with the classroom teacher to formulate an intervention plan. Progress is constantly monitored and if the intervention does not seem to be working, the teachers will meet to reassess the instructional plan. These students typically become a part of the Response to Intervention (RTI) groups in the areas that the data shows they are lacking and they receive targeted instruction during our extended day periods if their data shows it is necessary.

Now that NCLB requires ELA testing for ELL's after one year, extra attention is paid to ELA content during ESL instruction. P.S. 307 has implemented ELA simulations at various points throughout the school year, data from these simulations is examined and analyzed to determine areas of need for ESL students. Once the areas of need are identified from the ELA simulation data, ESL teachers, classroom

## A. Programming and Scheduling Information

teachers and AIS providers work with the administration to formulate a plan of action for these students. In addition, a certified ESL teacher is a part of the teaching staff during the ELA after-school institute as well as during the ELA Saturday Academy series. During these periods, the ESL teacher instructs the newcomers using scaffolding and differentiation in order to assist them in their academic progress on the ELA. As with any educational plan, student progress is monitored and the plan is reevaluated periodically to ensure that it is effective in assisting students in progressing academically.

c. Describe your plan for ELL's receiving service 4 to 6 years.

Depending on their proficiency level, and their individual needs, ELL's receiving services four to six years will have their data reviewed and analyzed by an in-house Data Inquiry committee. Within the mandated amount of minutes for the student's proficiency level, ESL strategies and alternative academic interventions will be applied. Progress is constantly monitored and if the intervention does not seem to be working, the teachers will meet to reassess the instructional plan. Again, areas of student need in ESL are targeted during ESL Push-In sessions. These students are also invited to attend after-school academies and/or Saturday Academies along with their grade level peers.

d. Describe your plan for Long-Term ELL's.

While P.S. 307 does not have any long-term ELL's at the moment, we do have experience in working with these ELL's. P.S. 307 places great emphasis on providing rigorous academic intervention services to students who are identified as long term ELL's. Depending on their proficiency level, and their individual needs, long term ELL's will have their data reviewed and analyzed by an in-house Data Inquiry committee. Within the mandated amount of minutes for the student's proficiency level, ESL strategies and alternative academic interventions will be applied. Progress is constantly monitored and if the intervention does not seem to be working, the teachers will meet to reassess the instructional plan.

6. What instructional strategies and grade level materials do teachers of ELL-SWD's use that provide access to academic contents areas and accelerate English Language development?

For ELL students identified as having special needs, the current IEP is reviewed by ESL teachers working with these students to ensure that those mandates stated in the IEP are adhered to during ESL instruction. The ESL teachers collaborate with the special education classroom teachers to review these students' data in both literacy and math to identify areas of strength and weakness to be addressed during ESL instruction. Within the mandated amount of minutes for the student's proficiency level, ESL strategies and alternative academic interventions will be applied. In our Kindergarten self-contained special education class, ESL teachers Ashleigh Giangrasso and Marian Silverstein will use the Harcourt Trophies ELL intervention kit to address student needs related to the core literacy curriculum being taught in the classroom. In our second grade self-contained special education classroom, our ESL teachers Ashleigh Giangrasso and Maria Fuentes will employ the Harcourt Trophies ELL intervention kit for second grade to provide literacy intervention related to the core literacy curriculum being taught in the classroom. In addition, ESL teachers will employ strategies including but not limited to: repeating directions, reading questions and directions aloud, and listing steps in a question or in directions with visual supplementation.

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

P.S. 307 makes every attempt to adapt and modify curriculum to address the needs of our ELL-SWD's. In order to do this, supplemental aids are utilized to support these students in their classroom. Examples of these supplemental aids include, but are not limited to: scaffolding, visuals, kinesthetic activities, technological tools such as educational videos, computer games, listening centers and Leap Pads. To address the needs of this population during instructional time, ESL teachers ensure understanding of lesson objectives through formal and informal assessments, check-ins and by analyzing student work. The ESL teachers then use this data to inform their instruction to assess the need for revisiting the lesson in the next session, moving on to the next objective or revisiting the lesson with a small group. In addition, throughout each lesson, ESL teachers ensure to allow extra time for students to complete tasks, to repeat directions or to address student questions. When looking at scheduling for our ELL-SWD's, the administration at P.S. 307 makes every attempt to meet the diverse needs of each student. Some of our ELL-SWD's have been mainstreamed into same grade general education classes for certain content areas based on their data in those content areas. In order for this to be successful, our teachers within a grade need to schedule their math and literacy periods at the same time. Another example of scheduling flexibility to help to address the diverse needs of our ELL-SWD's is that during three specific periods per week a heterogeneous grade level group with homogeneous proficiency levels receives instruction from an ESL certified teacher, Ashleigh Giangrasso to address their specific language and IEP needs. The classroom teachers of these students are flexible in their scheduling to allow for these students to be grouped together. For example, both the fourth and fifth grade teacher adapted their schedules to schedule a literacy period so that the ESL teacher could work on literacy with these students

## A. Programming and Scheduling Information

during this period without any of the students missing content area instruction.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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

Paste response to questions 5-14 here

5. Describe your targeted intervention programs for ELL's in ELA, math and other content areas.

Since our current program is a free-standing ESL program, all content area material is delivered in English. Below is a description of the targeted intervention programs used for ELL's in ELA, math, Science and Social Studies. Through ESL Professional Development programs, our staff has learned to implement proven ESL strategies and techniques such as the use of music, pictorial representations, activating prior knowledge, building background, kinesthetic activities, and body language in order to help students succeed academically. All ELL's are eligible for all of the Academic Intervention Services offered based on their academic needs.

We use the following researched based programs for ELA Academic Intervention Services: Harcourt Intervention (Gr. K – 5), Harcourt ELL Intervention (Gr. K-3), Fountas & Pinnell Intervention Kit (Gr. K-5), Targeted Instruction (Gr. 3-5) and the Crystal Springs Intervention Kits for grades K-2 and 3-5. The Academic Intervention Services are provided to our students in a variety of methods – via small group during the school day, the after school program and Saturday Academies. We have Classroom Teachers, Content Specialty Teachers, ESL Certified Teachers, EGCR Teachers & F-Status teachers providing these services for students. AUSSIE consultants also provide services based on student needs in grades PK-5. The AUSSIE consultants work in collaboration with the classroom teachers to analyze student data and formulate small groups to work on targeted skills for identified students. Across the grades in literacy we find that our ELL students struggle the most with literacy. As the result of this observation, our AIS providers work with groups of students comprised mostly of ELL's in an effort to assist these students in successfully achieving their literacy goals.

P.S. 307 uses the following programs/strategies for Mathematics Academic Intervention Services: Buckle Down (Gr. 3 -5) and Math Comprehensive Assessment. (Gr. 3- 5), and the Everyday Math built in differentiation lessons. The Academic Intervention Services are provided to our students in a variety of methods – via small group, during the school day, in the after school program and Saturday Academies. We have Classroom Teachers, Content Specialty Teachers, EGCR Teachers & F-Status teachers providing these services for our students. AUSSIE consultants also provide services based on student needs in grades PK-5. The AUSSIE consultants work in collaboration with the classroom teachers to analyze student data and formulate small groups to work on targeted skills for identified students. ELL's are targeted during these intervention sessions based on their mathematics performance data.

