



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: PUBLIC SCHOOL 305, BROOKLYN

DBN (i.e. 01M001): 13K305

Principal: DR. JULIA MORTLEY

Principal Email: JMORTLE@SCHOOLS.NYC.GOV

Superintendent: MS. BARBARA FREEMAN

Network Leader: MR. JOSEPH BLAIZE

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Dr. Julia Mortley	*Principal or Designee	
Mrs. Clora Stovall	*UFT Chapter Leader or Designee	
Mrs. Carolyn Corley	*PA/PTA President or Designated Co-President	
Mrs. Meryl Skeete	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>)	
N/A	CBO Representative, if applicable	
Mrs. Melicia Lowe	Member/ Parent	
Ms. Diane Lewis	Member/ Parent	
Ms. Melody Fox	Member/ Parent	
Ms. Hyreal Marquez	Member/ Parent	
Ms. Kasia Mohamed	Member/ Teacher	
Mrs. Kathy Polight	Member/ Teacher	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)	
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

School Information Sheet for 13K305

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	219	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	29	# SETSS	5	# Integrated Collaborative Teaching	21
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	83.9%	% Attendance Rate			88.9%
% Free Lunch	89.3%	% Reduced Lunch			5.0%
% Limited English Proficient	5.7%	% Students with Disabilities			11.8%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.7%	% Black or African American			82.1%
% Hispanic or Latino	11.8%	% Asian or Native Hawaiian/Pacific Islander			2.9%
% White	2.5%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	6.17	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	4.4%	% Teaching Out of Certification			8.7%
% Teaching with Fewer Than 3 Years of Experience	17.4%	Average Teacher Absences			7.4
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	9.7%	Mathematics Performance at levels 3 & 4			16.4%
Science Performance at levels 3 & 4 (4th Grade)	90.9%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
Through the HOPE Foundation, we established a Courageous Leadership Academy that focused on developing a common mission, vision, values and goals. We worked with all members of the staff toward enhancing and sustaining student achievement. In addition the Instructional Lead Team developed curriculum maps for English Language Arts, pacing calendars for Mathematics, and performance tasks for both subjects. Teachers had daily common planning time and per-session opportunities to accomplish this work. Professional development was provided to the teams by the HOPE Foundation to support the work of the CLA Team and AUSSIE to support the work of the ILT. Teachers in grades 3-5 receive training using strategies to engage students in the close reading of text from Expeditionary Learning. Literacy Support Systems provided grade K-2 teachers training in Guided Reading. An after school program called Project Move was established to target high level two and low level three students in ELA and Math. Groups were formed based upon the subject(s) where they would experience the most growth. All students in grades 3-5 were serviced during 37.5 minutes twice a week and a Saturday program to receive additional instruction in ELA and Math. Additionally professional development focusing on teacher effectiveness will be provided.			
Describe the areas for improvement in your school's 12-13 SCEP.			
A greater emphasis needs to be placed on Students with Disabilities. In addition, we need to identify K-2 students who are struggling and provide early intervention. In addition, we plan to review and revise the current curriculum maps in Social Studies and Science. Professional development will be provided to the teachers in all of these areas.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
We are still working with parents to stress the importance of tardiness and attending school regularly. Our overall attendance for the year decreased from the previous year to 89.1%. While there was an emphasis to align ELA and Math to the Common Core Standards, time did not allow for the updating of Social Studies and Science curriculum maps.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Our Progress Report grade went from a "D" in 2011-12 to a "C" in 2012-13. School progress went from an "F" to a "C" respectively. In addition curriculum maps and/or pacing calendars in ELA and Math were developed. We did adopt the Danielson Framework to evaluate 100% of our teachers. Six out of 17 teachers did improve a minimum of one level in the seven competencies identified by the Teachers Effectiveness Program. Professional development was planned based upon the trends identified through the teacher observations. PBIS was implemented school wide and according to the School Survey "Safety and Respect" increased from 7.3 in 2011-12 to 7.8 in 2012-13. While parents attending workshops provided by the school, the percentage of parents who participated in the School Survey dropped from 61% in 2011-2012 to 26% in 2012-13.			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Time to implement the new demands of MOTP, MOSL, CCLS.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
ELL - SWD LOWEST THIRD			
Describe how the school leader(s) will communicate with school staff and the community.			
Monthly staff meetings, Grade Conferences, and Courageous Leadership Academy Team liaisons.			
Describe your theory of action at the core of your school's SCEP.			
The administrative team believes in empowering teachers to assume leadership roles through their participation on grade and vertical teams. Students are encouraged to take responsibility for their learning and parents share responsibility for their child's improved academic achievement.			
Describe the strategy for executing your theory of action in your school's SCEP.			

