



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 340

DBN 10X340

PRINCIPAL: NELLY MALDONADO **EMAIL:** NMALDON@SCHOOLS.NYC.GOV

SUPERINTENDENT: MELODIE MASHEL

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Nelly Maldonado	*Principal or Designee	
Mary Dillon	*UFT Chapter Leader or Designee	
Terry Moss	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Ana Henriquez	Member/ Teacher	
Annette Nieves	Member/Teacher	
Lourdes Rendon	Member/Teacher	
Teresa Lunetta	Member/Teacher	
Sinead Moffatt	Member/Teacher	
Iliana Santanna	Member/Parent	
Francisca Amigon	Member/Parent	
Gregoria Rodriguez	Member/Parent	
Joy Serrano	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To improve student performance for all students especially those who are learning English as an additional language and students with disabilities, in English Language Arts, Literacy consultants and onsite literacy coaches will model for teachers close reading techniques to help increase student comprehension of text. In addition, consultants and school based staff will model lesson differentiation techniques such as UDL and cooperativesmall group work. Currently 14.0 percent of students with disabilities score at the proficient level. As a result of the actions required by this goal, 16 percent of youngsters identified as students with disabilities will score at proficient levels. Currently 46.6 percent of English language learners at P.S. 340 scored at proficient levels. By June 2013, 48 percent of students identified as ELL will score at proficient levels.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The school has determined a need to increase students' ability to be critical readers who regularly engage in close reading of informational and narrative text in addition to engaging in lessons that target the CCLS anchor standards 1, 2 8, and 10. The following data sources were consulted in the development of this goal: NYSTART accountability reports, assessment summary reports, periodic assessment (Acuity), formative classroom assessments such as, reading response journals, Fountas and Pinnell reading levels, and teachers' reading conference logs.

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,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Describe your plan for meeting your goal, including staffing, scheduling, and funding.

By June 2013, 10 classroom teachers (from grades 3, 4, 5 and 6) will participate in professional development with outside consultant, school based Literacy Coach and school administrators on how to model close reading of complex informational/ narrative texts and effective cooperative learning techniques that address multiple entry points for all learners.

In class coaching and modeling will be provided for teachers of self-contained special education classes.

Teachers will engage in bi-weekly professional development sessions with Linda Hughs, an outside consultant. They will observe the consultant modeling close reading and differentiation techniques in order meet the needs of our diverse group of learners.

Administrators and coaches will observe teachers incorporating close reading techniques around reading anchor 2 and 8 that help students to engage in deep reading of complex texts

Administrators, coach and consultant will observe and coach teachers as they implement these CCLS aligned lessons and differentiation techniques.

SBO proposed to use 50 minutes each week for professional learning

Per-session funding to allow additional time for professional learning.

All students including those with disabilities and students learning English as an additional language will have access to all components of a balanced literacy program. Deep reading/ close reading will be modeled throughout the balanced literacy block

1. **Independent Reading:** Students read a book at their independent level. The teacher confers with students during this time. (Approximately 30 minutes.)
2. **Independent Writing:** Students maintain work folders, Writer's Notebooks or portfolios, which reflect their ideas and insights. Through genre studies, author studies and craft units of study, students work carefully to change their raw material into published pieces. (Approximately 45 minutes.)
3. **Shared Reading:** Short texts (poems, rhymes, songs, articles) are carefully chosen by the teacher and presented in large text, placed on overhead transparency or provided for each student. The text is chunked by the teacher to model specific reading and writing strategies. (Approximately 10-15 minutes.)
4. **Interactive Writing:** In the lower grades teachers invite students to take risks in recording their oral sentences into written text. (Approximately 10-15 minutes.)
5. **Read Aloud:** The teacher chooses a text, usually grade level or one grade higher, and reads aloud the text to the class. The teacher models fluent reading behavior and the skills, strategies, and habits of good readers. (Approximately 15-20 minutes.) After a comprehension check, students choose a topic of conversation and draw themes/treasures at the end. (3-6)
6. **Word Study:** Depending upon grade, may be phonics, word study including prefixes and suffixes, root words, word families or words from the read aloud. (Approximately 20 minutes.)
7. **Guided Reading:** The teacher leads small group instruction based on assessed needs (Approximately 20-30 minutes.)

Progress will be measured at strategic intervals by:

-Agendas/ attendance, observations, teacher reflection

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

To provide parents with timely information via curriculum meetings, etc., workshops (monthly or bimonthly), brochures, parent bulletin board, parent calendar, flyers and ARIS

To recruit, support and involve parents in school wide planning and decision making process, e.g. (SLT, Parent surveys etc..)

To encourage and actively involve parents in planning and the delivery of instruction in order to improve student performance.

Budget and resources alignment

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

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

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

If other is selected 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). Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

P.S 340 hosts two Pre-Kindergarten classes and works with community agencies to smooth the transition to kindergarten. Children in pre-kindergarten are instructed using the readers and writers workshop and will engage in a performance task in ELA and mathematics. Curriculum calendars and goals are shared with our partners so that they may support school initiatives. The partners include: Manhattan College and Lehman College, Literacy Support Systems, Mosholu Montefiore Development Corporation, Wavehill, VanCortlandt Park Urban Park Rangers, Safety City, Move to Improve, DL-TBE Grant, Award Reading, Theater Moves and American Ballroom Theater.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

In order to improve teacher effectiveness in planning for curriculum and instruction, as well as improve student outcomes, teachers will implement two new Common Core aligned unit and embedded assessment task in ELA. By June 2013 in accordance with the Citywide Instructional Expectations, teachers will replace two current units in the reading/ writing calendar with two Common Core aligned unit and assessment tasks.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The school has determined a need to increase students' opportunity to engage in cognitively challenging instruction. A need was also determined to ensure that multiple entry points are embedded in instruction and performance tasks so that ELLs and SWDs can achieve mastery. The following data sources were consulted in the development of this goal: NYSTART accountability reports, assessment summary reports, benchmark assessments (Acuity), student writing portfolios, school planning documents and teachers' plans.

Instructional strategies/activities

An initial staff conference led by the administration in September to explain new city-wide expectations

Follow-up grade level meetings led by literacy coach and administration to explain the implications of the work needed to implement the two new CCLS aligned units and embedded assessment tasks as well as explain the parameters of the work ahead

Teachers will engage in bi-weekly team meetings to:

- 1) *Reconfigure their current reading/ writing calendars to align with CCLS*
- 2) *Replace two cycles with the CCLS unit and embedded assessment tasks as well as create/ revise existing lessons that will align to the new CLLS units*

Progress toward meeting this goal will be assessed at strategic intervals using grade team (inquiry) meeting agenda/ attendance sheets and artifacts:

- 1) *Revised school reading/ writing calendars on thumb drive*
- 2) *Unit plans including lessons, activities and assessment/ performance tasks.*
- 3) *Student generated work from embedded assessment task*
- 4) *Observation of instruction during the units and/or the implementation of the task*

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- To provide parents with timely information via curriculum meetings, etc., workshops (monthly or bimonthly), brochures, parent bulletin board, parent calendar, flyers and ARIS

To recruit, support and involve parents in school wide planning and decision making process, e.g.,

To encourage and actively involve parents in planning, and the delivery of instruction.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

Budget and resources alignment

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

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

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

If other is selected 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).

Families are involved in nutrition workshops throughout the year that are organized by the Parent Coordinator. Numerous other workshops are provided by SAPIS worker, Pre-K Social Worker and Teachers such as: Helping your child transition to school, Parenting skills, life skills, Domestic violence, ELA and Math Test overview, How to help your child at home with homework etc.

Children in temporary housing are followed closely by the guidance Counselor and Parent Coordinator and Pupil Accounting Secretary to ensure that students come to school every day and ensure that their daily health and weakness and academic needs are met.

P.S 340 hosts two Pre-Kindergarten classes and works with community agencies to smooth the transition to kindergarten. Children in pre kindergarten are instructed using the readers and writers workshop and will engage in a unified performance task in ELA and mathematics. Curriculum calendars and goals are shared with our partners so that they may support school initiatives. Professional learning is provided to enable teachers to employ the Common Core Standards in their instruction and to meet the needs of students in temporary housing.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Improve academic progress of English Language Learners

By the end of the school-year 8 % of the English Language Learners in grade 3 will demonstrate academic progress as measured by the NYSESLAT Exam by increasing their scale score in the combined modalities by eight points.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The school has determined a need to increase 3rd grades students scale score proficiency scores in Listening and speaking and reading and writing. The following data sources were consulted in the development of this goal: NYSTART accountability reports, assessment summary reports, benchmark assessments (Acuity), student writing portfolios and Fountas and Pinnell reading levels.

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,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

All teachers will receive professional development and observe several model lessons from an ELD (English Language Development) expert Dr. Nancy Cloud on making classrooms language-rich and high engagement environment through models of simultaneous participation.

All ELL's will receive targeted instruction in content classes

ELL students in grades 3-6 will take benchmark assessments ELA

90% of teachers will engage in professional development by on site bilingual teacher team on effective strategies in working with ELL's at different stages of language acquisition.

English Language Learners will receive additional academic support from ESL/ Bilingual Certified teachers and by reducing class and group size as much as possible.

