



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: P.S. 310 MARBLE HILL SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 10X310

PRINCIPAL: ELIZABETH CARDONA

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SUPERINTENDENT: MELODIE MASHEL

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Elizabeth Cardona	*Principal or Designee	
Madelyn Vargas	*UFT Chapter Leader or Designee	
Jocelyn Cueto	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Maria Colon	Member/Teacher	
Dana Damiano	Member/Teacher	
Cristal Ynfante	Member/Teacher	
Deborah Mayer	Member/Teacher	
Amy Vializ	Member/Teacher	
Sheniza Bethune	Member/Parent	
Yolanda Ocampo	Member/Parent	
Margarita Hernandez	Member/Parent	
Natacha Chicaiza	Member/Parent	
Julie Fernandez	Member/Parent	

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

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

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

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to align the parent involvement activities that would support each goal and action plan.

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

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

Major Recommendation

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

On page 6 of our Quality Review Report the following recommendation was made:

- “Intensify the school’s differentiated professional development plan so that it consistently aligns teachers’ goals with school goals while ensuring all teachers are learning about and practicing the instructional shifts needed to reach the expectations of the CCLS. (4.3)”

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

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

2.2 School leader’s vision

2.4 School leader’s use of resources

2.3 Systems and structures for school development

2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June 2013, 100% of teachers will be involved in the following:

1. The development, analysis and implementation of Common Core Standards in order to further develop our curriculum, during learning community meetings.
2. Development of Inquiry Teams with a focus on Common Core Shifts Standards.
3. Self-Reflection and goal setting and use of Danielson Teaching Framework for providing informal feedback.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,

This year we will continue to grow teacher expertise in the area of the new Common Core Standards in both mathematics and literacy. Systems and structures are in place to ensure that teachers will meet regularly, as outlined below to support the development of units of study and lessons aligned to the new standards:

- Math Team to meet bimonthly to support implementation of Common Core Standards.
- Instructional Leads to meet to support the implementation of Common Core Standards.
- Weekly grade study meetings, totaling four a month. Meetings will be focused on reading/writing, math, science, and social studies, as well as teacher needs.

- Teacher leaders to help facilitate grade study meetings and development of teacher best practices.
- Weekly academy meetings where inquiry work will be further developed with a focus on Common Core Shifts.

With the expertise of an Australian United States Services in Education (AUSSIE) consultant this year we are supporting teachers to implement the reciprocal teaching model to further develop practices aligned to the new common core expectations. Our Aussie consultant will be modeling, coaching and conferencing with selected teachers on each grade in an effort to create LAB sites for each grade. Focus of this work will be on the use of nonfiction small group work to advance students analysis and comprehension when reading.

- AUSSIE Consultant to review and provide feedback on Common Core Literacy Calendars and support the implementation of Reciprocal Teaching Model.
- Teachers and Administrators participate in Saturday Institute on Common Core Standards and Differentiated Instruction (Staff Development for Educators).
- Morning book clubs on topics that are identified as a school need. Some may focus on conferencing, critical thinking, and Response to Intervention (RTI).
- Increasing teachers’ use and understanding of technology and how it can assist with differentiated instruction, as well as student engagement.
- Workshops on the concept of tiering to differentiate instruction.
- Teachers will share best practices through Lab sites, intervisitations, and at staff conferences/meetings.
- Teachers will participate in after school professional development on the implementation of reading strategies to support critical thinking activities in the classroom.
- Teachers will participate in after school professional development on how to develop effective questioning using Depth of Knowledge .
- All teachers will be involved in the development of units of study to implement the new Common Core Standards.
- Utilizing our Thursday professional development time, teachers will be involved in inquiry work study to support the implementation of the new Common Core Standards to meet the differentiated learning needs of students.
- Infusion of content area planning grade study.

In addition, the administrative team will continue to provide teachers with informal feedback using the Danielson Framework. All teachers will be involved in developing goals using the Framework, based on their use of the Framework Rubric for self-reflection. These goals will be monitored during the year and teachers will receive feedback to support their improvement in selected areas. In addition, we will continue our school-wide study of the Danielson Framework within the administrative team as well as within our mini-school meetings with teachers.

b) Staff and other resources used to implement these strategies/activities,

Staff used to implement the professional development plan includes the following: 1) Literacy Coach, Math Coach, 2) Assistant Principals, ESL and Special Education Teams and Grade Leaders.

c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

Teachers are included in the decision-making process around how all professional development is proceeding. Teachers were given a survey to identify specific areas of needs with regard to Common Core Literacy Standards development. Teachers were able to select their targeted inquiry work on Common Core Shifts.

Professional Development around the Common Core Standards occurs on a weekly basis. Implementation of the units created around the Common Core Literacy Standards occurs during readers and writers workshop. Inquiry Teams meet twice monthly. All staff members are a part of an inquiry team which has set Specific, Measureable, Achievable, Realistic, Timely (S.M.A.R.T) goals around their inquiry work. Teachers use Achievement Reporting Innovation System (ARIS) to record their inquiry work.

Teachers have participated in self-reflection and goal setting around Danielson Framework. These goals will be monitored monthly and revisited in January.

Budget and resource alignment

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

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: Focus / Priority Funds, AARA Citywide Expectations

Service and program coordination

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

As a conceptually consolidated school we will continue coordinate all resources to address student needs as outlined below:

- K-5 Literacy Coach (Title I)
- Teacher collaboration with grade level colleagues during common prep (Title I)
- Before and After school Curriculum Planning (AARA Citywide Expectations)
- Differentiated Instruction Professional Development – Staff Development for Educators Saturday, May 4, 2013 (Focus Funding) Curriculum and Staff Development
- Editure Professional Development (AUSSIE) – 9 days, May-June 2013 (Focus Funding) Curriculum and Staff Development

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

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

Major Recommendation

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

On page 6 of our Quality Review Report, the following recommendation was made:

“Build upon the current structures so there are ongoing opportunities for teachers and administration to check for gaps and redundancies within and across all content areas to ensure coherence and growth in complexity from grade to grade. (5.1)”

Our curriculum development goal is to continue aligning the curriculum to meet the new Common Core Standards. With special attention to the Common Core Shifts, we are focusing on informational texts, and increasing text complexity across grades. Students will be regularly engaged in discussing, analyzing, and formulating opinions around texts. The structures currently in place to support this work include grade study meetings, Thursday afternoon professional development, and Curriculum Team meetings.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

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

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

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

By June 2013, students will be able to read, discuss, analyze and formulate opinions, in order to respond to literary and informational texts to further comprehension. This will be measured by the following:

- a) 10-12% improvement on state test scores and simulations (Gr. 3-5), a 20% increase in students reaching grade appropriate benchmarks in Fountas & Pinnell reading levels K-2 and 25% in grades 3-5 when compared to September results.
- b) 60% will perform at or above grade level on non-fiction and fiction tasks (6 per year).