P.S. 307 has two full-time Science specialty teachers who push into all of our classrooms to provide Science instruction. These teachers will teach the class alone or will co-teach with the classroom teacher. In the subject area of Science, we also use the following programs/strategies for Science Academic Intervention Services: Buckle Down Science (Gr. 4), Measuring Up Science (Gr. 4) and our own self-designed Science Performance Test (Gr. 4). The Academic Intervention Services are provided to our students in a variety of methods – via small group, during the school day, in our after school program and during Saturday Academies. We have Classroom Teachers & Content Specialty Teachers providing these services for our students. We also provide an after-school Science Academy for 4th and 5th grade students to enhance their experiences and knowledge of the scientific method. Experiments were selected from various middle school level resources. Science specialty teachers provided these services for our 5th grade students. In grades K-3, the Science teachers work with the students to research and create Science fair projects to display at our Family Science Fair Night. In addition, Saturday Family Science workshops are offered to provide out students and their families with further Science exposure and instruction.

For both 5th grade, at the beginning of the school year in preparation for the November Social Studies test, and for the 4th grade toward the end of the school year to prepare them for 5th grade, we use the following programs/strategies for Social Studies Academic Intervention Services related to the 5th grade NYS Social Studies Test in addition to the core Social Studies curriculum being taught across the grades: Test Simulations using previous years' tests, creating hands-on models, role plays, related test preparation Social Studies materials and DBQ related preparation materials. The Academic Intervention Services are provided to our students in a variety of methods – via small group, during the school day, in our after school program and during Saturday Academies. We have Classroom Teachers, ESL certified teachers and Cluster Teachers providing these services for our students.

6. Describe your plan for continuing transitional support (2 years) for ELL's reaching proficiency on the NYSESLAT.

Our plan for continuing transitional support for ELL's reaching proficiency on the NYSESLAT is to continue to provide them with ESL services at an advanced proficiency level. An ESL teacher will Push-In to the classroom to provide ESL strategies and differentiation in the context of the whole class setting and as a supplement to the core curriculum. In addition to continued service, the ESL teachers will conference with classroom teachers to identify specific student needs to be addressed during ESL instruction. In addition to the above described interventions, all former ELL's who have reached a level of proficiency on the NYSESLAT are entitled to testing accommodations for up to two years. To ensure each former ELL receives the accommodations they are entitled to, a list of former ELL's is kept along with the list of current ELL's. The students on this list are given the accommodations on an as needed basis as determined from teacher observations, along with the current ELL's during any and all examinations on which they are entitled to the accommodations. All former ELL's are eligible for extended time, separate location, a third reading of listening passages on the ELA, bilingual testing glossaries, and translated copies of eligible exams.

7. What new programs or improvements will be considered for the upcoming school year?

One of the major changes is the ESL programming this school year is the introduction and utilization of the Periodic Assessment for ELL's in grades 3, 4, and 5. These assessments will allow the staff of P.S. 307 to better understand the precise language skills to be addressed with the ELL's in these grades. In grades K-2, the school is using the mClass 3D reading assessment to analyze student reading capabilities. Both of these assessments provide built in progress monitoring opportunities to allow the staff at P.S. 307 to address areas of weakness in literacy in a more timely matter, as well as, to more frequently evaluate student progress to assess the quality and effectiveness of our instruction. In addition to these two new programs, this year P.S. 307 has also started a school wide read-aloud initiative. Through this initiative, students will learn about various cultures, holidays and key figures in history. The addition of these read alouds, along with lessons and classroom discussions will provide opportunities for our students to learn about different cultures and/or people, as well as opportunities to share what they learned.

8. What programs/services for ELL's will be discontinued and why?

At this time, the only program that was implemented last year and is being discontinued during the 2011-2012 school year is the Breakfast Academy that was implemented last year for our new arrivals. All of the other programs and services in place for ELL's have been reviewed and the LAP team has not chosen to discontinue any of these programs.

9. How are ELL's afforded equal access to all school programs? Describe after school and supplemental services offered to ELL's in your building.

In terms of school programs, ELL's are offered the same programs and activities as their peers. All after school programs, Saturday programs, workshops, school clubs, field trips, etc. are offered to ELL's in the same manner as their peers. P.S. 307 does have ELL after school and supplemental services that are available only to ELL's. English Language Learners benefit from the same curriculum as their English proficient peers, as well as the same access to physical education, music education and participation in the Arts programs in the school. For example, ELL's fully participate in the Shakespeare performance each year that is presented by the school in partnership with the American Globe Theatre and the dance programs in partnership with Town Hall.

An After School ELL Institute funded by Title III was piloted during the 2006-2007 school year, and has been expanded into the 07-08, 08-09, 09-10, and 10-11 school years. The after school institute will be implemented during the 2011-2012 school year as well. Moving Into English (part of the Reading First program for ELL's), Reading First's Voyager program, NYSESLAT test sophistication materials and Avenues, are utilized to provide additional reinforcement for ESL and literacy instruction. Students meet by grade, two to three times a week for an hour to an hour and fifteen minutes, for this extra ESL and literacy instructional time. The focus of the after school programs vary by group and grade: grade-level and ESL teachers collaboratively analyze student data (i.e. LAB-R and NYSESLAT scores, ECLAS-2, DIBELS, mClass 3D and Fountas & Pinnell) to group students and identify an after school focus based on students' needs. Some examples of after school groups' focuses include, but are not limited to: decoding and phonics, guided reading, comprehension, word-attack skills, and vocabulary. We offer this after-school institute to all students in grades K-2 eligible as per LAB-R and NYSESLAT test results. In grades 3-5, ELL students participate in a non-Title III funded after school program focused on literacy and mathematics. During the literacy institute an ESL teacher focuses on targeted skills based on student data with the ELL's in grades three, four and five. These students are also grouped by grade and areas of need.

Also during the 2009-2010 school year, P.S. 307 began implementing ESL certified teachers into the Saturday Academies for students in grades 3-5. An ESL certified teacher worked with the ELL's in these Saturday Academies to supplement the classroom teacher's instruction with additional scaffolding, visual representations and vocabulary instruction. The implementation of an ESL certified teacher during these Saturday Academies continued during the 2010-2011 school year and will also be implemented during the 2011-2012 Saturday Academies as scheduling allows.

All parents, including parents of ELL's, are notified of all activities, workshops and institutes both in writing and via phone calls. P.S. 307 has home outreach personnel who contact the parents or guardians of each student in their assigned class to inform them of the various activities taking place in our school. All written correspondence is sent home in both English and Spanish, as well as posted at the front door of the school. All telephone conversations are in the students' home language if possible. Should any parent need the information in a language that a member of our staff does not speak, the Office of Translation Services will be contacted and translation services will be requested. P.S. 307 works diligently to ensure all that all families are informed of the many opportunities taking place within our school.

10. What instructional materials, including technology, are used to support ELL's?

Students develop their reading, writing, listening, and speaking skills in English through a variety of ESL methodologies aimed at maximizing students' understanding of newly introduced concepts, such as: Total Physical Response (TPR), chanting, rhyming, building background, activating prior knowledge, using graphic organizers, using meta-cognitive strategies, the use of bilingual glossaries and pictorial representations. Teachers have also differentiated instruction by grouping, as per LAB-R and Spring NYSESLAT results. They also use informal assessments, conferencing and teacher observations in other subject areas, such as math and science, to differentiate instruction. The school is a former Reading First school and the ESL teachers continue to use Moving Into English and the ELL Intervention Kit, as well as components of the Harcourt Trophies program. This research-based program is used during the school day and during the extended day after school program. For the upper grades, classroom and ESL teachers collaborate and/or co-teach to ensure that ESL strategies are incorporated into all subject areas to meet the needs of individual ELL students. The intervention kits listed above as well as the Fountas and Pinnell Intervention Kit, the Just Words program and our literacy curriculum help meet the needs of our students in making progress with their English proficiency and grade-level standards. This progress is monitored using both formal and informal assessments, including but not limited to: ECLAS-2, Fountas & Pinnell, Acuity, ELA and Math simulations, portfolios, conferencing, the ELL Periodic Assessments, mClass Reading 3D, and the NYSESLAT.