Saturday Academy and Title III After school Program will be offered to all ELLs and will be modified regularly to target as many students as possible

Grant awarded in the amount to \$15,000 will be used to create an after school program to address the needs of immigrant students and English language Learners. The focus of this program will be to support targeted immigrant students in the development of their receptive and expressive language through playwriting and

acting classes. Through a process of verbal improvisation, storyboarding and drafting students will create original plays and perform them for the school community and their parents.

An additional component to the grant encompasses teacher professional development with a focus on differentiation strategies for ELL's at different levels of language acquisition.

A certified bilingual teacher will provide language support to new arrivals to the country who are at the pre-production or speech emergence phase of language acquisition.

This goal will be evaluated through:

Agendas and attendance sheet from Dr. Nancy Cloud's model lessons and debrief sessions
Attendance for Saturday Academy and Extended Day
Attendance from ELS professional development
NYSESLAT Results
Analysis of NYSESLAT scores.

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

To provide parents with timely information via curriculum meetings, etc., workshops (monthly or bimonthly), brochures, parent bulletin board, parent calendar, flyers and ARIS

To recruit, support and involve parents in school wide planning and decision making process, e.g.,

To encourage and actively involve parents in planning, and the delivery of instruction.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information

To provide information in the language of the families.

Budget and resources alignment

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

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

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

If other is selected 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).

P.S 340 hosts two Pre-Kindergarten classes and works with community agencies to smooth the transition to kindergarten. Children in pre kindergarten are instructed using the readers and writers workshop and will engage in a unified performance task in ELA and mathematics. Curriculum calendars and goals are shared with our partners so that they may support school initiatives. Professional learning is provided to enable teachers to employ the Common Core Standards in their instruction and to meet the needs of students in temporary housing.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- 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).

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- 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 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: x 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 x Title I _____ Title IIA x Title III _____ Grants _____ Other

If other is selected 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).

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 K 34 1 38 2 28 3 29 4 22 5 23 6 18	Accelerated Intervention/Reading Recovery Guided Reading Tier One Book Clubs Small Group Writing Coach Groups Consultant Groups	Small group; one to one instruction Small Group	School Day School Day Before and After School
Mathematics K 20 1 22 2 26 3 21 4 30 5 27 6 9	Small Group Skills Instruction Tier One Singapore Math	Small Group	School Day Before and After School
Science 3 12 4 15 5 16 6 8	Informational text reading groups Guided Project	Small Group	School Day
Social Studies 3 12 4 15	Informational text reading	Small Group	School Day

5 16 6 5			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			

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.

P.S. 340 provides field work and student teaching experience for undergraduate and graduate students from Manhattan College, Lehman College and Teachers College. As a result we have an opportunity recruit and train teachers during their pre-service experience. We have a highly stable staff. Many of our staff members hold multiple certifications. In addition on-going tiered professional development is provided for all teachers.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

Parent Involvement Policy of P.S. 340

To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care, home visits or other alternate forms of communication for those parents who cannot attend a regular school meeting.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about programs via meetings (i.e. annual Title I School Wide Programs meeting(s), curriculum meetings, etc.)

- workshops (monthly or bimonthly)
- brochures
- parent bulletin board
- parent calendar
- flyers

To recruit, support and involve parents in school wide planning and decision making process, e.g.,

- School Leadership Team
- Parent Involvement Subcommittee

To encourage and actively involve parents in planning, reviewing and improving:

- Title I School Wide Program
- School Parent Compact
- School Parental Involvement Policy
- School Comprehensive Educational Plan
- Create a welcoming environment for parents to promote parent participation, i.e.
 - family room
 - parent lending library
 - parent or staff translators at meetings
 - childcare by volunteer parents
 - access to staff via telephone and appointments

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction.

To provide open communication between parents and staff through parent-teacher conferences, open houses and written communication

To provide on-going learning opportunities for parents and families:

- Workshops related to curriculum, student achievement, standards of
- Academic performance, promotion standards, etc.
- Math Evening/workshop(s)
- Literacy Evening
- ESL Meetings, etc.

To create a safe and supportive learning environment with well-planned instruction and materials which appropriately challenge students.

To provide extensive professional development in order to promote high quality curriculum and instruction.

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

PUBLIC SCHOOL 340 – PARENT COMPACT

The school and parents working cooperatively to provide for the successful education of the children agree:

I. School Responsibilities

- To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care, home visits or other alternate forms of communication for those parents who cannot attend a regular school meeting.
- To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.
- To provide parents with timely information about programs via
 - meetings (i.e. annual Title I School Wide Programs meeting)
 - Curriculum Night meeting, etc.),
 - workshops (monthly or bimonthly)
 - parent brochure
 - parent bulletin board
 - flyers
- To recruit, support and involve parents in school wide planning and decision making process, e.g.,
 - School Leadership Team
 - Parent Involvement Subcommittee
- To encourage and actively involve parents in planning, reviewing and improving:
 - Title I School Wide Program
 - School Parent Compact
 - School Parental Involvement Policy
 - School Comprehensive Educational Plan
 - Create a welcoming environment for parents to promote parent participation, i.e. family room, parent lending library, parent or staff translators at meetings, childcare by volunteer parents, access to staff via telephone and appointments.
- To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
- To provide high quality curriculum and instruction.
- To provide open communication between parents and staff through:
 - Parent-teacher conferences, open houses and workshops related to curriculum, student achievement, standards of academic performance, promotion standards, etc.
- To provide on-going learning opportunities for parents and families:
 - Math Evening
 - Literacy Evening
 - ESL Meetings, etc.
- To create a safe and supportive learning environment with well-planned materials which appropriately challenge students.
- To provide extensive professional development in order to promote high quality curriculum instruction

II. THE PARENT / GUARDIAN AGREES

- To become involved in developing, implementing, evaluating and revising the school-parent involvement policy.

- To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning.
- To work with his/her child/children on schoolwork; read for 15 to 30 minutes per day to kindergarten through 1st grade students; and listen to grade 2 and 3 students read for 15 to 30 minutes per day.
- To monitor his/her child's/children's:
 - attendance at school
 - homework
 - television watching
- To share the responsibility for improved student achievement.
- To communicate with his/her child's/children's teacher about their educational needs.
- To make literacy development a family focus:
 - encourage his/her child to write at home for real purposes (e.g., letters to relatives, shopping lists, thank you notes, diaries, special occasion invitations)
 - read at home with each child as part of the daily routine, encourage and supervise his/her child's reading of at least twenty five books or book equivalents each year (e.g., books, magazine and newspaper articles).
 - utilize local public libraries to expand and enhance his/her child's literacy experiences (e.g., library card, storytelling).
- To make math development a family focus:
 - increase family awareness of the school's mathematics instructional program (e.g., participate in family math workshops, review math homework).
 - encourage his/her child to use math at home and in daily living to create real math experiences (e.g., playing math games, creating household and shopping budgets, comparative shopping as a math experience).
- To regularly review and sign his/her child's schoolwork at home (e.g., review notebooks, homework and special projects), curriculum meetings
 - quarterly report cards
 - reasonable access to staff
 - opportunities to volunteer and participation their child's class
 - participation in school programs, advisory and decision making
 - committees
 - scheduled observation of classroom activities
- To be aware of and monitor his/her child's daily school attendance and punctuality.
- To supervise and monitor his/her child's:
 - television watching
 - video game playing
 - internet use
- To actively participate in curriculum and informational parent meetings as well as parent-teacher conferences at the school.
- To become familiar with school, district and city-wide assessments (e.g., DRA, ECLAS, CTB, ELA, TEM) and plan to prepare his/her child for test experiences.
- To complete surveys and provide feedback so that Title I Parent
- Involvement activities meet the needs, concerns and interests of parents.

- To become familiar with and support the school dress code, discipline code and safety plan procedures.
- To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or needs to help them be more effective in assisting their child/children their the education process.

ESCUELA PUBLICA 340 – COMPACTO DE PADRES

La escuela y los padres están trabajando en conjunto para proveer una educación exitosa para sus hijos

I. ACUERDO DE LA ESCUELA

- **OFRECER** un número flexible de reuniones en diferentes tiempos, y si es necesario y los fondos están disponibles, proveer transportación, cuidado infantil o visitas a las casas para aquellos padres que se les he imposible asistir a las reuniones regulares de la escuela.
- **ENVOLVER** activamente a los padres en planificaciones, exanimaciones y progresos en el programa llamado Título I (Title I), y en la póliza de compromiso paternal/maternal.
- **PROVEER** a los padres con informaciones al día sobre todos los programas.
- **PROVEER** representación en contorno, el resultado de la evaluación individual de cada estudiante, y para aquellos individuos pertinentes proveer información educacional del distrito de la escuela.
- **PROVEER** alta calidad de currículo e instrucciones.
- **TRATAR con los asuntos de comunicación entre los profesores y los padres a través de:**
 - Conferencias de padres y profesores al menos una vez al año.
 - Reportes frecuentes a los padres sobre el progreso de sus hijos.
 - Oportunidad de participación voluntaria en las clases de sus hijos.
 - Observación de las actividades del salón de clases.
- **ASEGURARSE** que los padres participen en actividades de desarrollo profesional se la escuela determina que éste es apropiado. Como por ejemplo:
 - Clases de alfabetización
 - Talleres de estrategias de lectura.