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,

P.S. 310 implements a balanced literacy approach to teaching reading and writing. This includes multiple daily read alouds, shared readings, guided reading, word study and phonics instruction. In an effort to support the Common Core Shifts, we are currently immersed in training teachers in the Reciprocal Teaching Model. This research-based strategy supports students to access complex texts through small group discussions of informational texts. Additional activities that we will implement to support this goal include the following:

Instruction and Assessments

- Adding signaling words and language structures to current curriculum calendars.
- Include pre and post assessment writing tasks in each unit.
- Coaches will support teachers in utilizing Common Core standards for curriculum development.
- Teachers will use reading assessments such as Teacher’s College Reading and Writing Project (TCRWP) Assessment in grades K-5, Acuity and weekly comprehension assessments to monitor students’ progress.
- Teachers will use the writing continuum as a guide to monitor students’ writing progress. Students will respond to a variety of texts.
- Students will be able to formulate an opinion on a variety of texts.
- Teachers will use conferencing as a time to set goals with students using Fountas & Pinnell reading behaviors continuum.
- Through reciprocal teaching and guided reading, teachers will use effective questioning strategies to increase students’ comprehension.
- Teachers will develop critical thinking questions using the Depth of Knowledge to use during small group reading instruction to monitor comprehension.
- Administer second grade-simulated assessments in February and June.
- School wide reading campaign through weekly reading responses and Ticket to Read computer program.

Interventions

- Academic Intervention Services (AIS) and Coaches to work with small groups in grade 4th and 5th.
 - Identified students in grades 1-2 (Title III) and 3-5 (Title I) will participate in the after school program for targeted instruction.
 - Teachers will continue to build differentiated reading strategies using research-based practices. We will identify and tier students to provide Tier II and III Response to Intervention (RTI) Fountas & Pinnell.
 - Academic Intervention Providers to use Literacy Intervention System Program.
 - Grades 1-5 Tier II students will participate in small group intensive guided reading during Extended Day twice a week.
 - Teachers will collaborate with Academic Intervention Services providers, Special Education Teacher Support Services providers, school counselors, English as a Second Language teachers and any other specialists.
 - Teachers will engage in inquiry studies based on the Common Core Shifts.
 - Science Intensive to support 4th grade.
- b) Key personnel and other resources used to implement these strategies/activities
 - After-school Title I program 3-5 and Title III program for Beginner and Intermediate ELLs
 - AUSSIE consultant

- F Status Tier III reading support (Focus Funds) – Monday and Tuesday, January-June 2013
- After-school Instructional Lead Curriculum alignment of work.
- c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - Weekly professional development meetings will be held within and across the grades to monitor and revise curriculum and support in lesson plan development.
 - Monthly teacher participation in Leadership Team meetings
 - F & P assessment to be administered four times a year with at least a 6-7% increase in students meeting grade appropriate benchmark after each period.
 - Review of student writing during each unit of study using standard-based Common Core rubrics.
- d) Timeline for implementation.
 - September 2012-June 2013
 - Simulation exams (grades 3-5) three times a year.
 - Acuity Benchmark Assessments (grades 3-5) two times a year.
 - Pre and Post Writing Task for each unit (grades K-5) six times a year.
 - Baseline, midline and endline writing piece (grades K-5) three times a year.

Budget and resource alignment

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

Other-describe here: Focus Funds, Contract for Excellence,,AARA Citywide Expectations

- Tax Levy Title IA Title IIA Title III Set Aside Grants _____

Service and program coordination

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

As a conceptually consolidated school we will continue coordinate all resources to address student needs as outlined below:

- K-5 Literacy Coach (Title I)
- F Status Tier III Reading Support (Focus Funding) 2 times a week, Monday and Tuesday, January 7 – June 30, 2013
- AIS Providers to support students with small group instructions- Contract for Excellence
- Teacher collaboration with grade level colleagues during common prep
- Before and After school Curriculum Planning (AARA Citywide Expectations)
- After school teachers (Title I and Title III) Program Expansion (Focus Funding) – 10 teachers x 3 hours x 9 weeks = 270 hours
- Saturday Program Expansion (Focus Funding) – 2 teachers, grades 1 & 2, 3 hours a week for 18 weeks = 108 hours

- School counselor to support students with Temporary Housing (Title I)
- Fountas & Pinnell Literacy Intervention Program for RTI Intervention (Focus Funding - General Supplies)
- Increase Classroom Libraries (Focus Funding – General Supplies)
- Science Intensive to support 4th grade – 2 teachers x 3 hours x 5 weeks = 30 hours, April 22-May 24, 2013

Pre-School Program – Half-Day and Full-Day classes coordinated by Assistant Principal(Universal Pre-K, Contract for Excellence)

Housing- Students with temporary housing provided with the following supports:

- Transportation bus passes
- Counseling Support if needed (Title I)
- Basic School Supplies

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

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

Major Recommendation

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

On page 6 of our Quality Review Report (2012) the following recommendation was made:

“Deepen and extend the analysis of student data and student work products to set specific goals for English Language Learners and students with disabilities in order to inform instruction and effective supports (3.2).”

We continue to differentiate instruction to support these two populations to demonstrate improvement with vocabulary and writing. We are monitoring student progress by collecting data on vocabulary and writing.

Tenet #4 TEACHER PRACTICES AND DECISIONS

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

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June 2013, all English Language Learners (ELL) and Special Needs students will approach, meet or exceed English Language Arts (ELA) performance by focusing on reading and writing with an emphasis on Tier II and Tier III vocabulary development. This goal will be measured by one or more of the following assessment sources:

1. 8-10% increase in ELL students meeting performance level on state tests.
2. Increase of 2-4 levels on F&P assessments.
3. 5-6% increase in Special Education students meeting performance level on state tests.
4. 30% of our English Language Learners will achieve proficiency levels on the 2013 New York State English as a Second Language Achievement Test (NYSESLAT) in order to meet Annual Measurable Achievement Objectives (AMAO) Target.
5. 70% of our English Language Learners will demonstrate progress on the 2013 NYSESLAT in order to meet AMAO Target.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups

In order for our Special Needs and ELL population to approach, meet or exceed performance levels, students will take part in differentiated multi sensory activities that include, but are not limited to, the use of technology. Also, lesson tiering and school wide organizational decisions were made to further support our Special Needs population. In addition, Special Education teachers will collaborate as a department to begin scaffolding the units of study in order to provide differentiated supports and/or techniques in an effort to share best practices.

Instruction and Assessment

- RTI and Instructional Support Teams will monitor student progress and determine next steps.
- Use of technology to differentiate instruction.
- Use of SmartBoard technology to support visual learners.
- Use of I READY (Reading and Math) and Spatial Temporal Math Computer Programs and Ticket to Read Computer Program.
- Use of Vocabulary Workshop Program for grades 2-5 in class.
- Use of Vocabulary Links by ESL and Special Education Teacher Support Services teachers. (SETSS)
- Weekly vocabulary word of the week for each grade.
- Use of F & P Intervention System by SETSS teacher, ESL and AIS teachers for small group instruction in grades K-5.
- Targeted grouping on language acquisition stages (newcomers, beginners, intermediate, and advanced).
- Students will work with the organization Puppetry in Practice for grades K and 2 to support language development.
- Extended Day guided reading instruction.
- After school leveled groupings – small group instruction.
- Beginner and Intermediate ELL Students in Grades 1 and 2 will participate in Title III Afterschool Program.
- Grade 2-5 ELL and Special Needs students will participate in Saturday Program focused on preparing for State Tests.
- Expansion of classroom libraries.
- Utilizing Individual Educational Plan (IEP) goals to develop individualized checklists to measure student progress toward their goals

Curriculum and Professional Development

- We will continue to improve communication between General Education and Special Education Teacher Support Services (SETSS).
- Coaches will support teachers with lesson tiering.
- Monthly meetings with Special Education Department to plan scaffolding of units of study.
- Monthly meetings with ESL Teachers.
- Differentiation strategies will be included in each month's unit of study with attention to new vocabulary.
- SIOP (Sheltered Instruction Observation Protocol) Training – Center for Applied Linguistics: 5 days, May 17, 18, June 6, 7, and 10, 2013.