Continue building leadership capacity of teacher teams, goal-setting and monitoring for and by students and supporting parents by helping them create a home environment that promotes greater student achievement.

List the key elements and other unique characteristics of your school's SCEP.

Administrative and teacher practice is targeted through ongoing professional development, consistent observation of teaching staff, modification of curriculum, strategic use of resources, and expansion of teacher teams.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

The cabinet and extended cabinet (which includes teacher leaders) and School Leadership Team meet regularly to review and refine the improvement plan.

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Further develop teacher practice to reflect the schools' beliefs about how students learn best and are aligned to curricula so that all students are able to produce meaningful work.

Review Type:	Quality Review	Year:	2013-2014	Page Number:	5	HEDI Rating:	Developing
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Tenet 2: School Leadership Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	2.2 School leader's vision	2.3 Systems and structures for school development
x	2.4 School leader's use of resources	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June 2014, the Danielson framework will be used as a tool to support and strengthen teacher practice of 100% of classroom teachers through formative feedback and professional development identified through the cycles of observation.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. School leadership will ensure instruction aligned with the Danielson Framework that supports the implementation of the Common Core Standards.
2. Supervisors, in collaboration with the teachers, will develop individual professional development plans to address the specific areas of need of the teachers.
3. The Advance Talent Coach will provide support to administrative and teacher teams by conducting low inference observations, norming the data, and providing effective feedback.

B. Key personnel and other resources used to implement each strategy/activity

1. The Principal and Assistant Principal will meet with each grade monthly to provide feedback on curricular implementation and using protocols to look at data.
2. The Network Talent Coach will support the administration on implementation of the Measures of Teacher Practice portion of Advance. In addition the Talent Coach will work with our MOTP team to conduct peer observations.
3. Our part-time Instructional Coach will support teachers by providing in-class support.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By the end of the 2013-2014 school year, school leaders and teachers will agree with the calibrated rating 75% of the time as to whether teacher practice, as observed in a training video, represents Highly Effective, Effective, Developing or Ineffective.
2. By the end of the 2013-2014 school year, 100% of the staff will be able to complete three self-reflections that show how they used data to modify the instruction that they provided to students.
3. As part of the Targeted Assistance Plan for teachers, we will conduct mid-year and end-year conversations to monitor the progress toward achieving the goals set by during the Initial Planning Conferences in September.

D. Timeline for implementation and completion including start and end dates

1. Observations will be schedule throughout the year to achieve a minimum of either six informals or one formal and three informals by April 2014.
2. By April 2014, each teacher will have submitted three artifacts that demonstrate their use of data to modify curriculum and instruction .
3. From December 2013 through June 2014, teachers will receive weekly support from a consultant or the Instructional Coach.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Common prep periods will be used to facilitate meetings with supervisors, colleagues, consultants, and the coach.
2. The Network Talent Coach will visit our school monthly to support school leaders as well as teachers.
3. The MOTP team will facilitate peer classroom visits and feedback sessions.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	PF Set Aside		Tax Levy	x	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
Continue to align the development of curricula with identified key standards in order to engage and meet the needs of all learners.									
Review Type:	Quality Review	Year:	2012-2013	Page Number:	4	HEDI Rating:	Developing		

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
X	3.2 Enact curriculum				3.3 Units and lesson plans				
	3.4 Teacher collaboration				3.5 Use of data and action planning				

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014, 100% of the classroom teachers will continue to implement a comprehensive English Language Arts program that focuses on guided reading, close reading of a variety of content – based texts and word study and a comprehensive Mathematics program that focuses on helping students demonstrate key standards by focusing on problem solving strategies, constructing viable arguments and fluency.									