II. ACUERDO DE LOS PADRES / TUTORES

- **FORMAR** parte del desarrollo, implementos, evaluación y reviso de la póliza que implica a la escuela y los padres.
- **PARTICIPAR** o solicitar entrenamientos en asistencias técnicas ofrecidos por la autoridad local educacional o la escuela, do como criar y enseñar a sus hijos.
- **TRABAJAR** con sus hijos en los trabajos de la escuela; leerles de 15 a 20 minutos diario a los estudiantes que pertenecen a los grados Jardín Infantil y primero; y escuchar a los estudiantes de 2 y 3 leer de 15 a 30 minutos diario.
- **CONTROLAR** a sus hijos:
 - asistencia a la escuela
 - asignaciones
 - mirar televisión por mucho tiempo
- **COMPARTIR** las responsabilidades para mejorar el éxito del estudiante.

- **MANTENER** comunicación con los profesores de sus hijos con respecto a sus necesidades educacionales.

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/BobCohen	District 10	Borough Bronx	School Number 340
School Name 10X340			

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

Principal Nelly Maldonado	Assistant Principal Alexei Nichols
Coach Nancy Iodice	Coach Emma Suarez-Baez
ESL Teacher Hsiao-yiing Liu	Guidance Counselor Rhonda Hughes
Teacher/Subject Area Ana Henriquez/Bilingual	Parent Katty Rivera
Teacher/Subject Area Mary Dillon/Science	Parent Coordinator Maria Acosta
Related Service Provider Maria Fotinis	Other Felipe Orozco/Bilingual
Network Leader Bob Cohen	Other Lourdes Rendon/Bilingua

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	4	Number of certified bilingual teachers	6	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	605	Total Number of ELLs	146	ELLs as share of total student population (%)	24.13%
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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 Pupil Accounting Secretary distributes a Home Language Identification Survey to parents of all new admits. Based on the information parents enter on this form we determine the student's home language and whether he or she is eligible for the LABR. An assigned certified bilingual teacher will then conduct an interview in the parent's native language to gather information about the student's educational background and home language. When the student's home language is designated as a language other than English based on the criteria, the student will be administered LAB-R by the ESL Teacher. If the Spanish-speaking student is determined to be an English Language Learner, he or she will be administered Spanish LAB by a bilingual teacher. The administration of both LAB-R and Spanish LAB is completed within 10 days of the student's enrollment.

All English Language Learners are evaluated annually using the New York State English as a Second Language Achievement Test (NYSESLAT). At the beginning of each school year the Testing Coordinator reviews class rosters to identify returning students and new admits to ensure that students are appropriately tested and that the correct accommodations are provided. Information is gathered from various ATS reports (RLAT, RSPE, RLER) and CAP are cross-referenced for accuracy. Numerous consultations take place between the Testing Coordinator, the IEP Teacher, and the ESL Teacher immediately prior to testing for the NYSESLAT. A testing schedule is created that groups students for administration according to their grade and accommodation(s).

PS 340 has professional development for all teachers responsible for administering tests. Training includes review of proper test administration procedures and active proctoring. Teachers administering the NYSESLAT are given the Administrative Manual for review in advance of the testing period. Lists are created of the NYSESLAT-eligible students from ATS reports. They are subsequently assigned to a certified ESL or bilingual teacher (as is most appropriate to the child's placement) for the speaking portion of the NYSESLAT, which is administered on a one-to-one basis by the ESL or bilingual teacher. Records are maintained by all the teachers involved, and the teachers communicate regularly with the testing coordinator throughout the testing window. The reading, writing, and listening portions of the NYSESLAT are administered according to the same stringent procedures. Daily schedules for all three days are created and reviewed for accuracy by the Testing Coordinator, ESL Teacher, IEP Teacher, and school administration. Special education ELLs are placed according to their individual accommodations. Testing takes place within the prescribed window. Records of absent students are kept by the Testing coordinator and students' homes are called to inform the school and guarantee that they will be available for testing within the make-up window.

2. Our school sends an invitation to parents of newly admitted students as soon as the students are identified as entitled to the Bilingual/ESL services. The ELL parent orientation meeting is held several times at the beginning of the school year and at the times when new admits are identified as ELLs. Parents who are unable to attend the first meeting will be invited to another meeting at a more convenient time. The parent coordinator makes phone calls to parents who have not attended the orientation meetings scheduled at different times. Every effort is made to accommodate these parents' schedules.

At the meetings, the ESL teacher explains the three programs to the parents and the Parent Coordinator translates. Parents have opportunities to ask questions about educational programs and services available for their children. Parents are also provided with a brochure "A Guide for Parents: Transitional Bilingual Education Programs, Dual Language Programs, and English as a Second Language Programs." In addition, they view an Orientation Video for Parents of English Language Learners. The brochures and videos are available in different languages such as Bengali, Urdu, and Spanish. If a parent's home language is other than what is available in

the brochures and videos, there is usually a parent interpreter present for assistance whenever it is possible. Parents of the students who need continued services in the Bilingual/ESL programs are sent a Parent Choice Continuation Letter once a year to inform them of the services available for their children. They are asked to choose a program suitable for their children.

3. To ensure that all Program Selection Forms are returned, our school has numerous steps in place. Whenever the Program Selection Forms for continuing entitled students are not returned, the ESL teacher reminds these students to ask their parents to return the signed continuation forms. After two reminders, the parent coordinator places phone calls to the parents who have not returned the continuation forms. As for the parents of newly enrolled and identified ELLs, ELL orientation meetings are scheduled for them at different times. At the meetings, the Program Selection Forms are filled out after these parents are provided with the essential information regarding the three program models available in the New York City public school system. The parent coordinator makes phone calls to other parents to invite them to meetings at a convenient time to them. In cases where parents cannot be reached, certified mail is sent to them to notify them of the date and time of a new meeting. Every effort is made to reach out to parents of ELLs to inform them of the educational programs available to their children.

4. The LAB-R is given to all students who qualify based on the Home Language Identification Survey. If the child is eligible for bilingual or ESL services, the Bilingual Coordinator will show the parent the Orientation Video for Parents of English Language Learners that describes the program options (Transitional bilingual program or free-standing ESL). And the parents will select their program preferences.

5. According to the Parent Survey and Program Selection forms for newly admitted students for the past three years, more parents of newly admitted students chose the Transitional Bilingual Program as their first choice. For the school year of 2009 to 2010, 51% of parents chose the Transitional Bilingual Education Program, and 49% of parents chose the English as a Second Language Program. For the school year of 2010 to 2011, 69% of parents chose the Transitional Bilingual Education Program, and 31% of parents chose the English as a Second Language Program. For the school year of 2011 to 2012, 62% of parents chose the Transitional Bilingual Education Program, and 38% of parents chose the English as a Second Language Program. (See the attached table.)

This trend of requesting the Transitional Bilingual Program as the first choice seems to correlate with the fact that many newly admitted students were more dominant in Spanish. Parents of students who were more dominant in English tended to choose the English as a Second Language Program. There were individual cases where parents requested the English as a Second Language Program even though their children had limited English proficiency.

In the past three years, more than half of the parents of first and second graders requested the Transitional Bilingual Program as their first choice: 81% and 84% in 2009-2010, 90% and 96% in 2010-2011, and 87% and 84% in 2011-2012. For the school years 2010-2011 and 2011-2012, the majority of parents (86% and 92%) of third graders chose the Transitional Bilingual Education Program when it was offered to them. Parents of fourth grade and up requested the English as a Second Language Program as their first choice. The trend for parental choice in fourth grade and up seems to opt for more English instruction.

6. The programs offered at our school are generally aligned between parent choice and program offerings. After the parent orientation meetings, the Parent Survey and Program Selection forms for newly admitted students are reviewed. Students are placed in the programs that their parents have requested for them.

The continuation letters for the Bilingual and ESL services are also reviewed. Parents' program choices are aligned with student placements.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	146	Newcomers (ELLs receiving service 0-3 years)	118	Special Education	10
SIFE	0	ELLs receiving service 4-6 years	25	Long-Term (completed 6 years)	3

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. [i](#)

	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	88	0	0	3	0	1	0	0	0	91
Dual Language										0
ESL	30	0	2	22	0	7	3	0	1	55
Total	118	0	2	25	0	8	3	0	1	146

Number of ELLs in a TBE program who are in alternate placement: 1

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	21	26	21	21										89
Chinese	1													1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	22	26	21	21	0	90								

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	2	3	2	20	15	5							51
Chinese	1													1
Russian														0
Bengali		2	1											3
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													1
TOTAL	6	4	4	2	20	15	5	0	0	0	0	0	0	56

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. Our ELL population is provided with the mandated services mostly through homogeneous grouping based on their English proficiency levels and grades. In most of the bilingual classes, the students are at the beginning and intermediate levels. 38% of the students in the third grade bilingual class are at the advanced level and the other 62% are at the beginning and intermediate levels. The four bilingual classes are formed by grade. As for the ESL pull-out and push-in programs, the grouping is mainly based on the students' English proficiency

A. Programming and Scheduling Information

levels and grades. The Grade 1 group is composed of ELLs at the beginning and intermediate levels. The Grade 2 group is heterogeneous. The Grade 3 group is at the intermediate level. 75% of the Grades 4, 5, and 6 groups are mainly at the advanced level. When there are differences in proficiency levels, other groups are formed to make the grouping more homogeneous. For instance, the new comers in Grades 4 and 5 receive ESL instruction in a small group to meet their unique language needs. Every effort has been made to group students according to their language needs.