- b) key personnel and other resources used to implement these strategies/activities,
 - Classroom teachers, AIS, Related Service providers, Coaches, Administrators, SETSS, ESL teachers
- c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

- Students will increase 1 level after each administration of F & P assessments to be administered four times a year.
- Checklists will be used during each unit that are aligned with IEP goals.
- 1-6 Vocabulary Links program – SETSS, ELLs
- Frequent Special Education Department meetings and grade study meetings to look at and analyze student work to include differentiation strategies in unit plans.
- Collecting and analyzing student work from ELL’s using the NYSESLAT rubric to monitor progress across modalities.

d) timeline for implementation

- F & P data will be collected and analyzed every 7-8 weeks.
- Checklists will be used during each unit that are aligned with IEP goals.
- ESL and SETSS teachers will administer a pre, mid and post assessment per unit.
- Classroom teachers will administer vocabulary review quizzes every three weeks.

Budget and resource alignment

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

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

Service and program coordination

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

As a conceptually consolidated school, we will continue to coordinate all resources to address student needs as outlined below:

- K-5 Literacy Coach (Title I)
- Teacher collaboration with grade level colleagues during common prep (Title I)
- Small group morning focus groups (Focus Funding Per Session) – 12 staff members x 2 hours x 17 weeks = 408 hours, January-April 2013
- Before and After school Curriculum Planning (AARA Citywide Expectations)
- After school Title I, Title III and Focus Funding (teacher per session)
- Saturday Program (Title III) Expansion – Focus Funding 3 hours a week for 18 weeks = 108 hours
- SIOP Training – Center for Applied Linguistics (Curriculum & Staff Development Contracts) Focus Funding 5 days, May 17, 18, June 6, 7, and 10, 2013
- Substitute Teachers to cover classes during Professional Development (Focus Funding Per Diem) 14 teachers for 3 days
- School counselor to support students with Temporary Housing (Title I)
- Educational Software i-Ready – Reading and Math Programs (Focus Funding Software)

Pre-School Program – Half-Day and Full-Day classes coordinated by Assistant Principal(Universal Pre-K, Contract for Excellence)

Housing- Students with temporary housing provided with the following supports:

- Transportation bus passes
- Counseling Support if needed (Title I)
- Basic School Supplies

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

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

Major Recommendation

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

On page four of our Quality Review Report the following statement was made:

“The administration assigned staff to launch a K-5 conflict resolution Respect for All Campaign.” As noted on our Quality Review our Respect for All Campaign was cited under the area of what the school does well. We are continuing to focus on this work by way of designating monthly themes and the development of measureable monthly goals.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

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

5.2 Systems and partnerships

5.4 Safety

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

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

In support of our Respect for All Initiative, by June 2013, all students will show evidence of increased positive social skills as measured by continued class progress in meeting or exceeding 80% of monthly point system goals.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
a) strategies/activities that encompass the needs of identified student subgroups,

As we continue to build students social and emotional health, this year we have designated monthly themes to heighten students’ awareness of positive social skills and behaviors. Lessons will be taught by our Conflict Resolution Specialist with special attention to the following monthly themes.

- September- Respect & Self Discipline
- October Responsibility
- November- Honesty
- December- Kindness
- January Empathy & Compassion
- February- Fairness
- March- Integrity
- April Determination & Optimism
- May-Courage
- June –Patience

Conflict Resolution specialists will track class progress in receiving points for random acts of kindness toward others and reflecting behaviors that support monthly themes. In addition, he will deliver lessons on anti-bullying theme.

The following are other supports that will promote positive social behavior and encourage tolerance at P.S. 310:

- School Counselors and Classroom teachers to develop individual behavior modification plans based on student needs.
- Selected students to participate in small group counseling sessions as needed.
- School Counselor to work with developing New Comers Club to support students that have recently arrived to the country.
- Related Service Counselor to support Special Needs students, as indicated on IEP.
- Students to be trained in peer mediation to support conflict resolution.
- Conflict Resolution specialist to create monthly bulletin board to make public monthly theme and classes progress in meeting points.
- Students of the month to be selected by each teacher for public recognition by mini school-based on monthly themes.
- Assemblies to recognize attendance and students reaching reading goals.
- After school Basketball Club to support positive team work and collaboration skills.
- Instructional Support Teachers to mentor small group of selected students using their specialty to promote engagement once a week. (Multiple Intelligence Support Period)

b,c)key personnel and other resources used to implement these strategies/activities,

Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.

- Teachers, Conflict Resolution Specialists, Counselors, and Administrators will work collaboratively to ensure that our Respect for All Initiative is supported school wide. Teachers will work collaboratively with conflict resolution specialist to determine point system allocation and to help students reach outlined goals.- Minimum of 80% of the earnable points for the month

d) Timeline for implementation.

- September 2012 - June 2013

Budget and resource alignment

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

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

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

Service and program coordination

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

As a conceptually consolidated school we will continue to coordinate all resources to address student needs as outlined below:

Violence Prevention - Respect for All Program is coordinated by our Conflict Resolution Specialist. School-wide Respect for All point system to provide incentives for positive behavior. (School Support Funding)

Housing - Students with temporary housing provided with the following supports:

- Transportation bus passes
- Counseling Support if needed (Title I)
- Basic School Supplies
- Enrolled in after school programs for academic support.

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

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

Major Recommendation

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

On page four of our Quality Review Report the following was documented in our school:

- The school has established a warm and supportive culture where students, families and faculty feel valued, take pride in being part of the school community and celebrate students' accomplishments (1.4).
- In an effort to continue to foster and grow our community engagement we will continue to increase family involvement, by offering varied opportunities for parent participation. We will focus on providing personal and academic growth activities to generate interest.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

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

6.2 Welcoming environment 6.4 Partnerships and responsibility

6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

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

By June 2013, there will be a 25% increase in parental participation in the learning community as measured by sign-in sheets and agendas (with a particular attention on increasing the participation of our ELL parents).

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 22 through 26 in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,

Actions:

Parents will be invited to participate in the following activities:

- Meetings with ELL parents regarding supports available for their children.
- Offering Parents Introductory Class in English as a Second Language on Saturday mornings.
- Full translation in all meetings and all means of communication sent home.
- Third grade multicultural celebration developed by teachers and parents.
- Parent trips to local libraries and other local community resources, such as museums, theatres etc.
- Parent workshop to further parents' understanding of NYSESLAT test.
- Parents of grades 3-5 workshops focused on preparing students for NYS ELA & Math tests.
- Parent workshops to support students in grades K-5 with reading.
- Parent workshops to support parents to understand new Common Core Standards and expectations.