Over the past couple of years, P.S. 307 has worked relentlessly to integrate technology into our curriculum. Throughout the school year, ELL's use many different types of technology in many different settings. An example of technology ELL's use in their classrooms is the use of LeapPads and listening centers to support them in literacy. English Language Learners also use computers with various literacy and mathematics software programs to support them in these content areas. The school has purchased My First Incredible Amazing Dictionary software to support ELL's in vocabulary, spelling and reading comprehension as well as Apprende Ingles to help them learn basic conversational phrases. In the context of their classrooms, ELL's are given the opportunity to work on websites such as Starfall.com and Thinkfinity.org to allow them access to content with visual and audio resources. The school also has various other software packages to support our ELL's in their journey to obtaining English proficiency, such as Rosetta Stone software. In mathematics, Everyday Math provides computer games to assist students in reaching their math goals. During the 2009-2010 and 2010-2011 school years, the ELL's in grades 3, 4 & 5 participated in researching and creating PowerPoint presentations on laptop computers in order to present information on their Non-Fiction topics in writing, the curriculum for the 2011-2012 school year includes this project again. In addition, students were exposed to video technology when they researched, wrote and performed public service announcements and travel commercials as part of a persuasive writing unit. During the 2011-2012 school year, ELL's in grades 4 and 5 will continue to receive technology instruction for one period per week. During this time, they will learn basic computer skills and will integrate what they are learning into their writing unit of study to compose a writing piece on a laptop computer.

Finally, all classrooms are equipped with EnoBoards, and ELMOs. These two technological tools assist teachers in presenting lessons and materials in a visual, realistic method that has proven to be very beneficial to ELL's. In addition, P.S. 307 has worked intensely to build a Video/DVD library for Social Studies and Science in order to build background experiences and visual imagery for our students on critical curriculum components. These resources have proved particularly successful for our students who are newly arrived from other countries. P.S. 307 provides Academic Intervention Services (AIS) during the academic day, during ELL After School Institutes, as well as during ELA, Math, Science, and Social Studies Academies that are held after school and on Saturdays. A variety of instructional resources are utilized to provide additional support. AIS is provided to our students in a variety of methods – via small groups, and whole-class activities. All students, including ELL's, are involved in, or invited to the programs and services offered to their grades. Groups are determined based on data analysis (i.e. ITA's, NYSESLAT and LAB-R scores, ECLAS-2 assessments, Fountas & Pinnell, m-Class 3D, and ELA Simulations). We have Classroom Teachers, Specialty Teachers, EGCR Teachers, and F-Status teachers providing these much needed services for students.

All ESL students are afforded access to bilingual glossaries as well as content specific glossaries. In addition, P.S. 307 has a selection of books in Spanish for students to read should they wish to read in their home language.

11. How is native language support delivered in each program model?

P.S. 307 has a Freestanding ESL program and does not typically deliver instruction in Native Languages. However, 2 out of 5 of our ESL teachers as well as the majority of our school staff are bilingual and are able to provide Native Language support to our Spanish speaking ELL's if absolutely necessary. P.S. 307 has a number of books in Spanish, as well as bilingual glossaries and content specific glossaries which are all accessible for student use. In addition, some of the New York State examinations are given to students in their native language as well as English.

12. Do required services support, and resources correspond to ELL's' ages and grade levels?

Since all of our AIS providers and ESL teachers review the student data, they are aware of students' levels and academic performance. These individuals use age and level appropriate ESL strategies in their instruction. Professional development in ESL strategies is offered to classroom teachers to empower them to make informed instructional decisions with regards to their ELL's. The school makes every effort to ensure that all ELL's are given equal access to grade and age appropriate materials and services. AIS and ESL providers who are working with our ELL's have background knowledge and prior experience with the grade levels and materials with which they are working. For example, the literacy AIS provider working in our kindergarten and first grade classrooms is a former early childhood classroom teacher. Also, the ESL F-Status teacher working with grades 4 and 5 is a former middle school ESL teacher.

All of the resources used by these providers have been proven to be successful with ELL's. If a resource is new, its effectiveness is closely

monitored and evaluated to determine its effectiveness in progressing students academically.

13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year. Parents of students in all grades are invited to orientations to familiarize themselves with the school building, the school staff and the curriculum in their child(ren)'s grade. Parents are also informed of the school's procedures and policies at these orientations. Letters are posted outside of the school in late August informing parents of the beginning of the year procedures and important upcoming dates. Since the Home Language Identification Survey and LAB-R testing is not permitted prior to the first day of the school year, it is impossible to know exactly which students will be ELL's, however all students and parents are invited to these orientations and to view the information posted. During the 2010-2011 school year, P.S. 307 admitted three newly arrived students very late in the school year. In order to assist these students in staying academically active through the summer, making their transition back to school in the fall smoother, our ESL teacher compiled a package of materials for these students to work on over the summer. The package included books on tape as well as a portable cassette player, various phonics and phonemic awareness activities and sight word practice as well as basic math activities. The purpose of these materials was to provide consistent academic activity throughout the summer break for those newly enrolled ELL students.

14. What language electives are offered to ELL's?

P.S. 307 is an elementary school and therefore does not offer language electives to its students.

### **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

P.S. 307 does not have a Dual Language Program at this time.

## D. Professional Development and Support for School Staff

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

1. Describe the professional development plan for all ELL personnel at the school.

Instructional personnel who service ELL students, including common branch teachers, subject area teachers, paraprofessionals and special education teachers will be provided with professional development early in the school year on issues that pertain to the ELL population. Professional development will occur during classroom teacher's common prep periods, pre and post observation conferences with administration, during lunch shares, during professional development days such as Election Day, and after school. P.S. 307 offers Professional Development on most Mondays after school for all staff. Professional development for instructional personnel who service ELL students is completed in many ways including, but not limited to, in-house by employees of the school, in-house by outside professionals and outside of the school. The Assistant Principal and Parent Coordinator also attend these professional development sessions. During the 2010-2011 school year, non-certified ESL classroom teachers attended ESL focused professional development outside of the school at sites such as Fordham for BETAC trainings and within Network 10 for NYSESLAT trainings. The resources and information these teachers received was then turn-keyed to the remaining staff at P.S. 307. ESL certified teachers also attended off site professional development such as the Diversity Series, RTI for Diverse Learners: Targeted Instruction for ELL's Series which took place at Fordham University and the Improving Outcomes for All English Language Learners 3-part series presented by the Regional Bilingual Specialist at 1 Fordham Plaza. Again, all resources and information gathered at these sessions were taken back to P.S. 307 and turn keyed to the rest of the staff. P.S. 307 will continue to seek out these professional development opportunities for both ESL certified and non-ESL certified staff members. The school frequently checks the websites of the New York City Office of English Language Learners, the Bronx BETAC at Fordham University and Teacher's College for these opportunities.

Professional development is offered by the administration as well as the ESL Coordinator on Election Day, in-house, to explain the LAB-R and NYSESLAT tests and how the scores can help to further expand teachers' understanding about the tests their students are required to take and how to use the ESL data to drive instruction. A segment on ESL strategies essential for ELL students will give staff members the ability to embed various ESL strategies into their planning so that teaching and learning can be most effective.

P.S. 307 seeks to provide professional development on proven ESL strategies and techniques such as the use of music, pictorial representations, use of multimedia, activating prior knowledge, building background, kinesthetic activities, and body language in order to help students succeed academically. In addition, the Pre-Kindergarten teacher is included in the ESL professional development in order to assist with early intervention for potential English language learners. P.S. 307 teachers will also attend the BETAC training at Fordham University to strengthen their ESL instruction.