2. In order to ensure that all students receive the mandated instructional minutes from Part 154, all bilingual teachers incorporate ESL, ELA, and NLA into their instructional day. ESL, ELA and NLA instructional minutes are integrated throughout the content area instruction over the course of the day. The beginning ELLs receive 360 minutes of ESL per week and 60-90 minutes of NLA per day. The intermediate ELLs receive 360 minutes of ESL and 45-60 minutes of NLA per day. And the advanced ELLs receive 180 minutes of ESL and 180 minutes of ELA per day, and 45 minutes of NLA per day.

The ESL instruction in the pull-out and push-in programs is delivered following the NYS Learning Standards in ESL. As required by CR Part 154, the beginning and intermediate ELLs receive 360 minutes of ESL per week, and the advanced ELLs receive 180 minutes of ESL per week. The ELA instruction is delivered following the NYS Learning Standards in English Language Arts. As required by CR Part 154, the advanced ELLs in the TBE and ESL programs receive one unit of instruction per week, i.e., 180 minutes of English Language Arts instruction. The ELLs are receiving the required instruction in the content areas: Math, Science, and Social Studies. As required by CR Part 100 and CR Part 154, the ELLs receive one unit of instruction, i.e., 180 minutes, in each of the content areas per week.

3. In order to ensure that contents are comprehensible, teachers use the following methods: Our literacy program for ELLs adheres to the Children First Initiative's uniform curriculum. All of the ELL programs use a balanced approach to literacy: read aloud, shared reading, guided reading, independent reading, and various writing cycles. All ELL programs are also aligned with state standards, including New York State Learning Standards for all curriculum areas and New York State ESL Standards.

In the transitional bilingual program, all the ELLs learn the same content areas as their general education peers. The materials are made comprehensible to them through the ESL strategies. For example, in the second grade bilingual class, the bilingual teacher uses the social studies curriculum created by the Bilingual Team at our school to support our ELLs. Based on the assessment data that show the higher speaking and listening proficiency levels than the reading and writing proficiency levels in their native language, the second grade bilingual teacher has decided to provide more support to strengthen their oral language to facilitate their reading and writing skills in the social studies curriculum. In the third grade bilingual class, ELLs benefit from preview-view-review format in mathematics and are taught explicit vocabulary in their native language first in order to promote the transfer of mathematical skills to their second language.

To support the learning of ELLs in the ESL program, a variety of instructional materials are used. The ESL component in our ELL programs is literature-based. Children's literature is used to facilitate acquisition of four language skills. Graphic organizers, interviewing techniques, recording data, structuring information in easily accessible visual formats, audio-visual aids, SMART Board, and other techniques are used to facilitate learning. Technology is also integrated into the instruction to facilitate language and content acquisition. The computer programs used to facilitate learning and language acquisition are Microsoft Word, PowerPoint, TimeLiner, and WebBlender. In addition, to address ELLs' linguistic needs in learning the conventions of the English language, World of Language published by Silver Burdett Ginn, and handbooks for writing and learning published by Houghton Mifflin are used. In addition to the ESL instruction in the ESL programs, these ELLs also receive content area instruction from their classroom teachers and science teachers with the ESL methodologies. Every effort is made to make the contents comprehensible to the ELLs.

4. A variety of assessment tools are in place to evaluate our ELLs in their native language, Spanish. Based on the Home Language Identification Survey, the new admits are administered LABR if they are eligible for testing. The newly identified ELLs are then administered Spanish LAB to determine their language dominance to ensure proper placement in one of the two educational programs for the ELLs.

In Kindergarten and First Grade, El Sol, the Spanish version of ECLAS, is used to assess the basic literacy skills such as letter recognition, sound correspondence, sight words and so on. At the end of the school year kindergarten students are also assessed using EDL and EDL2, the Spanish version of DRA and DRA2. In all the other grades all ELLs in the bilingual classes are evaluated at three different benchmarks throughout the year (beginning, middle, end) in Spanish. These evaluations consist of running records with reading comprehension passages. Third grade ELLs in the bilingual class also take ELE in the spring of each school year. In addition, they take modified assessments in Spanish, particularly in Mathematics: quizzes, EDM (Everyday Math) end-of-unit assessments, and state exams.

5. a. Students with interrupted formal education require our special attention. Currently our school does not have any SIFE students. If SIFE students do enroll in our school in later days, we will use a similar model we currently employ with newly arrived ELLs. In addition to the small-group instruction during the school day to address their social and academic needs, these students will also receive extended instructional time. The extended instructional time can be offered through after-school classes or tutoring, Saturday programs, and/or summer programs. In all these programs, scaffolding strategies such as contextualization, modeling, and schema building will be used for

A. Programming and Scheduling Information

significant ESL and academic development.

b. For our newly arrived ELLs who have not had any exposure to the English language and whose home language is not Spanish, we instruct them in a small group in English. These students also receive extended instructional time through after-school classes or tutoring, Saturday programs, and/or summer programs. As mentioned above, scaffolding strategies will be employed to facilitate ELLs' ESL and academic development.

If these newly arrived ELLs speak Spanish and they are in early childhood grades (K through 3), they are placed in our transitional bilingual programs. They receive instruction mainly in Spanish at first since native language instruction is more accessible to them. As they go up the grades, more English is used in instruction.

For the transitional bilingual program, the intermediate ELLs receive 45-60 minutes of NLA instruction and the advanced ELLs receive 45 minutes of NLA instruction. Other content area subjects are taught in both Spanish and English with ELLs' Spanish and English proficiency levels taken into consideration.

In general, our kindergarten, grade one, and grade two ELLs fit into the category of less than three years in US schools. The CR Part 154 instructional unit requirements for the ELLs are met. The beginning and intermediate ELLs receive 2 units of ESL instruction per day, i.e., 360 minutes per week, and the advanced ELLs receive 1 unit of ESL instruction and 1 unit of ELA instruction per day, i.e., 180 minutes per week. All instruction is aligned with the New York State Learning Standards in ESL, literacy and other curriculum areas for each grade.

Furthermore, there is additional support for the ELLs. There is a reduced pupil teacher ratio for AIS. There are guided reading groups. There is also after-school extended day and tutoring. There are also push-in coaches and teachers.

c. We provide extensive support in reading and writing. We also provide scaffolding strategies to assist them with the acquisition of CALP (Cognitive Academic Language Proficiency). We also build on student's schema to enhance their conceptual knowledge and provide opportunities for students to extend their learning through extracurricular activities, AIS, Extended Day, push-in and early morning and after-school programs.

d. Research has shown that most newly arrived ELLs need about 4-7 years of instruction before they are fully prepared to perform on a par with other native speakers of English. In general, the long-term ELLs who have been in our school for six years or more are proficient in listening and speaking in English. They have special needs in their cognitive academic language proficiency. An extensive support for their reading and writing proficiency is required. Our plan is based on Walqui's model (2003). The long-term ELLs are provided with scaffolding strategies to assist them in developing their linguistic and academic competence. For example, modeling is used extensively to walk ELLs through an academic task, to do it with them together, and to provide them with clear examples of how it can be done. The other scaffolding strategies such as bridging, contextualization, and schema building are also utilized to facilitate ELLs' acquisition of higher linguistic and academic proficiency. In addition, the long-term ELLs also receive extended instructional time through after-school classes or tutoring, Saturday programs, and/or summer programs.

6. The ELLs identified as having special needs in our school are in the self-contained special education classes. The student-teacher ratios are 12:1. These ELLs receive more individualized attention in their classrooms. In addition, depending on their NYSESLAT proficiency levels, they receive IEP mandated ESL services as required by CR Part 154 regulations. The ESL instruction and ELA instruction are aligned with the New York State Learning Standards in ESL and ELA. These ELLs also receive extended instructional time through after-school classes or tutoring. Currently there is one student whose IEP indicates a bilingual special education placement. She is currently awaiting a bilingual special education placement in another school as we do not offer this program in our school. To accommodate her learning needs, she has a bilingual language paraprofessional assigned to her in the monolingual special education class.

Mathematics, science, and social studies are taught according to the workshop model, which is a familiar means of presentation for students. Language and content are naturally scaffolded when presented within this clear structure. Student work time includes small groups and partnerships to foster conversation among peers. Content in these subjects is presented visually on chalkboards, charts, and SMART Boards. Individual student copies of textbooks and workbooks are also provided (class sets). The Everyday Mathematics curriculum has a 'spiraling' structure that revisits concepts. This supports ELLS-SWDs who may not grasp material as readily as their classmates. Partnership work is also an integral component to the program. Science and social studies lessons focus attention on content-area vocabulary through integration of literacy skills and content. Material is often presented through a shared reading format.

7. Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. They receive the ESL instruction in the same classes with the general education English Language Learners. All the school programs and field trips are also conducted with their general education peers.

Additional staff has been assigned to teach both science and mathematics, increasing instructional time in both areas. Hands-on science lessons are designed for exploratory work in small-groups and partnerships. Mathematics lessons contain visual, auditory, and kinesthetic components. A recent lesson had students assigned with five-digit numbers on boards who had to organize themselves into place-value

A. Programming and Scheduling Information

order. All lessons have the goal of creating a risk-free environment to foster student learning.