- Parent workshops focusing on science & social studies.
 - Weekly meetings on life skills and academic support for students. (Examples, How to support your child to meet Common Core Standards, content area support).
 - Incentives for Parent participation, such as books, school planners and hands on materials to support students.
 - Development of at home libraries.
 - Health Awareness meetings, Breast Cancer Awareness, Asthma, etc.
 - A Guidance Counselor meeting with parents to address the Social and Emotional needs of students.
 - Workshops on Fire Prevention, CPR, and School Safety.
 - Arts & crafts workshops related to holiday celebrations.
 - Parents invited to assemblies and special events: class celebrations and class trips.
 - Continued development of resource lending library for parents.
 - Computer training to access information in ARIS.
 - Drug Prevention workshop.
 - System for timely distribution of parent invitations to workshops.
 - Parents to participate in conferences with teachers minimum twice a year and will receive progress reports minimum five times a year.
 - Parent Curriculum Night.
 - Development of parent support group.
 -
- b) staff and other resources used to implement these strategies/activities
- Community organizations (i.e. hospital).
 - Good Shepherd, North Central Bronx Hospital, Kingsbridge Heights Community Center, Riverdale Mental Health Center.
 - Coaches, teachers, and counselors conduct workshops for parents.
 - Parent Coordinator, teachers, and administrators
- c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- Weekly K-5 grade study meetings
 - School Leadership Team monthly meetings
 - Response to Intervention bi-weekly meetings – 2 times a month
 - Instructional Support Team bi-weekly meetings – 2 times a month
 -
- d) Timeline for implementation.
- Assessments are monitored according to monthly calendars
 - Calendars
 - Parent sign-in sheets
 - Parent agendas
 - Parent Coordinator Midyear Report on progress in meeting participation goals

Instruments/Periods of Review:

- Parent/teacher conferences sign-in sheet summaries
- Parent Surveys
- Parent Monthly Calendars and Newsletters
- Parent Coordinator's bi-yearly attendance summary report

Other Forms of Documentation:

- Agendas and sign-in sheets after each meeting

Projected Gains: 25% increase of parents across the spectrum of parent involvement opportunities based on a review of the Parents' Association attendance, workshop attendance and parent/teacher conferences participation.

Budget and resource alignment

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

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

Service and program coordination

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

As a conceptually consolidated school, we will continue to coordinate all resources to address student needs as outlined below:

- Teacher for Saturday ESL Parent Class
- Refreshments for Parent Meetings (Title I)
- Coaches to Conduct Workshops on Curriculum (Title I)
- Math Intensive Program (Title III Immigrant)
- Trips - The Theatre Society Educational Arts (SEA) bilingual performance to be attended by parents and children (Title I)
- Books (Parent Incentives) to encourage parent participation in meetings and reading at home with children (Focus Funding Parent Engagement)
- Bilingual Dictionaries for parents at home use (Focus Funding)
- Development of Parent Resource Center – Thematic packs related to curriculum to be available for lending support to students at home (Focus Funding Parent Engagement General Supplies)
 - Bilingual shared reading books
 - Bully prevention material
 - Women in History
 - Multicultural Countries

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> • Reading Recovery (RR) • Leveled Literacy Intervention (LLI) • Interactive Writing • Comprehension Strategies Kit (After School Program) • Shared Guided Readings and Oral Language Reading and Writing (Gr. 1 & 2) 	RR – one-to-one LLI – small group	RR – during the school day AIS – before, during, Extended Day, and after school
Mathematics	<ul style="list-style-type: none"> • Computer-based programs <ul style="list-style-type: none"> ○ iReady ○ ST Math 	One-to-one and small group	During school, Extended Day, and after school
Science	<ul style="list-style-type: none"> • Hands-on science preparation for state test • Buckle Down (Improving scientific thinking skills within 3 units of study: Nature of Science, Earth Science, and Physical and Life Science <ul style="list-style-type: none"> ○ Recording data ○ Exposure to graph tables and pictures 	Whole class/small group	During the school day and after school

<p>Social Studies</p>	<ul style="list-style-type: none"> Teachers utilize the Social Studies Department of Education units of study with trade books to support at-risk students (Gr. 3-5) Houghton Mifflin (Gr. K-2) 	<p>Small group</p>	<p>During the day</p>
<p>➤ At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> Related Services Provider - Provides counseling services based on IEP goals. Guidance Counselor - Provides small and individual group counseling to students who exhibit social and emotional difficulties. Psychologist - Reading & Math Assessments Social Worker – Provides parental outreach, counseling, assessment, and tutoring 	<ul style="list-style-type: none"> Individual Counseling Group Counseling Small group and one-to-one One-to-one One-to-one 	<ul style="list-style-type: none"> During the school day During the school day Throughout the day During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

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

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

We continue to work diligently to ensure that we have highly qualified staff members by cultivating collaborations with local universities in order to have a pool of strong candidates to fill new vacancies. Another source used to find qualified candidates is the New York City Teacher Finder. At P.S. 310 we have a robust support process in place for new teachers. We begin with a summer orientation that includes new teacher training on: classroom management, effective planning, the workshop model, balanced literacy, and school wide expectations prior to the start of the school year. At the start of the school year new teachers are assigned a mentor coach and are provided with scheduled intervisitations depending on the teacher's specific needs. Coaches model and provide teachers with planning guidance as needed. New teachers have the support of their colleagues during weekly grade level meetings, as well as Thursday afternoon professional development meetings.

All teachers have access of support from our School-Based Math and Literacy Coach. Teachers participate weekly in Grade Study meetings, Mini School meetings and Thursday afternoon Professional Development meetings to unpack Common Core standards and develop units of study. In addition, they receive the following opportunities for further support:

- Teachers meet with Administrators and Coaches to review and plan for small groups using data.
- Professional Development sessions on Monday afternoon led by coaches.
- AUSSIE Consultant working with selected teachers to provide support with literacy.
- Network Achievement Coach to support selected teachers with mathematics.
- Training on Methodology for English Language Learners.
- Training on Common Core Standards provided by Staff Development for Educators.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Corinne Rello Anselmi	District 10	Borough Bronx	School Number 310
School Name Marble Hill			

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

Principal Elizabeth Cardona	Assistant Principal Grissell Garcia
Coach Kristie Callaghan	Coach type here
ESL Teacher Madelyn Vargas	Guidance Counselor Janett Miranda
Teacher/Subject Area Aida Calle	Parent Jocelyn Cueto
Teacher/Subject Area type here	Parent Coordinator Sabina Perez
Related Service Provider Olga Torres	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	745	Total Number of ELLs	171	ELLs as share of total student population (%)	22.95%
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Part II: ELL Identification Process