Finally, any and all information pertaining to ELL's obtained at Network meetings and/or other professional development events that pertain to the numerous tasks performed by our school secretaries, such as ATS functions, the intake process and recording keeping, turn-keyed by the attendee to the secretaries as soon as possible. For example, after attending a Network meeting during which it was made clear that an ESL certified teacher or administrator must administer the HLIS and perform the initial informal interview, our ESL coordinator met with the secretaries to turn-key this information to them. This constant communication and meeting keeps all staff members on the same page to ensure clarity of procedures.

As with all professional development opportunities attended by staff members at P.S. 307, the attendees of an ESL Workshop will discuss the contents and topics of each workshop attended with an administrator to evaluate the quality and usefulness of the material and to determine when/if the material will be turn-keyed to the rest of the staff. The turn-key of important information pertaining to ELL's takes place during Monday professional development sessions, lunch shares, Election Day Professional Development and/or Chancellor's Conference Day Professional Development, depending on the time of year. Agendas and sign in sheets for these in-house professional development workshops are kept on file in the ESL room as well as the main office.

The ultimate goal of our professional development is to assist all staff members in equipping ELL students with the skills necessary to meet English proficiency on the NYSESLAT examination and current promotional grade criteria. This will afford them opportunities to be high academic achievers as they progress in their school career. Should a teacher or other staff member come across an issue pertaining to ELL's of which he or she is not knowledgeable, all efforts will be made by the administration and ESL staff to assist that staff member in learning the skills it takes to address the issue or to locate a professional development opportunity that will address the issue.

2. What support do you provide staff to assist ELL's as they transition from elementary to middle school?

To respond to the needs of our ELL students transitioning to middle school, P.S. 307 hired an F-Status ESL certified teacher who was a middle school ESL teacher for many years. This F-Status teacher works with our upper grade teachers and their ELL students to help to prepare them for the changes the students will encounter when transitioning to middle school. In addition, our bilingual Parent Coordinator works with parents and upper grade staff members to ensure all middle school applications are completed and submitted. The Parent Coordinator and the F-Status ESL teacher are also available to answer and address any questions or concerns the parents may have about their child's transition to middle school.

3. Describe the minimum 7.5 hours of ELL training for all staff as per Jose P.

P.S. 307 constantly seeks opportunities for ESL targeted professional development for our teachers and staff. These opportunities have

included workshops and institutes through the Bronx BETAC, the Office of English Language Learners and Teacher's College. The administration and ESL staff at P.S. 307 diligently seek out these opportunities for our staff in order to allow them to not only meet and exceed the required 7.5 hours, but also to allow them to become more knowledgeable and confident in their teaching of ELL's. This year the school has one new staff member who will need to complete these 7.5 hours and we hope to find meaningful opportunities through the above listed organizations through which this goal can be achieved.

Records of the Jose P. training hours are maintained in the school-wide Professional Development binder located in the Assistant Principal's office. In the School Wide Professional Development Binder a record of each and every workshop attended by staff members of P.S. 307 is maintained. For the 2011-2012 school year, this binder will have a list of the ESL trainings each teacher has attended.

## E. Parental Involvement

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

1. Describe parental involvement in your school, including parents of ELL's.

Parents of ELL's are given equal opportunities to participate in any and all family activities and programs that P.S. 307 offers. Families are involved through a variety of venues. Initially, ELL Family Orientation Meetings are held to inform parents and families of the various program choices they have, the program that P.S. 307 offers, and information on the curriculum. In the fall of each year, Family Curriculum Institutes are held in each grade with the goal of providing families with opportunities to learn about the Literacy, Mathematics, Science and Social Studies units and how to support their children at home. There will also be workshops to inform them about New York State standards and upcoming Common Core State Standards in Reading, Writing, Mathematics, and Science so that parents become familiar with the measures utilized to determine student progress and promotion. Family orientations/workshops devote segments to possible modifications and/or enhancements required for ELL students. Presentations and handouts are provided in both English and Spanish to assist families in accessing workshop content.

All workshops will be conducted in English and Spanish via the Parent Coordinator, and other bilingual members of the staff. Families receive resource materials and manipulatives that were used during the workshop to use and reinforce concepts with their children at home. The workshops are provided for families on every grade level. The success of these workshops is measured by the families' enthusiasm, positive feedback and desire for additional workshops on similar topics.

During the 2008-2009 school year, we piloted Science Family Nights during which parents participated in science experiments similar to those their students experienced during the school year. Experiments were provided at every grade level. The parents received detailed information on the expectations of the New York State Science Test and the importance of exposing students to all the areas of Science. As with other family workshops, Science Curriculum Night presentations and handouts were provided in both English and Spanish to assist parents in accessing the workshop content. Science Curriculum Nights will again be provided during the 2011-2012 school year.

Parents are also involved through a variety of other venues. Family workshops are held throughout the year to address such issues as: asthma, hygiene, healthy eating, safety, and the state math and ELA tests. As in past years, families of ELL students will be invited to attend, and translators and bilingual materials will be provided. Throughout the year, during the school day and on Saturdays, Family Institutes/Workshops will also be held in order to maximize parent and family participation. These institutes afford parents opportunities to learn a variety of literacy and mathematics skills and strategies and how to support their children at home. Through the skills of our bilingual Parent Coordinator, parent volunteers, and our PTA executive board, presentations and materials are provided in both English and Spanish to assist parents and families in accessing workshop content.

During the 2009-2010 school year, P.S. 307 partnered with Lehman College Art Gallery to implement a Saturday Parents as Art Partners program. During this program parents of both ELL's and non-ELL's at all grade levels were invited to the school to do art with their children. The group made art projects focused around animals and their diets. The group of parents, students and staff even had the opportunity to travel to the Bronx Zoo to participate in art through observing the animals at the zoo. This program was again implemented for the 2010-2011 school year in partnership with Town Hall. This time, parents and students worked on art projects that incorporated science themes. This program will be continued once again during the 2011-2012 school year in order to continue to enrich our students' and parents love of the visual arts.

All ELL parents are offered equal opportunities to participate in all of the activities mentioned above as well as any additional trips, performances and presentations done within the school. Parent and family participation is further encouraged by providing participants with gift bags of instructional materials, resources (such as cassette players and books-on-tape), and manipulatives that will assist them in reinforcing concepts with children at home. The success of these workshops is measured by the parents' enthusiasm, positive comments and desire for additional workshops. Any and all workshops, programs and materials are offered in a bilingual format to ensure all parents are being reached.

In addition to workshops and various family activities, all parents are encouraged to join the PTA and/or to volunteer within the school.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

The school has worked in conjunction with many agencies to bring workshops and experiences to all parents in our school community. We will continue to work with these agencies to ensure the parents of our students are receiving the information they need. The school has worked with agencies such as: CAPPS to present a child abuse workshop, the NYPD to learn about cyber safety, NYC Learning Leaders to inform parents of the school and involve them in the school community, the Bronx Health Link to present information on asthma, Safety City to speak to children and families about safety, and the Administration of Child Services to present information on abuse and neglect. The school also worked with Dial-a-Teacher to inform parents of resources available to them for homework assistance and Town Hall, an art organization, with our series of Saturday "Families as Partners in Art" Workshops. These workshops involved a Town Hall visual arts teaching artist and PS 307's Art Committee staff who worked alongside parents and their children in art education. All art projects were aligned to science curriculum. In addition to the workshops and presentations that other organizations have helped the school to present, our bilingual parent coordinator is always available to parents to assist them in locating any resource or organization they may

need.