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	Spanish			
Social Studies:	English			
Math:	Spanish			
Science:	English			

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. Of the 146 English Language Learners at our school, 81% of them have been in the Bilingual or ESL programs for 0 to 3 years, 17% of them have been in the Bilingual or ESL programs for 4 to 6 years, and 2% of them have been in the Bilingual or ESL programs for more than 6 years. We offer a wide variety of academic interventions to address the educational needs of our ELLs. These academic interventions include direct instruction by Math and Literacy coaches, and small group and individualized instruction in ELA by consultants, the morning program (Tuesday – Friday at 7-8 AM), extended day (Tuesday and Wednesday afternoons from 2:30-3:20), and Saturday Academy (17 scheduled Saturdays).

Content-area instruction in social studies is provided for the target population by classroom teachers and is delivered entirely in English. In science, ELLs receive all instruction in English. The children attend science class twice weekly in the fourth through sixth grades. An after-school program for second graders (in both general education and bilingual Spanish classes) integrates language arts instruction with the content areas.

Mathematics instruction is delivered in English for the ELLs in monolingual classrooms. The ELLs in the bilingual classes also receive instruction in their native language, Spanish. Teachers in kindergarten through grade five utilize the Everyday Mathematics curriculum, and Impact Mathematics is the curriculum for the sixth grade. Both programs provide options for differentiation and second-language support that are integral to the programs.

In addition to the mandated Bilingual/ESL services, during the school day, kindergarteners, first, second, and third graders receive small-group reading instruction, in both Spanish and English, five days per week. In the first, second, and third grades ELLs receive pull-out guided reading instruction in English twice weekly. All of these interventions include comprehensive instruction in writing, reading, speaking, and listening.

Our ELLs are targeted and provided ELA and math intervention through morning, and Saturday Academy programs that are geared toward providing preparation for NYS tests. All programs are delivered in English, with some students receiving clarification from their teacher in their native language, Spanish (where indicated) to further their English-language acquisition in the content areas. Second-language literacy is taught and reinforced utilizing the Buckle Down, New York Content Reading, and Preparing for Excellence series along with teacher-made materials. Mathematics skills and concepts are taught using the Blast Off, Buckle Down, and Write Math series along with various teacher-designed lessons.

We are supplementing curricular programs for ELLs with specific groups that meet during the extended day period. Extended day consists of two 50-minute periods per week. ELL students remain at school during the extended day program and receive 100 additional minutes of instruction in literacy and mathematics. There are two cycles of extended day period for this school year. The cycle A of the extended day period includes some students in early grades and mostly students in upper grades. The cycle B of the extended day period will include students in early grades.

During the extended day our third grade bilingual students are being serviced by two bilingual teachers in small groups to focus on language acquisition and literacy support with a focus on preparing for the ELA and Math state exams. Two more licensed teachers are supporting the upper (4th and 5th) grades with the same focus. A new comer extended day small group has been implemented twice a week for 50 minutes to provide additional language support provided by a licensed bilingual teacher. In addition a group of first grade ELLs will also be receiving language support from a licensed ESL teacher.

9. The students reaching proficiency on the NYSESLAT are given transitional support during the school day and through after-school classes or tutoring, Saturday programs, and/or summer programs. There are guided reading groups conducted throughout the school day. Push-in coaches and teachers provide additional support as needed. To provide additional testing support, students are also given test

modification such as extended time (time and 1/2) on the standardized tests.

10. An extensive school-wide intervention programs for ELLs will be implemented during the Extended Day block. Small group intensive tutorials will be instituted with a particular focus on reading and writing.

11. None.

12. All programs offered after school are provided to all students, including ELLs. Invitation letters are sent out to all students in multiple languages. Follow-up phone calls are made to insure participation of all students, especially our ELL population. The programs consist of small group targeted instruction, AIS, morning program, after school and Saturday Academy.

13. Our literacy program for ELLs adheres to the Children First Initiative's uniform curriculum. All of our ELL programs use a balanced approach to literacy. All ELL programs are also aligned with state standards, including New York State Learning Standards for all curriculum areas and New York State ESL Standards. To support the learning of ELLs in ESL, a variety of instructional materials are used. The ESL component in our ELL programs is literature-based. Children's literature is used to facilitate acquisition of 4 language skills. The use of technology such as SMART board, PowerPoint and WebBlender is integrated into the ESL instruction. In addition, to address ELLs' linguistic needs in learning the conventions of the English language, World of Language published by Silver Burdett Ginn, and handbooks for writing and learning published by Houghton Mifflin are used.

The series On Your Way to English by the Rigby Company is used for guided reading, while the series Colección PM, also by Rigby, is used for guided reading in Spanish. Cancionero de canción a cuentos is another series we use to support native language literacy development. We also use the Award Reading program to amplify language, and provide additional visuals in literacy support. Everyday Mathematics by McGraw Hill is used in English and in Spanish. The social studies big book series People and Places by MacMillan and McGraw and the series Science by Scott Foresman are used to teach ESL in the content area. Additionally, we also use the social studies series We Live Together by McMillan and McGraw Hill and Heineman's collection Neighborhood Walks.

14. There are variations in the role of the native language in the TBE and ESL programs. In a TBE program, the native language is an integral part of instruction. Considering second language acquisition research and our ELL population, we have put into practice the theory that strong L1 will facilitate the acquisition of L2.

In our kindergarten transitional bilingual class, the ratio of native language and English instruction is 60% and 40%. As ELLs' proficiency levels in English progress, a higher percentage of English use is applied in instruction. For example, the beginning ELLs are instructed in their native language for 60% of the day, the intermediate ELLs, 50%, and advanced ELLs, 25%. In other words, the beginning ELLs receive 40% of instruction in English per day, the intermediate ELLs, 50%, and the advanced ELLs, 75%. The same principle applies in our first grade transitional bilingual class. In our second grade transitional bilingual class, a higher percentage of English is used in instruction since our second grade ELLs become more proficient in English. The guidelines are similar to what is discussed in the previous paragraph. The school year might begin with 60% and 40% in Spanish and English. As the year progresses, the ratio will go to 50% and 50%, and eventually 25% in Spanish and 75% in English. In our third grade transitional bilingual class, the school year begins with 50% of Spanish and 50% of English since 55% of the ELLs are at the advanced level in NYSESLAT. The six instructional periods are evenly divided by the two languages: three periods with the ESL methodologies and the other three in the native language in math and reading. As the year progresses, the ratio of Spanish to English will be 40% to 60%, which will gradually aim at 25% to 75%. Students receive explicit native language instruction (Spanish) in reading and mathematics. The ELLs in the third grade bilingual class receive reading comprehension strategies in their native language in order to scaffold their second language reading comprehension. They continue to read in their native language in order to support fluency and other reading behaviors and skills. In mathematics, they also benefit from preview-view-review format in mathematics and are taught explicit vocabulary in order to promote the transfer of mathematical skills to their second language.

Native Language Instruction follows the same reading and writing calendar as appropriate by grade level. The literate environment in the classroom, i.e. charts and word walls, supports their literacy work. For children at risk an AIS staff person services the children in small literacy groups.

In the ESL program, the native language is more of a support role. Whenever the use of the native language facilitates learning, it is used through a Spanish dictionary and peer interaction.

15. Yes. All materials ordered are age appropriate and meet the identified needs of our ELLs. Materials are geared to address the needs of our students based on age and grade level. For example, high interest, low level texts, and books with picture support are ordered as needed.

16. During the registration process we conduct a tour of the building to all new incoming students and parents in order to "lower the effective filter" of our incoming students. We invite teachers to meet informally to have informal conversations to get to know the students (informal assessments are given at this time). In addition parents are invited to attend orientation workshops to familiarize them with the materials, resources, and ELL programs offered by the school.

17. N/A

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. Our yearly initiatives for staff development at P.S. 340 include all teachers of ELLs. Teachers are trained to meet instructional goals set by our school, the NYC Children First Initiative and NYS Learning Standards. Our ELLs are challenged to meet the academic demands expected of the other general education students. Their teachers are given full support and training to achieve these goals in literacy, math and the other content areas. There are on-going grade and departmental meetings with our literacy and math coaches and other support staff. Modifications and scaffolds for ELLs are part of the discussions at these grade and departmental meetings. Our scheduled coaching sessions for teachers in the ELL programs (with articulation afterwards) are consistent with the training and/or focus discussed at these meetings. There are also meetings/study groups held specifically to support our teachers in the transitional bilingual program. Teachers of ELLs also attend ESL/bilingual workshops offered by the Bilingual Team at our school.

2. In order to facilitate the transition of our ELLs from elementary to middle school, articulation is discussed between the guidance and fifth and sixth grade classroom teachers, ESL teacher, and students. In addition, middle school workshops are held for parents in English and Spanish. Data on the exam history (ELA, Math NYSESLAT) are reviewed. It is our goal to help students find the right placement for their middle school studies and ELL services in the middle schools. The needed ELL services at the time of the middle school application are pre-printed on the middle school application. Once choices are listed, matches are made to choices. Every effort is made to inform the parents of our ELLs about the middle school options that are available to their children.

3. The Bilingual Team at our school is providing on-site training to all staff members on effective ESL strategies. Over the course of the year, all new staff or staff in need of Jose P. training will receive a total of 7.5 hours of required ELL training. The training records are kept by the literacy coach.