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.									
A. Strategies/activities that encompass the needs of identified subgroups									
1. We will use a Generation Ready ELA consultant to provide support in developing and modifying curriculum.									
2. We will use a Generation Ready Math consultant to provide support in developing and modifying curriculum.									
3. Teacher teams will continue to meet to make adjustments in curriculum and assessments.									
B. Key personnel and other resources used to implement each strategy/activity									
1. Generation Ready Consultants									
2. Administrators and Instructional Coach									
3. Teacher Teams									
4. Network Achievement Coaches in ELA, Math, ELL, and SWD.									
5. Professional development provided by Pearson and Houghton Mifflin for ELA and Math respectively.									
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity									
1. Benchmark exams in both ELA and Math will be used to measure the impact of the curriculum developed four times per year (September, December, March, June)									
2. The impact of the Instructional Coach will be reviewed weekly by administration to determine necessary next steps for the work with teachers.									
3. Teacher teams will report their progress in curriculum and the use of data during monthly Grade Conferences.									
4. The network teams will provide a series of workshops respective to their areas and the feedback from teachers will be reviewed after each session.									
5. Selected teachers will participate in the Winter and Spring professional development offered by the publishers.									
D. Timeline for implementation and completion including start and end dates									

1. Benchmark exams will be given in September 2013, December 2013, March 2014, and in June 2014.
2. The Instructional Coach will submit weekly logs to the administration and participate in weekly debriefing sessions starting from September 2013 to June 2014.
3. Teacher teams report their progress monthly.
4. The Generation Ready Consultants will start in October 2013 and end in May 2014 (approximately bi-weekly visits).
5. Professional development from the publishers began in the Summer of 2013 and will end in the Spring of 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Code 689 will be used to procure the services of Generation Ready.
2. Per diem rate for teachers will be used to provide substitute coverage so teachers can meet with the Generation Ready consultants.
3. Per session will be used for teacher teams meetings to review and analyze data and plan next steps.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside		Tax Levy	x	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Ensure alignment of assessments to curricula to promote adjustments to instruction that meet all student needs.

Review Type:	Quality Review	Year:	2013-2014	Page Number:	5	HEDI Rating:	Developing
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June 2014, 90% of students, including SWD's and ELL's will improve a minimum of four reading Fountas and Pinnell levels.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Project Move, an afterschool program will provide supplemental instruction for targeted students in grades 3-5.
2. After school program for grade two students will provide supplemental instruction in reading.
3. Academy for Boys and Career Development will meet on Saturdays to address students in the lowest-third in ELA.
4. A workshop series will be presented for teachers of SWDs.
5. A workshop series will be presented for teachers of ELLs.

B. Key personnel and other resources used to implement each strategy/activity

1. A teacher-in-charge will supervise the program with the support of the administration. Students will receive instruction through the use of supplemental materials.
2. The Assistant Principal will supervise this program which will focus on reading comprehension and writing.
3. The Assistant Principal and two teachers will run this program.

4. The Special Education Instructional Support Specialist from the network will support our SWD teachers.
 5. The Director of ELLs from the network will support teachers ESL students.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. By the end of June 2014, 100% of our staff will use guided reading daily as a strategy to increase the independent reading levels of all students.
 2. By the end of June 2014%, 40% of our students will be able to attain a level three on a mock ELA exam.
 3. By the end of June 2014, there will be a decrease in the number of boys who are in the lowest third by 10%.
 4. By the end of June 2014, there will be an increase of a minimum of four levels for the ELL students.
 5. By the end of June 2014, there will be an increase of a minimum of four levels for the SWD students.
- D. Timeline for implementation and completion including start and end dates**
1. Fountas and Pinnell levels will be checked four times per year – September, December, February, May.
 2. Project Move will run from October – April.
 3. The Second Grade Academy will run from April – June.
 4. The Academy for boys and Career Development will run from January – May
 5. The workshop series will begin in November and end in May.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Project Move will use seven teachers for two hours – two times per week. The program will last for twenty weeks.
 2. The Second Grade Academy will meet twice per week for seven weeks. Two teachers and a supervisor will work the program.
 3. The Academy for Boys and Career Development will meet once per week for thirteen weeks. Two teachers and a supervisor will work the program.
 4. Per diem subs will be used to cover six teachers to attend the SWD workshops
 5. Per diem subs will be used to cover ten teachers to attend the ELL workshops.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.																
x	PF Set Aside		Tax Levy		x	Title IA		Title IIA		Title III		Grants				
List any additional fund sources your school is using to support the instructional goal below.																
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.																
x	PF AIS		PF CTE		PF College & Career Readiness		x	PF Common Core		PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
																PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them			
Review Type:	Quality Review	Year:	2012-2013
Page Number:	6	HEDI Rating:	Developing