### 3. How do you evaluate the needs of parents?

The staff at P.S. 307 is very involved in speaking with the parents frequently as well as listening to what the parents are asking for. Our bilingual parent coordinator speaks with parents to assess what they need support with and works diligently to meet the needs of our parents. Parent concerns are also heard and addressed to the best of our ability during Parent Teacher Conferences. During these conferences, when needed, a translator is available to all teachers and parents. Should any parent needs or concerns arise during this time, the staff at P.S. 307 will work to address the concern or to meet the need of the parent. In addition, should any issues arise in the school that need to be addressed with parents, the school staff works to find resources and materials to present to the parents through workshops. For example, when cyber safety became an issue in the school, the staff at P.S. 307 worked in conjunction with the NYPD to put together workshops on cyber safety for parents and students to attend. All communication before, during and after Parent Teacher Conferences and any workshops is offered in both English and Spanish. Should a translation in a language other than English or Spanish be necessary the school will contact the Office of Translation Services and request translation in that language.

In addition to the conversations with parents, the school pays close attention to parent responses on the parent survey distributed each year by New York City. The feedback given on these Parent Surveys is an invaluable resource to P.S. 307 in finding out what our parents need and how we can adjust our current practices to better serve our parents and students. The school's parent coordinator, administration and bilingual staff is available to assist any parent who has questions about the school survey.

### 4. How do your parental involvement activities address the needs of the parents?

Since the staff of P.S. 307 is constantly listening to the parents of our students and having conversations with them about what they need and want we are meeting the needs of our parents through the numerous workshops, orientations and activities carried out in our school as well as outside of the school. For example, when the parents of students in grades 3-5 began asking the staff questions about the state tests their children were required to take, the school worked diligently to put together and present parent workshops to inform the parents of what exactly the exams involved and what they could do at home to support their children. If a parent has a need that we do not have the resources to meet, the staff at P.S. 307 works diligently to locate the information and to assist the parent in meeting their need.

## 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)	10	5	4	1	0	1	0	0	0	0	0	0	0	21
Intermediate(I)	2	15	4	3	1	0	0	0	0	0	0	0	0	25
Advanced (A)	4	4	18	14	3	3	0	0	0	0	0	0	0	46
Total	16	24	26	18	4	4	0	0	0	0	0	0	0	92

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

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>I</b>	0	15	4	3	1	0	0	0	0	0	0	0	0
	<b>A</b>	0	4	11	14	3	2	0	0	0	0	0	0	0
	<b>P</b>	0	0	5	0	0	0	0	0	0	0	0	0	0

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELL's. What insights do the data provide about your ELL's? How can this information help inform your school's instructional plan?

P.S. 307 uses the ECLAS-2, m-Class Reading 3D and Fountas & Pinnell assessments to assess the early literacy skills of our ELL's. The data from these assessments shows us that our ELL's typically perform lower than their proficient classmates when early literacy skills are assessed. In addition, we have found while there are many visual references in these early literacy assessments aimed at assisting the students, many of our ELL's are not familiar with the vocabulary for the visual, causing them to struggle to answer the question. For example, a student is shown a picture of a cat and asked to say what sound the word starts with. If the student does not know the English word for "cat" he will struggle to produce the first sound of the word. We have also noticed that many of our ELL's in the early grades struggle to master the concept of letter/sound relationships. To combat these areas of weakness, ESL instruction will be tailored to include intensive instruction in these areas. The daily routines of ESL instruction will include practice in the areas of weaknesses as identified in the early literacy skills assessments. For example, in order to address weaknesses in sound/letter relationships, each time the group meets, the ESL teacher will review the sounds the students struggled with on the assessment through pictures, words, kinesthetic motions corresponding to the sound, and literature. Across the grades, identified areas of weakness are addressed during the 37 ½ minute extended day periods. This time allows for intensive, small group instruction on targeted skills identified as areas in need of further instruction through these early literacy assessments.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data gathered from both NYSESLAT and LAB-R results, provides us with an opportunity to recognize patterns across proficiency levels and grades. In kindergarten, we find that most of the LAB-R eligible students who have attended Pre-Kindergarten at P.S. 307 score at an advanced or proficient level on the LAB-R. Those kindergarteners who are new arrivals to the country or who have not had a Pre-Kindergarten experience with P.S. 307 tend to score at a beginner or intermediate level on the LAB-R. Across the proficiency levels in kindergarten, these students all tend to struggle more with the reading portion of the exam than the listening and speaking portion. In first grade, students who were in Kindergarten at P.S. 307 tend to increase about one proficiency level from the LAB-R at the beginning of their Kindergarten year to the NYSESLAT during the spring of their Kindergarten year. There are, of course, a few exceptions where the students' proficiency level decreases from the LAB-R to the NYSESLAT. In first grade, the ESL teachers work diligently to pinpoint the skills that the ESL students struggled with on the previous years NYSESLAT in order to address these areas of weakness in the students' proficiency. As with our kindergarten students, we find that across the proficiency levels in first grade, students all tend to struggle more with the reading and writing portion of the exam than the listening and speaking portion. We have also noticed that some of our students achieved an advanced level score in the first grade, only to fall back to an intermediate level in the second grade. To reverse this trend, our certified ESL teachers are diligently working with both classroom teachers and with students not making progress in using the re-teaching materials from Moving Into English and the ELL Intervention Kit. In addition, these students are receiving other AIS services and interventions by experienced F-Status teachers, as well as participating in all core curriculum activities. By second grade, many of the students who have attended P.S. 307 since kindergarten have achieved a level of proficient or advanced on the NYSESLAT. However, those who have achieved at an advanced level seem to get stuck at that level and struggle to make progress according to the NYSESLAT in second and third grade. To address this issue the ESL teachers as well as the classroom teachers are working together alongside the administration to identify targeted strategies that can be used by both the classroom and ESL teachers to assist these students in both reading and writing (the identified areas of need) with the aim of assisting them in achieving English proficiency. In third grade, we see some improvement in the proficiency level based on the NYSESLAT, while in fourth grade we find that the majority of students who have been with our school for more than two years achieve proficiency on the NYSESLAT. In fifth grade, those students who have been enrolled at P.S. 307 for more than one year tend to improve a level or to achieve proficiency.

Again in second, third, fourth and fifth grade, we notice that across the grades and proficiency levels, our ELL students perform higher on the Listening/Speaking section of the exam than on the Reading/Writing section. Our certified ESL teachers are working along with the administration and the classroom teachers as well as our literacy consultants to identify and address the areas of weakness in each modality in order to provide more support in these areas. Since the weakness in Reading/Writing is across the grades, the intervention to address these weaknesses will be across the ESL program. In order to address the areas of Reading and Writing in these grades, every attempt is made to allow ESL teachers to push-in to these classrooms during literacy periods. ESL teachers pushing into a classroom during literacy periods are able to scaffold reading and writing assignments to make them more accessible for struggling readers and writers. ESL teachers can also work on strategies during these periods such as word attack skills, comprehension skills, grammar and writing mechanics.

3. How will patterns across the NYSESLAT modalities- reading/writing and listening/speaking- affect instructional decisions?

When examining the NYSESLAT data in terms of the separate modalities, it can be seen that across the grades and across proficiency levels, our ELL students are scoring on higher levels in the listening and speaking portions of the assessment than they are in the reading

and writing portions of the assessment. With this knowledge, P.S. 307 will adapt our instruction to include more reading and writing activities into daily instruction. This additional reading and writing instruction will allow ELL students to strengthen the skills necessary to perform more effectively in the reading and writing portion of the assessment. Since the weakness in reading/writing is across the grades, the intervention to address these weaknesses will be across the ESL program. In addition to the increased focus on reading and writing within our instruction, ESL teachers will be pushing-in to the classrooms across the grade during reading and writing periods in order to assist the classroom teachers in addressing the individual needs of each student. The addition of an ESL certified teacher during the ELA After School Institute in grades three, four and five will also add to the additional targeted instruction in these areas. With the addition of the ELL periodic assessment in grades three, four and five, our teachers will have access to more frequent and detailed data about each of these students to better assess their needs. In addition, during benchmark periods for assessments, ESL teachers assist in assessing ELL's in all grades allowing them first hand knowledge and familiarity of each student's areas of strength and weakness in literacy. This knowledge will allow our ESL teachers to more accurately target their instruction and tailor it to each student's or group of student's needs.