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. Parents are members of the PTA and they serve on the School Leadership Team. They participate in school-led workshops, volunteer in classrooms, and assist with school initiatives. Parents including the parents of ELLs are involved in school events/activities. The majority of the workshops/orientations are bilingual (Spanish/English). In the instances when a workshop may only be presented in one language, it is shortly after offered in the other dominant school language. For parents that speak limited English and their second language is not Spanish, if there is not an individual in the building that speaks their language, the Parent Coordinator sits with them one-on-one and contacts the Language Interpretation Unit for over-the-phone translation.

2. The school does partner with other agencies or Community Based Organizations to provide bilingual workshops or services to ELL parents. We have partnered with Cornell University who has provided workshops on nutrition, Save Energy, Save Dollars, and Making Ends Meet. Bronx Health also comes to the school to conduct workshops on asthma, healthy homes and financial planning. Parents of Pre-K students were recently invited to a bilingual Jump Start activity affiliated with Lehman College. The first CPR class for parents was offered in Spanish and was presented by the Fire Department. The English CPR class is scheduled to be held in December. P.S. 340 has also joined with the Montefiore Medical Center - Women's Center for a bilingual workshop on The Real AIDS Prevention Project (R.A.P.P.). Cornell University is scheduled to present a series of Nutrition Workshops presented in a bilingual setting (Spanish/English). ELL Orientations are offered in a bilingual setting (Spanish/English) and when there is a parent whose primary language is not English or Spanish, the appropriate presentation is shown to them and the handouts are given to them in their native language. Also, if needed the Language Interpretation Unit is contacted for over the phone translation. Parents are also referred to Lehman College for free ESL classes as well as the Fordham Library Center for ESL and computer classes. There are ARIS Link workshops and Curriculum workshops with pointers on how to work with students at home. Various bilingual workshops are offered to parents based on their needs.

3. Parents participate in the citywide parent survey. They submit their concerns and ideas to the Leadership Team. The needs of the parents are evaluated through surveys and one-on-one conversations between parents and the Parent Coordinator. The Parent Coordinator also takes into consideration the needs of the students to present workshops to the parents offering techniques on how to better assist their children with their schoolwork at home.

4. Parent survey results are used to determine workshop topics. The activities parents are offered are activities they can in turn use with their families at home. For example, parents are always asking for ways they can assist their children with math or reading for the State Exams. As a result a series of workshops is scheduled for the parents to teach them games they can play at home with their children so that they may reinforce the skills the children have learned at school. Another example is the nutrition workshop, which teaches parents to cook healthier meals.

All the workshops, flyers, and notices to parents and parent outreach are provided in English and Spanish. Staff is made available for translation at PTA meetings and parent teacher conferences, and in all school events and celebrations.

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)	28	25	7	5	2	2	0							69
Intermediate(I)	0	4	16	10	5	1	0							36
Advanced (A)	0	1	2	8	13	12	5							41

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	28	30	25	23	20	15	5	0	0	0	0	0	0	146

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	28	8	2	4	0	2	0						
	I	0	11	3	1	1	0	0						
	A	0	9	14	8	11	6	2						
	P	0	2	6	10	8	7	3						
READING/ WRITING	B	28	25	7	5	2	1	0						
	I	0	4	17	10	5	2	0						
	A	0	1	0	7	12	11	5						
	P	0	0	1	1	1	1	0						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	7	0	0	19
4	6	6	1	0	13
5	3	2	0	0	5
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1		13		6		0		20
4	4		7		3		0		14
5	1		4		0		0		5
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		10		0		1		13

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	1	3	5	6				
Chinese Reading Test								

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

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

1. Several assessment tools are used to assess the early literacy skills of our ELLs. We use ECLAS-2, DRA in English, and EDL in Spanish to gather data to drive our instruction. In addition, teachers' observations gathered from small group instruction, guided reading, and individual conferences also inform our instructional decisions.

Our school uses some components of the ECLAS and ELSOL, DRA and EDL (Evaluacion del desarrollo de la lectura) to assess the ELLs' literacy development in English and Spanish. We use the ECLAS, ELSOL to measure the ELLs' letter identification, phonemic awareness and word recognition. The ELLs in the ESL program are administered the ECLAS to assess their early literacy skills. The ELLs in our transitional bilingual program are assessed using either the ELSOL or ECLAS depending on the language of literacy instruction. The DRA and EDL are used to assess the ELLs' reading behaviors in English and Spanish.

The ELLs in Kindergarten are assessed mid-year using the ECLAS and/or ELSOL to determine whether or not they are learning letters and corresponding sounds. Towards the end of the school year, they are again assessed using the ECLAS, ELSOL, DRA, and EDL. The ELLs in first grade are assessed using the DRA and EDL three times a year. Some of them might be assessed more often if they are struggling with learning to read. It is expected that students leaving the first grade achieve at least a reading level of 16-18 to be considered on grade level.

The ELLs in second and third grades are assessed using the DRA and EDL three times a year. Some of them might be assessed using ELSOL only if they are new entrants. All the other ELLs entering our school are assessed using the DRA and/or EDL to determine their reading abilities to establish a baseline reading level at the beginning of the year. The goal is to determine whether or not the ELL is on grade level in English and/or Spanish reading so that appropriate instruction can be provided. At the end of the school year, all the ELLs are assessed using the DRA and EDL. Most of the ELLs in the transitional bilingual program are at or above grade level in reading in Spanish. In English, their reading levels will vary depending on their time of entering into the TBE or ESL program.

Overall, the ELLs are at the beginning literacy level when they first enter the school in kindergarten and first grade. As they progress to the second and third grade, they start developing stronger reading skills. The ELLs in the TBE program progress faster in their native language than in English, which is their second language. Based on the early literacy assessment data, 100 % of entering ELLs in kindergarten and 95% of the entering ELLs in first grade are at the beginning literacy level. Most ELLs enter first grade with complete letter recognition and phonemic awareness. They also enter with early reading behaviors such as one to one matching, directionality and the ability to use pictures to make predictions. In second grade the ELLs in the TBE program start developing stronger Spanish reading skill: 19% at the beginning level, 57% at the intermediate level, 10% at the advanced level, and 14% at the proficient level. For the three ELLs in the ESL program, two are at the beginning level and the third is at the intermediate level. The total number is too low to render a significant comparison to their counterparts in the TBE programs. With the English reading levels gathered for the ELLs in the third grade TBE and ESL programs, the data show that their English reading levels are about the same: 95% of ELLs in the bilingual program are at the beginning and intermediate levels and 100% of ELLs in the ESL program are at the beginning and intermediate levels. It seems that in this grade the ELLs in the ESL program read at a little higher level than those in the bilingual program. However, the total number is too low for us to arrive at a statistically significant conclusion.

The data seem to confirm the current research that a solid L1 leads to a stronger L2 and that reading skills can be transferred from the first language to the second language. Our school builds our ELLs' native language proficiency as much as we can so that the acquired literacy skills of the native language can be transferred to the acquisition of the second language, i.e., English. Take the second grade bilingual class as an example. In the second grade bilingual class, several formative and summative assessments are used to get a clear picture of where the ELLs are in terms of their native language reading proficiency so that relevant data can be used to

drive the instruction to further promote their reading proficiency. In addition to that, the current teachers' observations and previous teachers' feedback inform decisions for lesson planning to address a concept, a strategy or a skill to the whole class as well as partnership work, seating placements, small group instruction and individual conferences. For example, the DRA levels in Spanish are used to form groups in guided reading to help students to be fluent readers in their native language. As soon as these ELLs become fluent readers (DRA level 20 or 24) in their native language, guided reading in English with that group can be conducted so that they can transfer what they know about reading to the English language. Vocabulary and grammar are constantly instructed through the use of the ESL methodologies to help them to continue to grow as readers of the second language and to transfer what they already know to the second language. Data on the ELLs' literacy skills constantly emerge and serve as guides to determine reading groups in appropriate languages in the second grade bilingual class. Currently, the second grade bilingual class has five guided reading groups. The bilingual classroom teacher uses data to plan instruction, support students in small groups and change student groups as they advance to the next reading level. The reading groups are formed with the help of standardized and daily classroom observations.

In addition to guided reading, data guide the seating arrangement during English shared reading in the second grade bilingual class as well as the social studies curriculum. This year the teachers in the bilingual program are working closely with Dr. Nancy Cloud from Rhode Island College to differentiate instruction according to stages of language acquisition. We are aligning our instruction to Common Core Learning Standards. Shared reading is also used to help ELLs as a whole class to develop literacy strategies and skills in English. The seating arrangement during shared reading is critical because the ELLs discuss texts and practice reading strategies as partners. The bilingual teacher is also informed by data as to when and where to intervene to support the readers of the second language.

Lastly, based on the assessment data that show the higher speaking and listening proficiency levels than the reading and writing proficiency levels in their native language, the second grade bilingual teacher has decided to provide more support to strengthen their oral language to facilitate their reading and writing skills in the social studies curriculum, which has been created by the Bilingual Team at our school to support English Language Learners.