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

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

1 The identification process for students who may be possible ELLs is as follows: Upon arrival, the Pupil Accounting Secretary, Ms. Sonia Colon-Meisinger, and licensed ESL teacher, Mrs. Mildred Perez, provide the parent of the potential ELL student with a Home Language Identification Survey (HLIS). The HLIS is provided in the native language of the parent. If the HLIS indicates that the student is a potential ELL, an informal interview in English and in the native language is conducted by Ms. Mildred Perez, a licensed ESL teacher. Ms. Perez is also fluent in Spanish, allowing for the informal Spanish language interview. Our ELL students' native language is almost exclusively Spanish. If a language other than Spanish is required for the purpose of an informal interview, phone translators affiliated with the DOE are available. If the determination is made that the student is a potential ELL, the parent is informed in writing and the student is administered the R-LAB within ten days of the student's registration date. The R-LAB is administered by licensed ESL teachers, Ms. Madelyn Vargas, Ms. Mildred Perez and Ms. Ortiz. If the student is proficient on the R-LAB, no further action is required. If the student is not proficient on the R-LAB, the student is then administered the Spanish LAB if the native language is Spanish. The Spanish language LAB is administered by Ms. Vargas, Ms. Perez and Ms. Ortiz who are all fluent in Spanish as well as licensed ESL teachers. The student is then placed in the language program of the parent's choosing no later than ten days after registration. To evaluate ELL students using the New York State English as a Second Language Achievement Test (NYSESLAT), every spring, ATS reports such as the RLER, RLAT and RMSR are generated to ensure eligible students are administered the exam. To ensure all four components of the NYSESLAT are given to each eligible student, careful attendance records are kept throughout the testing dates to monitor who was administered the exam. Experienced exam proctors in addition to the ESL coordinator, ensure all documents are collected, and accounted for. Any student absent during the testing dates are given the portion of the exam they missed during the NYSESLAT make-up dates. Parents of ELL students are informed in writing of test eligibility status in addition to testing date and time. When the results of the test arrive, parents are informed in writing if the student is "entitled" to continued services or "no longer entitled" based on NYSESLAT proficiency. Copies of the "no longer-entitled" or "continued entitlement" letters are kept in a binder in the office of the ESL coordinator.

2 Structures in place in our school to ensure parents understand all three choice programs are as follows: Upon registration, parents are provided with a verbal explanation of the programs available in their native language. Parents are also provided with reading material in the native language which explains the programs available. In addition, upon registration as well as a periodic "New ELL Admit" meetings for parents are available throughout the school year. These meetings include the presentation of the DOE program selection DVD or web link, the availability of a licensed ESL teacher, a parent coordinator and a school administrator as well. A question and answer period is also embedded in the parent orientation.

3 To ensure that entitlement letters are distributed to parents, our ESL teachers provide each required ELL student in grades K through 5 with entitlement letters. Copies of these letters are kept on file. At the time of registration, parents are provided with the program selection form. Parent selection forms are completed upon parent orientation.

4 Students are placed in a Bilingual program if 15 or more parents on a grade of a similar native language request a specific

native language Bilingual program, such as a Spanish Bilingual program or Spanish Dual Language program. Students are placed in an ESL program when parents select an “English only program”. To ensure parents are informed, entitlement and placement letters are sent to parents. Copies of the entitlement and placement letters are kept on file in a binder in the office of the ESL coordinator. In addition, periodic parent ELL meetings are available in the parent native language. Parents also have available to them written information in the native language. The

5. After reviewing the Parent Survey and Program Selection forms over the past two years, the trend in the Parent Program Choice entitled students indicating parents are increasingly selecting English as a Second Language as the preferred program choice.

Year	# of Students Tested with R-LAB	Not Entitled	Entitled	Parent Choice	
				Bil.	ESL
2009-10	97	58	39	1524	
2010-11	164	111	53	1835	
2011-12	90	52	38	731	

The trend also indicates that parents of our Kindergarten students who attended our Pre-K classes selected ESL as a parent choice.

6. The program models offered at our school are aligned with parent requests.

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	1	0	0	1	0	1	0	0	0	0	0	0	0	3
Push-In	6	6	6	6	6	6	0	0	0	0	0	0	0	36
Total	7	6	6	7	6	7	0	0	0	0	0	0	0	39

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	171	Newcomers (ELLs receiving service 0-3 years)	100	Special Education	66
SIFE	0	ELLs receiving service 4-6 years	32	Long-Term (completed 6 years)	39

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	100	0	33	32	0	9	39	0	13	171
Total	100	0	33	32	0	9	39	0	13	171

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 0

Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0

Asian: 0

Hispanic/Latino: 0

Native American: 0

White (Non-Hispanic/Latino): 0

Other: 0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	42	101	68	68	66	57	0	0	0	0	0	0	0	402
Chinese	1	1	1	0	0	0	0	0	0	0	0	0	0	3
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	1	0	1	0	1	0	0	0	0	0	0	0	3
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	3	3	1	2	1	1	0	0	0	0	0	0	0	11
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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Other	23	0	0	0	0	0	0	0	0	0	0	0	0	23
TOTAL	70	106	71	71	67	59	0	444						

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. a. The organizational models in P.S. 310 are ESL self-contained and both an ESL push-in and pull-out model. This year we do not have a bilingual kindergarten as the Parent Program Selection choices indicated a need for a self-contained ESL kindergarten class.

1. b.
- Homogeneous grade, heterogeneous proficiency self-contained classes.
 - Homogeneous grade push-in with heterogeneous proficiency levels.
 - Heterogeneous grade level with homogeneous proficiency levels pull-out.
 - Homogeneous grade with heterogeneous proficiency level pull-out.
 - Heterogeneous push-in with homogeneous proficiency levels.

2. a. Teachers receive and analyze the NYSESLAT results as well as various other data to determine student proficiency levels to formulate groups. In a Transitional Bilingual class, the Part 154 mandated ESL, ELA and NLA instructional minutes are embedded in the flow of the instructional day. In the ESL self-contained class, mandated ESL and ELA minutes are also embedded in the instructional flow of the day. In the ESL push-in and pull-out programs, three ESL teachers ensure students receive their mandated minutes by grouping students based on the levels indicated in 1.b.. ESL target sheets indicate the names of the individual students served and the exact amount of minutes the student is provided with ESL services. In past Transitional Bilingual kindergarten classes, all level students receive 180

A. Programming and Scheduling Information

minutes a week of Native Language Arts (NLA) including 180 or 360 minutes a week of ESL depending on NYSESLAT levels. All self-contained, push-in or pull-out ESL, Beginning and Intermediate students receive 360 minutes a week of ESL. Advanced students receive 180 minutes a week of ESL including 180 minutes a week of English Language Arts (ELA).

3. The content areas in each program model are delivered as follows: In the self-contained ESL class as well as the push-in, pull-out groups, the content standards are delivered using various ESL techniques such as but not limited to, Total Physical Response (TPR), cooperative learning, Sheltered Instruction Observation Protocol (S.I.O.P) techniques, visual supports and jig-saw strategies. In the Transitional Bilingual classes, the content standards are delivered in the native language. In the Transitional Bilingual classes, ESL techniques are also used when teaching content standards.

4. Our first step in evaluating the native language is when a potential ELL student is given the R-LAB and does not pass. The Spanish LAB is then administered. Although this is the first year, we do not have a bilingual kindergarten classroom due to the 2011-2012 selections on the Parent Program Selection forms, student native language is used should the student require academic, social or emotional support.

5. a. SIFE (Students with Interrupted Formal Education): Upon registration to the school, the pupil accounting secretary will identify a SIFE student and alert the Principal who will make a proper class determination. The student will be placed in the appropriate class and his/her skills will be assessed. The school will provide Academic Intervention Services (AIS), counseling, one-to-one tutoring and family support. Student and family will be provided with access to appropriate outside agencies as needed. In addition, ESL services will be provided.

5. b. Newcomers (3 years or less): English Language Learners three years or less will be provided with the mandated language and instructional support. Newcomers will also be provided with opportunities to discuss, observe and become familiar with their new environment, both in school and in the community by working with our guidance counselor Ms. Miranda. Instructional materials will be culturally sensitive. Newcomers will recognize the value of the various cultures in content-based materials used for instruction. Families of newcomers will be encouraged to enter the school community and share their knowledge and culture with students and staff. The Parent Coordinator Ms. Sabina Perez, will support the families of newcomers by assisting with outreach support groups and support organizations. Parents of newcomers will be encouraged to visit and join our Parents' Association where they will become familiar with the working and expectations of the school. The Parents' Association provides a safe haven for families unfamiliar with their new environment and surroundings. ELL newcomers eligible for state testing will be provided with Academic Intervention Services (AIS) during the school day, Extended Day and After-school academic support in addition to mandated ESL services. After school Parents as Partners Program is offered to support students and parents with homework. During this time, students will be provided with extra help in reading and math.