4. For each program, answer the following:

a. Examine student results, what are the patterns across proficiencies and grades? How are ELL's faring in tests taken in English as compared to the native language?

Since P.S. 307 has only a Free Standing ESL program, students typically only take assessments in English. Students are provided with a copy of the assessment in their native language, if available, however, we have noticed that many of our students rely more on the bilingual testing glossaries than the translated copy of the assessment. All of our students who are provided with the translated copy of the assessment choose to use the English version of the assessment. Since our students are not taught or assessed on a regular basis in their native language and the students choose not to use the translated copies, these assessments in the native language are not used in data analysis.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

The 2011-2012 school year is the first year P.S. 307 has opted into using the ELL Periodic Assessments. We plan to use the results of these assessments to further differentiate and individualize our literacy and ESL instruction. We are hoping that this assessment will allow us to further understand each student's areas of strength and areas of need so that the classroom teacher, ESL teacher and other service providers can target these skills in their interventions.

c. What is the school learning about ELL's from the Periodic Assessments? How is the Native Language used?

Since the 2011-2012 school year is the first year P.S. 307 has used the ELL Periodic Assessments, we do not have data to analyze and learn from at this time.

5. For dual language programs, answer the following...

P.S. 307 does not have a dual language program; therefore question five does not apply to our school. Our students do not take exams in their Native Language and therefore no comparison can be drawn between English exams and Native Language exams.

6. Describe how you evaluate the success of your programs for ELL's.

The school assesses the success of our programs for ELL's through many different modalities. First, the school staff examines assessment data from sources such as E-CLAS2, mclass Reading 3D, Fountas & Pinnell, conferencing and informal observations to assess student achievement at benchmark periods in the year. The data collected at the beginning of each year is compared to the data collected at the middle and the end of the year to measure ELL students' overall academic movement throughout the year. If the ELL's have not made progress on the middle of the year assessments, the ESL teachers work with the administration and the classroom teacher to discuss the effectiveness of the current ESL program to make any changes necessary for the ELL students.

Next, ongoing and constant assessment is also performed throughout the year to ensure that students are receiving appropriate instruction to assist them in achieving academic progress. Again, if the data shows that the ELL's are not making sufficient progress; current instructional methods are evaluated and reconsidered. For example, if an advanced level ELL student is not showing sufficient progress in an all push-in program, the team may decide that the student would benefit from being pulled out with the intermediate ELL students two times a week for small group instruction. This new setting would be evaluated for it's effectiveness in assisting the student in making academic progress. Finally, the NYSESLAT is used to measure the success of our programs for ELL's. When NYSESLAT scores are received, the Data Inquiry Team at P.S. 307 examines the data to ensure our programs are meeting the needs of our ELL students. If the programs are not meeting the students' needs, areas of need are identified and addressed.

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.

None necessary.

## Part VI: LAP Assurances

**School Name:** P.S. 307

**School DBN:** 10X307

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lusia Piniero Fuentes	Principal		
Yolanda Valez	Assistant Principal		
	Parent Coordinator		
Ashleigh Giangrasso	ESL Teacher		
	Parent		
Laura O'Connell/Special Ed.	Teacher/Subject Area		
Marcy Schickler/EGCR	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **10X307** School Name: **P.S. 307 Science School for Explora**

Cluster: \_\_\_\_\_ Network: **CFN 109**

**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**

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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.

Data is acquired through Home Language Surveys and initial registration interviews. We use these surveys to assess our school's written translation and oral interpretation needs. Our Parent Coordinator reaches out to families to further assess written translation and oral interpretation needs. We conduct orientations for families of English Language Learners in the beginning of the school year to extend our assistance to them. Staff and parent volunteers often serve as Spanish translators for both parent meetings and written communications that are sent home. Should a family need a translator for a language other than English or Spanish, the school will contact the city's Translation and Interpretation Unit for telephone and/or on-site translation services. Every effort is made to have documents and dates of meetings planned ahead of time to allow for any delay that may take place in the translation of these documents or in the reserving of a translator for scheduled meetings.

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.

Within the school community the majority of our ELL parents speak Spanish at home. The families who speak Spanish as a home language receive all letters and fliers from the school in a bilingual format, including English and Spanish. In addition, the school has four school aides who are bilingual as are the Principal, the Assistant Principal and the Parent Coordinator. These bilingual individuals provide translation services including, but not limited to, translation of materials sent home, translation of parent-teacher conferences, translation of teacher phone calls home and translation of workshop presentations.

P.S. 307 has two families that identify Arabic as their home language, one family that identifies Krio as a home language, four families that identify Philipino (a.k.a Tagalog) as their home language, one family that identifies Bengali as their home language, one family that identifies as Twi being a home language and two families that identify Vietnamese as their home language. The parents in the families that

identify Arabic as their home language have at least one member of the family speaks English and attends all meetings and conferences with the parent to translate, the individual also provides translation of all of the written materials sent home with the students on an as needed basis. The office staff at P.S. 307 is aware that these families may contact the office with additional questions about materials sent home by the English speaking family member and make every attempt to address each question asked. The families that speak Bengali, Krio, Philipino (a.k.a Tagalog), Twi and Vietnamese do not require written or oral translation of information from the school. The one exception we have come across with the family who speaks Twi was during a social history evaluation, a translator was requested to ensure complete understanding of the language being used during the session. Of course should the need for a translator or other translation services arise and an English speaking family member is not available, the school will attempt to use the telephone hotline through the Office of Translation and Interpretation Services.

Approximately 25% of our student population is English Language Learners as evidenced by the LAB and NYSESLAT test results. This percentage, compiled with the results from our Home Language Surveys, provide us with the information needed to identify what the needs of our families are in terms of language translation and interpretation. These findings are reported to the school community at orientations, family workshops/trainings, and Parent Teacher Conferences.

## **Part B: Strategies and Activities**

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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.

Our findings indicate that the majority of our families are predominately Spanish speaking. Therefore, our Principal to Family letters and other school-to-home communications are available in both Spanish and English. The writing, translation, and interpretation of these letters are facilitated by both school staff and parent volunteers. The procedures that we have in place to ensure the timely provision of translated documents are as follows:

- All communications between school and home are written in both Spanish and English simultaneously. Translation is written by bilingual school aides and parent volunteers.
- Procedures are in place for the review and revision of these communications in both languages by the principal and/or the Assistant Principal prior to distribution
- We schedule for bilingual staff or other bilingual parent representatives to be available to translate for all Parent workshops.

While we do not typically need translation services for languages other than Spanish, should a parent request a translation of a document in a language other than English or Spanish, the school will complete a Translation Request Form and contact the Translation and Interpretation

Unit to request to have the documents translated. In addition, many of the documents that are distributed to parents such as the ELL Parent Choice Brochure and Student Report Cards are available to download in many different languages. Translated copies of these documents are kept in both the main office and the ESL office for easy access should a parent need a translated copy.

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

Oral interpretation services are also provided by school staff and parent volunteers. Such services include translating during Parent Teacher Conferences, IEP Meetings, Parent Orientations/Workshops, etc. While we do not typically need translation services for languages other than Spanish, should a parent request an oral translator in a language other than English or Spanish, the school will contact the Translation and Interpretation Unit to request a translator for the event or to speak to a representative using the Translation and Interpretations Unit's telephone service.