2. Overall, ELLs of lower grades (Kindergarten through Grade 2) are mostly at the beginning and intermediate levels: 100% in K, 96% in Grade 1, and 96% in Grade 2. There is a higher percentage of ELLs at the beginning level at the lower grades: 100% in K and 83% in Grade 1. As the grade goes up, ELLs generally cluster more at the intermediate and advanced levels: 0% in K, 16% in Grade 1, and 71% in Grade 2. There is a high percentage of ELLs at the beginning level in Grade 1 (83%). As the grade goes up, there are more ELLs at the intermediate and advanced levels: 71% in Grade 2.

In general, a much higher percentage of ELLs in third grade and up are concentrated at the intermediate and advanced levels: 78% in Grade 3, 90% in Grade 4, 87% in Grade 5, and 100% in Grade 6.

3. The overall patterns noted above are mostly mirrored across the proficiency level and grade in the four modalities. However, there are some variations due to the fact that there are some new comers and ELLs with special needs.

In general listening and speaking are mastered at a much faster rate. In about two years, younger ELLs can usually acquire social language and communicate in everyday activities. The cognitive academic language proficiency usually takes more time to master. As shown in the data, reading and writing proficiency levels cluster at the beginning and intermediate levels in lower grades. More upper graders are at higher proficiency levels of reading and writing. Writing proficiency seems to take a little more time to achieve than reading proficiency.

The ELLs in the ESL program achieve a relatively higher English proficiency level in four modalities than their counterparts in the TBE program. This is correlated to the fact that the ELLs in the TBE program usually enter our school with a lower proficiency level in English in general.

The instructional implications derived from the patterns across the four modalities are to start instruction in all four modalities at the beginning of ELLs' school career. Since ELLs show more gains in listening and speaking than in reading and writing, listening and speaking should be nurtured continually throughout the curriculum and serve as springboards for reading and writing instruction to address ELLs' academic needs.

Beginning and Intermediate ELLs in Kindergarten, Grade 1, and Grade 2 especially benefit from continued exposure to listening and speaking in English. These youngsters also need intensive instruction in reading and writing.

ELLs in Grade 3 seem to be at a transitional stage in all four modalities. In general, they show much more strengths in listening and speaking than ELL kindergarteners, first graders, and second graders. They move towards a higher level of reading and writing, but there are fewer than half of them at the advanced and proficient levels. Strong emphases on the reading and writing are particularly beneficial to the beginning and intermediate ELLs in Grade 3.

For ELLs of Grade 4 and up, listening and speaking are usually not of major concerns. Most of them are at the advanced and proficient levels in listening and speaking. In contrast, the majority of ELLs are concentrated at the advanced level in reading and writing. Intensive instruction in reading and writing will be beneficial to them. It should be noted that new comers also need intensive exposure to listening and speaking instruction. In addition, some ELLs in these grades are still at the intermediate level. Reading and writing instruction is

especially important to them to achieve academic success.

4a. Transitional Bilingual Education (TBE) Program

Overall, the ELLs' English proficiency levels seem to have to do with the extent of exposure to the English language when the students first enrolled in our school. If the language spoken at home is exclusively one other than English, the student is at the beginning level of English proficiency. In other cases, there are varying proficient levels of English due to the prior language environments.

In K, Grade 1, and Grade 2 the ELLs cluster around the beginning and intermediate levels in all four modalities of NYSESLAT: 100% in K, 96% in Grade 1, and 95% in Grade 2. There are more ELLs stronger in listening and speaking than in reading and writing. 31% of ELLs in Grade 1 and 10% in Grade 2 are at the beginning level in listening and speaking; however, 85% of ELLs in Grade 1 and 29% in Grade 2 are at the beginning level in reading and writing. In third grade, more ELLs are at the advanced level: 56%. The ELLs in third grade have higher proficiency levels in listening and speaking than those in reading and writing. 66% of them are at the advanced and proficient levels in listening and speaking; however, only 38% of them are at the advanced level in reading and writing.

Data for the comparison between English LABR and Spanish LAB assessments are available for newly enrolled students. For the newcomer ELLs, the comparison between Spanish LAB and English LABR scores shows that all ELLs are at the beginning or intermediate level in English: 91% and 9% in K. In their native language, Spanish, 32% of ELLs in kindergarten are at the beginning level, 32% are at the intermediate level, and 37% of them are at the advanced or proficient level. In Grade 1, the ELLs are at the beginning level in English but they are more proficient in Spanish. In second grade, the ELLs are also at a higher level in Spanish than in English: 100% of the ELLs are at the beginning level in English, 100% of the ELLs are at the proficient level in Spanish. In third grade, the ELLs are at a relatively higher level in Spanish than in English: 100% of the ELLs are at the beginning level in English, 50% of the ELLs are at the intermediate and advanced levels in Spanish. In sixth grade, 100% of the ELLs are at the beginning level in English compared to the 100% of the ELLs at the advanced level in Spanish. In general the new ELLs are at a higher proficiency level in Spanish than in English. This is also true with the ELLs in the previous third grade bilingual class. 73% of ELLs are at the advanced and proficient levels in ELE but no one is at the advanced or proficient level in ELA and no one is at the proficient level in NYSESLAT.

Freestanding English as a Second Language (ESL) Programs.

In general, the ELLs in all grades but K in the ESL program have higher proficiency levels in English overall based on the NYSESLAT than their counterparts in the TBE program. 25% in Grade 1, 75% in Grade 2, 100% in Grade 3, 90% in grade 4, 87% in grade 5, and 100% in Grade 6 cluster at the intermediate and advanced levels.

In terms of listening/speaking and reading/writing, the pattern remains the same. Listening and speaking are at a higher level than reading and writing. 100% of ELLs in Grade 1, 100% in Grade 2, 100% in Grade 3, 95% in Grade 4, 87% in Grade 5, and 100% in Grade 6 are at the advanced and proficient levels in listening and speaking. However, 0% of ELLs in grade 1, 25% in Grade 2, 65% in Grade 4, and 80% in Grade 5 and 100% in Grade 6 are at the advanced and proficient levels in reading and writing. 100% of ELLs in Grade 6 are at the advanced level but no one is at the proficient level. Except for the three ELLs in grades 2, 4, and 5 who are at the proficient level in reading and writing, no ELLs in all the other grades are at the proficient level.

In addition, the proficiency levels tend to be higher as the grade goes up across the NYSESLAT four language modalities. In listening and speaking, ELLs reach advanced and proficient levels in about two years: 100% in Grade 1, 100% in Grade 2, 100% in Grade 3, 95% in Grade 4, 87% in Grade 5, and 100% in Grade 6. The lower percentage of ELLs reaching the higher proficiency levels in listening and speaking in fourth and fifth grades results from the number of new comers. In reading and writing, ELLs also reach higher levels as the grade goes up. The majority of ELLs reach the intermediate and higher levels in reading and writing: 25% in Grade 1, 75% in Grade 2, 100% in Grade 3, 90% in Grade 4, 93% in Grade 5, and 100% in Grade 6. As mentioned before, the new comers in different grades need more time to achieve a higher level in reading and writing.

On the ELA Periodic Assessments, the NYC Math Periodic Assessments, the NYC ELL Interim Assessments, and the NYS Math, and Science, the general pattern is that the majority of ELLs scored at Level 2. In the NYS ELA more ELLs scored at Level 1.

4b. The ELL interim assessments in October 2011 included three language modalities: listening, writing, and reading. Overall the majority of the ELLs in Grade 4 and up are at the advanced and proficient levels: 60% in Grade 4, 74% in Grade 5, and 84% in Grade 6. In Grade 3, only 30% are at the advanced level. The other 70% are at the beginning and intermediate levels. In the other grades, the ones scored at the beginning and intermediate levels in the Listening, Writing, and Reading modalities combined are the following: 40% in Grade 4, 26% in Grade 5, and 17% in Grade 6.

The patterns above are reflected in the Listening modality. The data show that in Grades 3 and 4 the ELLs are at a higher proficiency level in listening than in writing and reading. 48% of the ELLs in Grade 3 and 70% of the ELLs in Grade 4 are at the advanced and proficient levels in Listening. In writing, 18% of the ELLs in Grade 3 and 45% of ELLs in Grade 4 are at the advanced and proficient levels. In reading, 22% of the ELLs in Grade 3 and 40% of the ELLs in Grade 4 are at the advanced and proficient levels. In the Writing and Reading modalities, the majority of ELLs in Grades 3 and 4 are at the beginning and intermediate levels. 82% and 78% of the ELLs in grade 3 are at the beginning and intermediate levels. 55% and 60% of ELLs in Grade 4 are at the beginning and intermediate

levels. The pattern is reversed in Grades 5 and 6. The majority of ELLs scored at the advanced and proficient level. Only 20% and 33% of ELLs in Grade 5 are at the beginning and intermediate levels in writing and reading. No one in Grade 6 is at the beginning and intermediate levels in writing. Only 20% of them are at the beginning and intermediate levels in reading. Yet the samples in Grades 5 and 6 are relatively small to render much statistical significance.