5. c. ELLs 4 to 6 years: Long-term ELLs are supported through intensive Academic Intervention in small group instruction. In addition, long term ELL students are provided the opportunity to attend the Saturday Academy and our After-School Program. Long-term ELLs receive additional test prep support which includes access to NYSESLAT test prep materials. English Language Learners also attend Saturday Test Prep Academy specifically to prepare for the NYSESLAT.

5. d. Long-term ELLS completing 6 years: Long-term ELLs completing 6 years receive AIS services throughout the week in small groups to develop their writing and comprehension skills. Long-term ELLS completing six years are also participants in the extended day and after school programs.

6. Special Needs ELLs: ELLs with special needs will participate in using technology to differentiate instruction. This includes but is not limited to the use of SMART boards, math computer programs, use of Learning A-Z and Vocabulary A-Z.com for grades K-3 and new this year, we have incorporated for our students a vocabulary development program. Inquiry work will continue to focus on ELLs including ELLs with IEPs. Special Needs ELL students will participate in the Extended Day program two days a week in addition to the after school programs available. The Instructional Support Team continuously meets to discuss behavior as well as academic support plans for ELL students with special needs.

7. ELLs with Special Needs will participate in our technology program together with their General Education peers. This included

A. Programming and Scheduling Information

but is not limited to SmartBoards, laptops, desktops, and audio materials. Our ELL-SWDs have access to all our specials such as library, dance, music, conflict resolution, math support, science laboratories for K-2 and 3-5 students. Our ELL-SWDs also participate in our Extended Day and after school programs. Counseling and related services are also provided as support mechanisms when applicable.

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	0		0	0
Social Studies:	0		0	0
Math:	0		0	0
Science:	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0
0	0		0	0

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

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

B. Programming and Scheduling Information--Continued

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

8. The targeted intervention programs for ELLs in ELA and in math are as follows:
To support ELL students in math academic intervention specialists will work with ELL students in small group instruction. Programs such as Voyager Passport, Fountas and Pinnell Leveled Literacy Intervention in grades k-3 for low performing students, Vocabulary Workshop for grades 3-5, Soliloquy, Read 180, Classroom Connections Skills Bag, Foundations and Wilson will be used. In addition, ELL students also participate in Readers' Theatre and Guided Reading groups. ELA interventions for ELL students are also available during Extended Day and the After School Program. NYSESLAT Test Prep is also available for our ELL students during our Saturday Academy Program. All supplemental programs are in English with Spanish support when necessary.

Math intervention programs are available for ELL students through the Everyday Math Program. Teachers also work with ELL students during the Extended Day Program. Teachers provide instruction through an integrated approach aligned with the regular school day program combining the Everyday Math Program with math games, Tables and Graphs, Math Steps, Fast Math Program on-line will be utilized to support ELL students.

9. Transitional support for ELL students achieving proficiency on the NYSESLAT includes students working with teachers during the Extended Day Program. This grade-appropriate support group will allow students who are newly proficient to continue to develop their self-confidence in the use of their second language in a monolingual setting. This small group instruction period will allow the teacher to work closely with the proficient student to continue the development of complex linguistic skills. In addition, we offer the Parents as Partners Program for beginner students and their parents in grades 3-5 to support students with homework.

10. For the 2011-2012 school year, we will:

- Align our curriculum to the Common Core Learning Standards to include an ESL and SETSS component.
- Implement unit tasks after every literacy unit.
- Implement Teacher's College Assessments with Benchmarks in grades k-5 to ensure assessment consistency.
- Increase progress reporting to parents of ELLs.
- Pilot Vocabulary Workshop in upper grades.

11. None of the prior ELL student support services have been discontinued.

12. ELL students are afforded equal access to all school programs through careful scheduling. ELL students participate in gym, dance, music, science lab, math support, technology, and conflict resolution. Supplemental services includes Saturday NYSESLAT Test Prep Academy, After School Academic Intervention Services for ELA and math.

13. Instructional materials used to support ELLs specifically are: Trophies and Readers' Theatre, Soliloquy on-line program, Moving into English, (the ESL Component of Reading First) and authentic literature, Vocabulary Workshop in grades 3-5, and vocabulary tracking systems for Tier I, II and III words. In addition, all ELL students have access to listening centers, and Smartboards.

14. The Moving into English ESL portion of Reading First supports the teacher in the teaching of ESL as per Part 154 language allocation.

15. Yes, required services support and resources correspond to ELLs' ages and grade level. All programs and supports are developmentally, academically, and linguistically appropriate.

16. Activities to assist newly enrolled ELL students before the start of the year includes the following: Parents as well as students participate in a school orientation. During this time, parents and newly enrolled ELLs are provided the opportunity to obtain information about the school as well as the curriculum. Parents and students are then given the opportunity to spend the morning in classrooms to experience a portion of the day observing routines as well as instruction. Parents and students are also provided with informational packets in English and Spanish as well as books for parents to read with their children.

17. Not Applicable.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. All teachers involved with ELL students attend weekly meetings with coaches to support them with creating a unit of study with special attention to meeting the needs of the ELL students. In addition, literacy coaches work to create lesson plans that are used for our Saturday Program to support our ELL students with reading and math. Also, we have the following professional development opportunities available:

- All staff, classroom teachers, Special Education teachers, ESL teachers, psychologist, occupational and physical therapist can avail themselves to Department of Education professional development offered throughout the year.
- Assistant Principal and ESL teachers attend monthly network meetings focused on supporting ELL students.
- Pupil accounting secretary attends periodic meetings regarding procedures for registering ELL students.

2. ELL students and their families preparing for middle school work closely with the school guidance counselor to prepare for the transition. ELL students have the opportunity to apply for specialized middle schools which provide high interest course work. ELL students together with classmates have the opportunity to visit the various middle schools. During the orientation process, various members of the middle school staff inform students about scholastic expectations as well as tour them through the facility. In addition, middle school staff representatives have visited P.S. 310 scheduled Parent Meetings to inform parents about their middle school options and expectations.

3. Teachers will be provided with ELL training on the stages of second language acquisition. Teachers will be trained in the use of Periodic ELL Assessments in addition to regularly administered assessments in an effort to make informed instructional decisions regarding student groups. Teachers will be trained in ELL strategies as implemented using the following teaching strategies:

- Accountable talk and the ELL student
- Strategies for developing listening skills with the ESL student
- Supporting ELLs with literacy skills
- Supporting ELLs with Math skills
- Assessing comprehension in ELL students
- Sensitivity training
- Differentiation and the ELL student
- Multiple level ELL students and learning styles
- Curriculum Calendars now include an ELL and SETSS component
- Vocabulary development and the ELL student.

Records will be maintained as evidenced by agendas and sign-in sheets. In addition, formal and informal teacher observations will determine teacher application of ESL training.