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

As a school, we will continue to fulfill Section VII of Chancellor's Regulations A-663 (Translations) by providing timely translation and distribution of critical communications. P.S. 307 will also continue to inform parents as to how to obtain a translation or interpretation if it is not readily available. P.S. 307 will continue to provide interpretation services during school hours to those parents whose primary language is one which our staff and/or parent volunteers can speak and to provide parents whose primary language is a covered language and who require language assistance services with written notification of their rights regarding translation and interpretation services. In addition, for both sessions of Parent Teacher conferences, and for all workshops and parent meetings, we utilize all bilingual staff, school aides, psychologists and social workers to translate information for all parents that require translation. Finally, information on the Translation and Interpretation Unit, including written request forms, telephone translation services contract information and request for in person translation, is kept on file in the main office for easy access in the event that a parent needs further translation services.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Luisa Piniero Fuentes School	DBN: 10X307
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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" 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 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 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: 5 # of certified ESL/Bilingual teachers: 4 # 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: As stated above, during the 2012-2013 school year P.S. 307 will implement Title III academies for ELLs in grades 1-5. Each of these academies is described in detail below.

The first Title III academy of the 2012-2013 school year will be the Fifth Grade Social Studies After School Academy for our fifth grade students. The rationale for this academy is to assist and support our fifth grade ELLs with the vocabulary, reading comprehension and writing skills necessary to master Social Studies content. While New York State no longer administers a Social Studies examination, P.S. 307 recognizes the importance of this content and thus administers our own, in-house examination. In addition, this academy will work toward our fifth grade ELLs successfully completing content specific performance tasks tied to the Common Core State Standards (CCSS). The Fifth Grade Social Studies After School Academy will be offered to our four ELLs and 2 former ELLs in fifth grade. The academy will begin on October 23, 2012, and finish on November 8, 2012. The academy will take place two afternoons per week during this time period and each session will last from 3:30pm until 4:45pm. The academy will be taught in English, with native language support when necessary. The Fifth Grade Social Studies After School Academy will be taught by our fifth grade classroom teacher, Alicia Fontan, our reading AIS provider, Laura O'Connell and our ESL certified teacher, Ashleigh Giangrasso. Mrs. Giangrasso will be the only teacher paid out of the Title III budget. The materials used during this academy are materials already in the school, including samples from past Social Studies examinations, videos, graphic organizers and other teacher made materials relevant to the topics being taught.

The second round of Title III academies will be our Literacy After School Academies for grades three and four and a Breakfast Academy for grade two. The rationale for these academies is to provide supplemental support to our ELLs in these grades in the areas of reading, writing and vocabulary. The instruction during these academies will be targeted toward areas of need based on NYSESLAT, Fountas & Pinnell and literacy baseline assessments. The after school academies will be offered to our thirteen ELLs in fourth grade and seventeen ELLs in third grade. The Second Grade Breakfast Academy will be offered to our nineteen ELLs in second grade. The after school and breakfast academies will begin during the week of November 19, 2012 and will meet twice a week through the week of December 20, 2012. Each session of the after school academies will last from 3:30pm through 4:45pm, while the breakfast academy sessions will begin at 7:30am and end at 8:15am. All of these Title III academies will be taught in English, with native language support as needed. During the Fourth Grade Literacy After School Academy, our ESL certified teacher, Ashleigh Giangrasso and our reading AIS provider, Laura O'Connell will teach the ELLs. During the Third Grade Literacy After School Academy, our two third grade, ESL certified classroom teachers; Trinelle Ragoonanan and Kaitlyn Meyer will provide instruction to our third grade ELLs. During the Second Grade Breakfast Academy, Judith Boksner, an ESL certified teacher, will provide instruction to the second grade ELLs. The materials to be used during the third and fourth grade

## Part B: Direct Instruction Supplemental Program Information

academies include Skill by Skill, Buckle Down and/or NYStart, while Ms. Boksner will use Avenues or Moving Into English during Breakfast Academy depending on the needs of the students in attendance.

Beginning the week of January 8, 2013 and ending the week of February 11, 2013, our ELLs in grades one and three will be invited to participate in a Title III After School Literacy Academy. Our ELLs in grade two will be invited to continue to attend the Second Grade Breakfast Academy. The rationale for these academies in grades one, two and three is to continue the progress our ELLs have been making in literacy and language development. In addition, the instruction during these academies will be targeted based on mid-year E-CLAS2, Fountas & Pinnell and ELL Periodic Assessment data. In our First Grade After School Academy, all seventeen of our ELLs in first grade will be invited to attend, as well as our two former ELLs. All nineteen of our ELLs in second grade will be invited to the Second Grade Breakfast Academy and all seventeen ELLs in third grade will be invited to attend the Third Grade After School Academy. As with previous academies, after school sessions take place twice a week, beginning at 3:30pm and ending at 4:45pm. Breakfast Academy sessions will also take place twice a week and will begin at 7:30am and end at 8:15am. All of these academies will be taught in English, with native language support when appropriate. The First Grade After School Academy will be taught by ESL certified teacher Ashleigh Giangrasso. The Second Grade Breakfast Academy will be taught by ESL certified teacher Judith Boksner, and the Third Grade After School Academy will be taught by two ESL certified teachers, Trinelle Ragoonanan and Kaitlyn Meyer. The materials used during these academies will vary based on the mid-year data for these students, but may include, Getting Ready for the NYSESLAT, Moving Into English, Avenues, Buckle Down, Skill by Skill and/or NYStart.

To wrap up our before and after school academies, P.S. 307 will implement after school academies for ELLs in grades three and four, as well as a before school Breakfast Academy for ELLs in grade 2. The rationale for these academies is to focus on areas of need as identified in the collection of data from the following sources: in-house ELA simulations, Math acuity assessments, ELL Periodic Assessments, the Spring 2012 NYSESLAT, Fountas & Pinnell, informal assessments and class work. These academies will take place twice a week, with after school academies taking place from 3:30pm until 4:45pm and Breakfast Academy sessions beginning at 7:30am and ending at 8:15am. These academies will begin during the week of March 5, 2013, and conclude during the week of April 11, 2013. All of these academies will be taught in English, with native language support as needed. ESL certified teacher Judith Boksner will teach the Breakfast Academy for second grade, while Trinelle Ragoonanan and Kaitlyn Meyer, both ESL certified teachers will be instructing our third grade ELLs during the Third Grade After School Academy. Finally, Ashleigh Giangrasso, also ESL certified will instruct our ELLs in fourth grade during the Fourth Grade After School Academy. The materials used during these academies will vary based on the needs of our students at the time of the academy. While it is impossible to predict the exact materials to be used during this academy, they may include: Moving Into English, Avenues, Getting Ready for the NYSESLAT, Buckle Down, Skill by Skill and/or NYStart.

In addition to our before and after school academies, P.S. 307 also plans to hold Saturday Academies for our ELLs in grades three, four and five. The rationale for these Saturday Academies is to allow for a large block of time during which teachers and students can focus on specific areas of need related to literacy and language development. ELLs and former ELLs in grades three, four and five will be invited to attend these Saturday Academies. This includes seventeen current ELLs and six former ELLs in grade three,

### Part B: Direct Instruction Supplemental Program Information

thirteen current and nine former ELLs in grade four and four current and two former ELLs in grade five. While exact dates have not yet been chosen, these academies will take place one Saturday a month during the months of January, February, March and April. Each academy will begin at 9:00am and end at 12:30pm. Two of our ESL certified teachers; Ashleigh Giangrasso and Kaitlyn Meyer will provide instruction during these Saturday Academies. The instruction during these sessions will be focused on continued areas of need of those students in attendance. Since specific areas of need will be determined by assessments that have not yet been administered- mid-year literacy assessments, ELA simulations, ELL periodic assessments and in-class informal assessments, the specific materials to be used cannot be determined at this time. However, in the past materials such as Getting Ready for the NYESLAT, Buckle Down, Skill by Skill and NYStart have been used.