The ELL interim assessments provide us with one part of the assessment data that guide our instruction. Based on the data, appropriate instructional focuses are rendered. The patterns described above are mostly consistent with the general patterns derived from other assessments. Usually, reading and writing proficiency levels are lower than listening and speaking proficiency levels. The ELL interim assessments reflect the similar trend. The school leadership and teachers do take into consideration the proficiency levels across modalities. Teachers of the ELLs modify instruction to meet students' language needs accordingly. The instructional implications derived from the patterns are to start instruction in all four modalities at the beginning of ELLs' school career. Since ELLs show more gains in listening and speaking than in reading and writing, listening and speaking should be nurtured continually throughout the curriculum and serve as springboards for reading and writing instruction to address ELLs' academic needs. The emerging general patterns demonstrate that basic interpersonal communication skills (BICS) are usually acquired quicker than cognitive academic language proficiency (CALP).

4c. Looking at the general patterns derived from the examination of the ELLs' performance in the Periodic Assessments in ELA and Math in 2011, we have learned that more than half of the ELLs are at the intermediate level across the grades and the majority of the ELLs are at the beginning and intermediate levels. In the February 2011 ELA interim assessment, 94% of the ELLs in the current fourth grade, 100% of the ELLs in the current fifth grade, and 100% of the ELLs in the current sixth grade are also at the beginning and intermediate levels. In the February 2011 Math interim assessment, 60% of the ELLs in the current fourth grade, 75% of the ELLs in the current fifth grade, and 75% of the ELLs in the current sixth grade are at the intermediate level and above. These general patterns are also true with the other state assessments such as NYS ELA, Math, and Science. In the spring 2011 ELA 86% of the ELLs in grade 4 scored at the intermediate level. In the spring 2011 Math, 87% of the ELLs in the current fourth grade, 85% of the ELLs in the current fifth grade, and 100% of the ELLs in the current sixth grade are at the beginning and intermediate levels. In the spring 2011 science test, 75% of the ELLs are at the intermediate level. 17% of the ELLs in the current fifth grade are at the beginning level and 8% are at the advanced level. Compared to the general patterns reflected in the periodic ELL assessments where the majority of the ELLs cluster at the advanced and proficient levels, those of the above content area assessment data show that the cognitive academic language proficiency requires special attention in our instruction.

As for the role of the native language, there are variations in the TBE and ESL programs. In a TBE program, the native language is an integral part of instruction. Considering second language acquisition research and our ELL population, we have put into practice the theory that strong L1 will facilitate the acquisition of L2. In our kindergarten transitional bilingual class, the ratio of native language and English instruction is 60% and 40%. As ELLs' proficiency levels in English progress in grade one, a higher percentage of English use is applied in instruction. For example, the beginning ELLs are instructed in their native language for 60% of the day, the intermediate ELLs, 50%, and advanced ELLs, 25%. In other words, the beginning ELLs receive 40% of instruction in English per day, the intermediate ELLs, 50%, and the advanced ELLs, 75%.

In our second and third grade transitional bilingual classes, a higher percentage of English is used in instruction since our second and third grade ELLs become more proficient in English. The guidelines are similar to what is discussed in the previous paragraph. The school year might begin with 60% and 40% in Spanish and English. As the year progresses, the ratio will go to 50% and 50%, and eventually 25% in Spanish and 75% in English.

In the ESL program, the native language is more of a support role. Whenever the use of the native language facilitates learning, it is used through a Spanish dictionary and peer interaction.

5. N/A

6. We analyze informal and formal assessment data in order to determine ELL progress in different content areas as it pertains to English proficiency.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nelly Maldonado	Principal		10/31/11
Alexei Nichols	Assistant Principal		10/31/11
Maria Acosta	Parent Coordinator		10/31/11
Hsiao-yiing Liu	ESL Teacher		10/31/11
Katty Rivera	Parent		10/31/11
Ana Henriquez/Bilingual	Teacher/Subject Area		10/31/11
Mary Dillon/Science	Teacher/Subject Area		10/31/11
Nancy Iodice	Coach		10/31/11
Emma Suarez-Baez	Coach		10/31/11
Rhonda Hughes	Guidance Counselor		10/31/11
Bob Cohen	Network Leader		10/31/11
Felipe Orozco/Bilingual	Other		10/31/11
Lourdes Rendon/Bilingual	Other		10/31/11
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 10X340 School Name: PUBLIC SCHOOL 340

Cluster: 01 Network: 104

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 data we use to assess our schools written and oral translation needs is based on the Parent Guardian Home Language Identification Survey results that all new registrants complete during the initial registration period. The results of this data is entered by the Pupil Accounting Secretary in the Parent Preferred Language Indicator in ATS. This is how the schools knows what languages written notices should go home in in addition to what oral translation are needed.

In addition we have a Parent Coordinator that consistently speaks and reaches out to parents. If we are unable to provide oral or written translation in a parents native language we reach out to the DOE Translation and Interpretation Unit. we also have a variety of staff members who speak the native languages identified in ATS.

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

The data from the Home Language Survey and the parent language indicator in ATS shows that there are 12 different languages represented in the school. We have a total of 600 students. The specific languages that our parents speak are as follows: 1 Arabic, 1 Amharic, 7 Albanian, 8 Bengali, 3 Chinese, 1 Khmer, 3 Twi, 3 Urdu, 2 Vietnamese , 1 Serbo Croatian, 320 Spanish and 253 English) .We shared this data with staff at a staff conference, with the School Leadership Team, and the PTA during the monthly PTA meetings.

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.

Based on the data described in part A , all notices sent are translated before being sent home. If translation services are not able to be provided in the native language the Parent Coordinator reaches out to Staff members who can translate documents or serve as interpreted where needed. In addition, the PC contacts the Translation and Interpretation Unit for assistance.

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.

Translation Services are provided in house by the Parent Coordinator and staff members who speak either Spanish, Arabic, Chinese, Vietnamese or Urdu. For Languages that we cannot provide translation services for , we reach out to the Language Interpretation Unit. During Parent Teacher Conferences and workshops translation services are provided on an as need basis.

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

In order to provide parents with meaningful opportunities to participate and access to programs and services critical to their child's education all letters, posters and flyers are sent home or posted in inside and outside the school in multiple languages based on the identified language groups in Section A.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PUBLIC SCHOOL 340	DBN: 10X340
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: Grades to be served by this program (check all that apply): <input checked="" 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 checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 9 # of certified ESL/Bilingual teachers: 9 # of content area teachers:

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: Saturday Program /After school Program- The Title III allocation will be used to implement a Saturday Program and an After School Program for English Language Learners at P.S. 340. Instruction in the Title III program will be conducted in English, with native language support, as needed. In addition to the 131 ELLs, fifteen former ELLs who tested out on the NYSESLAT in the last two years will be invited, since they still need support with their academic English and with content area achievement.

Saturday Title III Instructional Program - The instructional program that will be offered during the Saturday Program will be: Nonfiction reading and writing using ESL methodology. Content area instruction will also be addressed through Mathematics problem solving. Content areas support will be offered to support ELLs achievement in Math, Social Studies and English Language Arts. This program will be offered on Saturday from 9-11am and will be offered for 11 weeks in winter 2011, Nov 2011 – May 2012. Approximately 80 students, mostly grades 3, 4 and 5, will be serviced through this program in 4 separate classrooms. Two ESL teachers and 2 bilingual teachers will provide direct instruction in English for our English Language Learners. Instructional materials purchased from Title III funds will include: Scholastic Magazine (Bilingual) and Weekly Reader Magazine – to support content area vocabulary and concepts.

After School Title III Instructional Program - In addition to the Saturday Program, an After School program for 'New Arrivals' to the country as well as our low performing ELL's (total of 30-45 ELLs) will be implemented from January through April 2012, two times (Thursdays & Fridays) for a one hour period (3:25-4:25pm) for 15 weeks. The instructional focus for this program will be to build the academic language of our ELL population through the use of ESL methodology in literacy and content area instruction. Bilingual Spanish-English Picture Dictionary, Richmond Publishing by Santillana will be used to support instruction and Getting Ready for the NYSESLAT.

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: A bilingual/ESL study group will take place every Monday for a period of 6 weeks after school on Mondays, 3:25pm-4:25pm. Seven Title III teachers will engage in critical literacy conversations to discuss how best practices for ELL students can be applied in the classroom setting. The goal is always to provide rigorous instruction coupled with scaffolds necessary to have ELL students

Part C: Professional Development

achieve at high levels (equal to if not greater than monolingual students). As in prior years, professional development will be needs driven and tailored to aid teachers in improving classroom practice. Professional text/journals being used for the study group are as follows Academic Language for English language Learners and Struggling readers-how to Help students Succeed across Content areas and Literacy Instruction for English Language Learners by Nancy Cloud. Emphasis will be placed on cognitively comprehensible instruction for children who are acquiring proficiency in English.

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: A series of five workshops will be provided for parents of ELLs from October 2011 to March 2012 on the first Monday of the month (3:15 to 4:45), for one hour and a half sessions. Thirty parents are expected to participate in each session. These workshops will be facilitated by 2 teachers of ELLs. Topics will include: Supporting ELLs success on assessments, Literacy Blocks support for Newcomer ELLs, Helping your ELL child in the Title III program, Supporting ELLs Literacy and Academic English needs at home, Technology for ELL Parent and Child and Supporting Literacy bilingually, in English and Spanish. Parents will be provided with snacks. Materials provided will include: brochures for parents, colored paper, chart paper, etc. Parents will be informed of the workshops by flyers, and a monthly parent calendar. Translation services will be provided by staff. The above workshops will be provided by Certified Bilingual/ESL Teachers.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials		

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">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		