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. P.S. 310 provides a comprehensive approach to parent involvement. Parents are provided with a monthly calendar outlining the array of workshops which are tailored to support parents with personal life skills topics as well as to provide academic support for their children. Parents are encouraged to become parent volunteers. In addition, parents are invited to participate in class trips, assemblies and other school activities. The following is an example of the workshops offered to parents to improve student academic achievement and support meeting our children's social and emotional needs:

- Making reading fun
- Meeting your child's social and emotional needs
- Preparing your child for the ELA Test
- At home science activities
- Preparing your child for the Math State Test
- Math games
- Cooking With Your Children

To support parents with life skills the following are some of the workshops offered:

- Child Abuse Prevention
- Help your child stay healthy
- Childhood Obesity
- Nutrition class – Cornell University
- Breast Cancer Awareness
- Fire Prevention

2. English Language Learner parents in need of extra support are referred to The Welcome Center at P.S. 9. Parents can participate in ESL classes, computer classes as well as receive immigration services at the center. By way of our partnership with Kingsbridge Heights Community Center, parents have been able to receive Family Day Care Training and Family Counseling. Bilingual counseling services are also made available to parents by way of Good Shepherd and the Jewish Board. In addition, Cornell University provides our parents with a series of nutrition classes.

3. Parental involvement activities are determined based on our survey of parents. We ensure that we meet the needs of our parents by providing life skills as well as strategies to meet their child's academic, social emotional and health needs. We are continuously evaluating our parental involvement program and make changes as needed.

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)	20	10	8	1	5	3	0	0	0	0	0	0	0	47
Intermediate(I)	4	9	10	10	16	9	0	0	0	0	0	0	0	58

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	14	10	4	5	8	13	0	0	0	0	0	0	0	54
Total	38	29	22	16	29	25	0	0	0	0	0	0	0	159

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	2	1	1	2	0	0	0	0	0	0	0
	I	0	2	2	2	7	1	0	0	0	0	0	0	0
	A	0	17	10	3	7	4	0	0	0	0	0	0	0
	P	0	9	8	10	14	19	0	0	0	0	0	0	0
READING/ WRITING	B	0	10	9	1	5	3	0	0	0	0	0	0	0
	I	0	9	9	10	16	10	0	0	0	0	0	0	0
	A	0	8	5	5	8	13	0	0	0	0	0	0	0
	P	0	2	0	0	0	0	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	18	21	8	0	47
4	8	23	6	0	37
5	10	10	0	0	20
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	5	4	24	3	18	0	0	0	54
4	5	3	16	0	13	0	2	0	39
5	0	4	11	2	2	0	1	0	20
6								0	0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	8	0	29	0	15	0	53
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	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and Geography	0	0	0	0
US History and Government	0	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

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

A review of the fall and spring Fountas and Pinnell levels indicates the following:

Kindergarten Totals:	Fall below 13%	Fall on 85%	Fall above 2%	Spring below 64%	Spring on 19%	Spring below 27%
First Grade Totals:	Fall below 70%	Fall on 20%	Fall above 10%	Spring below 88%	Spring on 7%	Spring below 5%
Second Grade Totals:	Fall below 91%	Fall on 3%	Fall above 4%	Spring below 82%	Spring on 9%	Spring above 9%
Third Grade Totals:	Fall below 87%	Fall on 11%	Fall above 2%	Spring below 76%	Spring on 7%	Spring above 17%
Fourth Grade Totals:	Fall below 68%	Fall on 18%	Fall above 15%	Spring below 71%	Spring on 13%	Spring above 16%
Fifth Grade Totals:	Fall below 86%	Fall on 6%	Fall above 6%	Spring below 88%	Spring on 3%	Spring above 9%

Based on the data, P.S. 310 has created a more rigorous curriculum aligned to the Common Core standards. Unit Tasks after every literacy piece will be completed by students. Teacher's College assessments with established benchmarks for progress monitoring will be implemented this year. This year we will also pilot Vocabulary Workshop for word study in the upper grades. In addition, this year 100% of the teaching staff will be engaged in professional development.

2. For the 2011 NYSESLAT, the data reveals students continue to fare better on the listening/speaking portion of the NYSESLAT than on the reading/writing section. The writing portion of the NYSESLAT indicates both lower and upper grade students are experiencing difficulty passing the "written" portion of the NYSESLAT.

Overall results of the NYSESLAT reveals a steady increase in students reaching advanced levels over time.

The R-LAB indicates more students are scoring in the advanced levels. This is most likely as a result of our prekindergarten students testing with th R-LAB in kindergarten.

3. To ensure that the needs of our ELL students are met numerous resources and supports have been established. In the ESL program, grades K-3 teachers use the Trofies program with the intervention component for English Language Learners. These components are supplemented with trade books. In mathematics, Everyday Math is used with the extension activities for ELL students in grades K-5. ESL groups grades 1-5 use authentic literature to support English Language Learners using ESL techniques. In addition, Academic Intervention Services (AIS) personnel are used to support English Language Learners and staff. Academic Intervention Services are built into the program to provide English Language Learners with consistent additional support on a weekly basis. Literacy and math coaches

work with classroom teachers to provide instructional support for all English Language Learners. ESL teachers are creating vocabulary benchmarks to progress monitor all ELL students.

In addition, we have focused inquiry groups looking at students who are both ELLs and Special Needs to provide various interventions to improve performance. We incorporate Readers' Theatre, the Soliloquy Program, and Leveled Literacy Intervention System Program to support our targeted students. Last year we piloted the Read 180 program in our 5th grade class to improve student performance. Our ELL students also participate in our Extended Day Program. ELL students also receive support through the multiple intelligences as students are afforded to work in small groups based on their multiple intelligence as determined through student surveys. This year we are assessing reading using Teacher's College Reading and Writing Project (TCRWP).

4.a. The chart below indicates how ELL students fared on the Math State exam in comparison to non-ELLs over an eight-year period:

	Math Proficiency Percentages							
	2004	2005	2006	2007	2008	2009	2010	2011
ELL	17.8	23.8	38	57	59	71	42	31
English Proficient	46.4	55.4	57	78	77	93	68	63

The chart below indicates how ELL students fared in comparison to non-ELLs over an eight-year period on the State ELA exam.

	ELA Proficiency Percentages							
	2004	2005	2006	2007	2008	2009	2010	2011
English Proficient	41.7	58.9	52	59	53	67	46	39
ELL	6	14.7	21	15	22	33	13	5

Data indicates both ELL and non-ELL students demonstrated a decrease in both the Math and ELA State exam for the 2011 testing year. Data also indicates both ELL and non-ELL students increased in State ELA and Math scores from 2004-2009.

ELL scores indicated an increase towards closing the gap for proficiency levels between our ELL students and our non-ELLs.

4. b. The results of the Periodic Assessments are used to support teachers in determining areas of strength and areas requiring support when developing English as a Second Language. Leadership and teachers review the assessment data to make determinations regarding the focus of our Title III Saturday and after school programs. The programs offered to our ELL students are aligned with the NYSESLAT data. Our Saturday ELL program will focus on listening, reading and writing to support students with state exams in reading as well as the math writing portion. The second cycle of the program will focus on helping students prepare for the NYSESLAT exam. Our ESL teachers will also have access to the Periodic Assessments to ensure appropriate second language development based on modality level.