It should be noted that while not all grades are included in all cycles of Title III academies, other after school programs are taking place. These programs include ELLs in all grades who are not currently participating in a Title III program. While the teachers of these after school programs may not be ESL certified, the ESL certified teachers to collaborate with the teachers of these programs to identify materials and strategies that will be beneficial to the ELLs in their groups.

### 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: Beginning in October, all teachers and staff at P.S. 307 will be offered the opportunity to attend professional development sessions held by our ESL teachers and literacy coaches. Since all of our teachers work with ELLs and many of them teach ELLs during intervention periods, each time our ESL teacher attends a workshop or professional development session she will offer a turn key session to the teachers and staff at PS 307. At this point in the year, it is impossible to plan the entire year at this point, since opportunities arise as the year progresses. Our ESL out of classroom teacher, Ms. Giangrasso is scheduled to attend a workshop on October 12 that will address co-teaching with ESL students. She will turnkey this workshop to the rest of the staff during the week of October 29, 2012 or November 5, 2012 during a professional development period after school from 3:20pm until 4:20pm. The ESL certified teachers will be paid out of the Title III professional development budget, while the teachers who are not ESL certified will be paid out of a separate budget for their time. In addition to the co-teaching workshop, Ms. Giangrasso will be attending the ELL Literacy Conference held by the Office of English Language Learners on November 6, 2013. Ms. Giangrasso will turnkey the information from this conference during the week of November 12, 2012 during an after school professional development period from 3:20-4:20pm. Again, the ESL certified teachers will be paid from the Title III budget, while the non-ESL certified teachers will be paid from a separate budget.

In addition to professional development for all teachers, the ESL certified teachers who are teaching the Title III academies will meet once before each cycle and once after each cycle. During the sessions held prior to the start of the institute, the teachers will look at the NYESLAT, ELL Periodic Assessments (for appropriate grades), E-CLAS2, and Fountas & Pinnell data to identify specific areas of need to address during the academy. The teachers will also use these sessions to identify specific materials and

### Part C: Professional Development

strategies to be used during the academies. These sessions will begin at 3:20 and end at 4:20pm. The sessions at the end of each academy will focus on reflection of what worked and did not work as well as analyzing post-academy data to identify areas of improvement as well as areas of continued need among the students. Our out of classroom ESL teacher Mrs. Giangrasso will lead the before and after academy sessions.

### 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: Parents of ELLs are given equal opportunities to participate in any and all family activities and programs P.S. 307 offers. Families are involved at P.S. 307 through a variety of venues.

In the fall of each year, Family Curriculum Institutes are held in each grade with the goal of providing families with opportunities to learn about the Literacy, Mathematics, Science and Social Studies units and how to support their children at home. During the 2012-2013 school year, the Kindergarten Family Curriculum Institute will take place on Friday, September 14, 2012 from 8:45 until 10:00am. The First Grade Institute will take place on Friday, September 28, 2012 from 8:45 until 10:00am. The Second Grade Family Curriculum Institute will take place on Wednesday, October 10, 2012, from 8:30am until 10:15am. Finally, the Third, Fourth and Fifth Grade Family Curriculum Night will take place on Thursday, October 18 from 4:00pm until 5:30pm. Parents of our fifth graders are also invited to attend a Middle School Orientation Workshop on September 27, 2012 from 4:00pm until 5:30pm. Our ESL teacher will collaborate with the grade level teachers and administrators presenting these workshops to identify specific materials that can be distributed to parents of ELLs to further support these students at home. For example, during the kindergarten workshop math manipulatives such as pattern blocks and coins are distributed to provide families with concrete, solid representations of vocabulary and skills addressed in the kindergarten math curriculum. Since the majority of our ELL families speak Spanish as their first language, presentations and handouts are provided in both English and Spanish to ensure all families are able to access workshop content. For those families in our school who do not speak English or Spanish, every effort is made to translate materials into their home language and to find a translator to assist these families in participating in all workshops and family activities. The success of these workshops is measured by the families' enthusiasm, positive feedback and desire for additional workshops on similar topics.

P.S. 307 also hosts Science Family Nights during which parents participate in science experiments similar to those their students experience during the school year. Experiments are provided at every grade level. During Science Family Night parents also receive detailed information on the expectations of the New York State Science Test and the importance of exposing students to all the areas of Science. As

#### Part D: Parental Engagement Activities

with other family workshops, Science Curriculum Night presentations and handouts are provided in both English and Spanish to assist parents in accessing the workshop content. The 2012-2013 Science Curriculum Night will take place in May 2013.

Parents are also involved through a variety of other venues. Family workshops are held throughout the year to address such issues as: asthma, hygiene, and internet safety. During the 2012-2013 school year, P.S. 307 will hold a Breast Cancer Awareness workshop during the month of December, and two Nutrition and Obesity Workshops during the month of January. In addition, a workshop on the state math and ELA tests is scheduled for parents of students in grades 3, 4, and 5 for the last week of February. The teachers in grades K, 1 and 2 will also be holding a mid-year curriculum workshop addressing areas of need based on mid-year assessments. As with all of our workshops, the parents of the ELLs in these grades will be invited to attend this workshop, tentatively taking place during the last week of February. Families are also invited to celebrate their children's work in math and literacy at a Portfolio Celebration scheduled for the month of June 2013. As in past years, families of ELL students will be invited to attend all workshops, and translators and bilingual materials will be provided. These workshops and celebrations afford parents opportunities to learn a variety of literacy and mathematics skills and strategies and how to support their children at home. In addition to the classroom and content area teachers in attendance at these workshops, Mrs. Giangrasso, our out of classroom ESL teacher, who pushes-in to most classrooms, is in attendance to answer parents' questions and highlight the outstanding work of our ELLs in these areas. Through the skills of our bilingual Parent Coordinator, parent volunteers, and our PTA executive board, presentations and materials are provided in both English and Spanish.

For the past few years, P.S. 307 has partnered with Town Hall to implement a Saturday family arts program, made possible through a CASA grant. During this program parents of both ELLs and non-ELLs at all grade levels were invited to the school to do art with their children. This program will be continued once again during the 2012-2013 school year in order to continue to enrich our students' love of the arts. The Families as Partners in Arts workshops will take place on Saturdays for the families of children in grades 3-5 during November and December during the 2012-2013 school year. There will also be a set of workshops for parents of children in grades K-2, which will take place on Saturdays in March and April 2013.

During the 2012-2013 school year, our ESL teacher, Ashleigh Giangrasso also plans to hold a workshop for parents of our ELLs to inform them of what is expected of their children on the NYSESLAT. Many of our parents of ELLs have not seen the NYSESLAT examination and therefore are not aware of the types of questions are asked and what types of skills are required to be successful in making progress on the NYSESLAT. Mrs. Giangrasso would like to hold a workshop to show parents a sample of the NYSESLAT at each grade level as well as to discuss what parents can do at home to assist their children in continuing the progress in their language development. This workshop will take place during February or March of 2013. Parents will be notified of the time and location of this workshop through bilingual fliers sent home as well as phone calls home made by our bilingual home outreach staff.

All ELL parents are offered equal opportunities to participate in all of the activities mentioned above as well as any additional trips, performances and presentations done within the school. Parent and family

**Part D: Parental Engagement Activities**

participation is further encouraged by providing participants with gift bags of instructional materials, resources (such as cassette players and books-on-tape), and manipulatives that will assist them in reinforcing concepts with children at home. Any and all workshops, programs and materials are offered in a bilingual format to ensure all parents are being reached. Parents are informed of these opportunities through bilingual parent involvement calendars sent home on a monthly basis, phone calls home from our parent outreach staff and posted signs on the doors of the school's main entrance. In addition, when possible, parents are reminded verbally during drop off and dismissal times.

In addition to workshops and various family activities, all parents are encouraged to join the PTA and/or to volunteer within the school.

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