4. c. The areas of reading and writing require further development. Thus, we will continue to focus on improving reading and writing skills for our ELL students. Students' Native Language is used in the ESL classes this year as a support for newcomers when necessary. In addition, students in ESL self-contained classes, general education classes and ESL push-in classes will be supported by helping them develop word analysis skills using their knowledge of the Native Language to comprehend unfamiliar vocabulary.

5. Not applicable.

6. We evaluate the effectiveness of our programs by looking at multiple data sources. We review the NYSESLAT exam which includes a review on how students fared across modalities. We review ELL interim assessments to determine student tiers and plan accordingly. In addition, test simulations and a review of student work reading levels are tracked to determine student progress. Student literacy and math portfolios are also analyzed. ELL students also have the opportunity to set instructional goals in all content areas and create an action plan to meet those goals. In addition, this year unit writing will be embedded into every writing unit. Analyzing each task for every student will allow teachers to determine specific needs ELL students have to ensure specific instructional support.

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

Part VI: LAP Assurances

School Name: Marble Hill

School DBN: 10X310

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elizabeth Cardona	Principal		10/20/11
Grissell Garcia	Assistant Principal		10/20/11
Sabina Perez	Parent Coordinator		10/20/11
Madelyn Vargas	ESL Teacher		10/20/11
Jocelyn Cueto	Parent		10/20/11
Aida Calle	Teacher/Subject Area		10/20/11
	Teacher/Subject Area		
Kristie Callaghan	Coach		10/20/11
	Coach		
Janett Miranda	Guidance Counselor		10/20/11
	Network Leader		
Olga Torres	Other <u>Related Service Prov</u>		10/20/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 10X310 **School Name:** P.S. 310 Educational Complex

Cluster: B **Network:** 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

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

The following three sources are used to assess our school's translation needs:

- Parent Coordinator serves as liaison with parents in identifying translation needs;
- School Counselors;
- Parent Survey provides further information; and
- Parents on School Leadership Team

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.

All written communication to the home is translated by the secretary into Spanish, as 98% of our population is Hispanic.

- Parents appear to be well satisfied with the written communication in Spanish.
- Translation is provided in all school meetings and conferences.
- The availability of translation for all meetings and conferences is regular.
- Parent Coordinator works together with PA President to communicate information to parents.
- Assistant Principals, Guidance Counselors and School-Based Support Team also provide translation services during conferences when need.

Part B: Strategies and Activities

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

- All memos and letters will continue to be translated by school staff.

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 translation will be offered at meetings by bilingual parents, school aides, Assistant Principals, guidance counselors and School-Based Support Team.
- During parent-teacher conferences, an out-of-classroom bilingual teacher is stationed on every floor to assist in translations, as needed.

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>.

Informational posters are placed in strategic entrance locations in areas throughout the building informing parents about translation interpretation services. In addition, flyers are available in information display in school's lobby.

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: P.S. 310	DBN: 10X310
Cluster Leader: Douglas Knecht	Network Leader: Maria Quail
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 120 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: 7 # of certified ESL/Bilingual teachers: <u>2</u> # of content area teachers: 5

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:

P.S. 310 is committed to supporting our English Language Learners to further develop their literacy skills. A review of our NYSESLAT data for 2012 indicates that we have 179 ELL students in grades 1-6. 25.6% beginner students, 24.5% Intermediate students, 35.1% Advanced students and 14.5% Proficient students. Our NYSESLAT data reflects that our students have deficiencies in the areas of reading and writing. Last year in the New York State ELA only 18.9 % of our ELLs were on grade level with the majority of our ELLs being on levels 1 & 2. In mathematics 27.3% of our ELLs were at above grade level. In mathematics we need to continue to support our ELL students to articulate their mathematical thinking, particularly in writing. To support our students to meet grade level standard, we will create an after school program for beginner and intermediate students in grades 1 and 2. Saturday program for our intermediate and advanced students in grades 3, 4 and 5.

The after school program will service 30 Beginner and Intermediate ELL students from grades 1-2. Three classes will be formed (Gr.1 & 2). The goal of our after school beginner class will be to support students with their language development. Students will be involved in activities to strengthen all four strands of communication: listening, speaking, reading and writing (bilingual teachers recruited).

- Read Aloud – mini lesson (30 minutes) – comprehension storytelling with vocabulary development
- Guided Reading - (25 minutes and Independent Reading)
- Homework Help - (30 minutes)

Program start date: November, 27, 2012 through April, 24, 2013 (two days a week: Tuesday & Wednesday, from 3:30-5:00 p.m.) for our beginner and intermediate students.

Starting January 26, 2013 through April 20, 2013 from 8:30-11:30 a.m. the Saturday program will focus on increasing students' English Proficiency using ESL strategies to build students' listening, speaking, reading and writing skills with special attention to preparation for the New York State English Language Arts Test. Students will be involved in listening, vocabulary development, guided reading and test preparation work in English. 90 English Language Learners in grades 3-5 will be invited to participate. (Bilingual teacher will support Common Branch teachers with planning and small group push-in language development support.)

Students will receive a 2-hour Literacy Block:

- Read Aloud – Listening with Purpose

Part B: Direct Instruction Supplemental Program Information

- Mini Lesson
 - Small Group Work (Guided Reading)
 - Sharing
 - Test Sophistication
- Writing for the ELA, use of graphic organizers to develop writing pieces
- Preparing for the NYSESLAT

Students will also receive one hour of intensive math instruction using the following workshop model:

- Mini Lesson – with active engagement and opportunity for accountable math talk and vocabulary development
- Small Group Work (Guided Practice and Independent Work)
- Sharing

Teachers will use ESL strategies to develop students' mathematics skills by way of focusing on accountable talk and writing in this content area. Math literature and math manipulatives will be used to support the further development of all four communication strands and to support students with explaining their mathematical thinking. Students will work on explaining the process of their mathematical thinking and writing as well as in writing using Empire State Mathematics materials. Approximately 90 English Language Learners in grades 3-5 will participate in the Saturday program and will be supported by two bilingual staff members.

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:

Many of our ELL students have deficiencies in reading and writing. In order to address this we will be providing teachers with professional development on shared reading, guided reading and writing. We will also provide professional development on the use of scaffolding strategies to support beginning writers. This three-part professional development series will be open to all teachers. The two-hour session will be held after school for a total of 6 hours of professional development, for teachers involved

Part C: Professional Development

in any afterschool programs.

In addition, we will be providing a 2-hour session on the stages of language acquisition.

Shared Reading k-2 November 26, 2012- 2:30 -4:30 p.m

Guided Reading k-2 December 3, 2012- 2:30-4:30 p.m.

Understanding the Stages of Language Acquisition to Support ELL learners December 6, 2012 -2:30- 4:30 p.m.

Also, we will be scheduling training on the SIOP Model (Sheltered Instruction Observation Protocol) provided by the Center for Applied Linguistics, in February for all staff members able to participate in weekend training.

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: Parent workshops will be provided to encourage parents to encourage story telling at home with students. Parents will be provided with bilingual books and word games to support vocabulary development. Parents will be informed by way of flyers and phone calls.

Topics: Reading to your child and telling stories to support language development

Word Games to support your child's vocabulary (all communication sent is translated)

Two workshops for one hour and a half, dates: January 29, 2013 and January 31, 2013

Introduction ESL class (every Saturday, February through April, all classes are translated)

Parent Meeting: Understanding the NYSESLAT Test (March - 2 sessions)

??????

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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