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	5.2 Systems and partnerships	x	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, the whole school will continue to implement the Positive Behavior Interventions and Support (PBIS) Program which will provide all students with social and emotional supports that meets their needs, making them college and career ready.	

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
- Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students
 - Utilizing data and disaggregating data to monitor all systems that support student social and emotional health.
 - Effective use of school counselor to address absence and lateness
- B. Key personnel and other resources used to implement each strategy/activity**
- Teacher, data specialist, administrative staff, PBIS Team
 - Administrators, guidance counselor, Data specialist
 - Administrators, guidance counselor
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- Report of all students deemed at-risk as per attendance, lateness, behavior and/or academics.
 - Define intervention(s) for all students deemed at-risk as per attendance and lateness
 - Guidance Counselor evidence (log) of contact hours with identified at-risk students
- D. Timeline for implementation and completion including start and end dates**
- September 2013-October 2013
 - September 2013-June 2014
 - September 2013-June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- ATS and other attendance reports to be generated and analyzed
 - Scheduled team meetings of assistant principal, guidance counselor, and data specialist
 - Ongoing partnership with assistant principal and guidance counselor to ensure targeted support for at-risk students

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

3.4 Establish a culture for learning that communicates high expectations to staff, students and families, and provide supports to achieve them?

Review Type:	Quality Review	Year:	2012-2013	Page Number:	6	HEDI Rating:	Developing
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

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

By June 2014, 30% of our families will participate in a series of workshops that focus on helping our students meet the demands of the Common Core State Standards.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. Planning and implementation of a Family outreach plan
2. New Parent Orientation/Family Night/Open House for Parents
3. Monthly implementation of parental offerings
4. Student recognition events

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, assistant principal, parent coordinator, selected teachers, School Leadership Team
2. Principal, assistant principal, parent coordinator, teachers
3. Parent coordinator
4. Principal, assistant principal, parent coordinator, selected teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Completed Family outreach plan
2. Attendance at Parent Orientation/Family Night/Open House for Parents
3. Parental attendance at parent offerings
4. Parental attendance at Student recognition events

D. Timeline for implementation and completion including start and end dates

1. August-June, ongoing
2. Fall, Spring
3. Day time workshops, breakfasts, evening events
4. Ongoing, September 2013-June 2013

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Common planning time for Principal, assistant principal, parent coordinator, selected teachers
2. Staff attendance at New Parent Orientation/Family Night/Open House for Parents
3. Publications from Parent Institute purchased to use at workshops and distribute to parents.
4. Staff attendance at Student recognition events

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside		Tax Levy	x	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>RTI/AIS</p> <p>Tier I Interventions: What program, strategies?? Differentiated Instruction, Read Alouds, Shared Inquiry</p> <p>Tier II Interventions: What are you doing to target student issues? i.e. Repeated Reading, Interactive read-alouds, Guided Reading, Teacher-Student Conferences</p> <p>Tier III Interventions: Great Leaps, Reading Rescue</p>	<p>Small Group/One to One</p> <p>Tier I – small group in the classroom</p> <p>Tier II- targeted small group in the classroom by either the classroom teacher, a teacher pushing in or a teacher pulling out.</p> <p>Tier III- targeted small group or one to one tutoring by a teacher or paraprofessional who pulls students out</p>	<p>Before and After School</p> <p>Services are provided during Extended Time in the morning twice per week, during the Instructional Day as part of whole class instruction, and after school for selected students.</p>
Mathematics	<p>RTI/AIS</p> <p>Tier I Interventions: Cooperative Problem Solving, Tiered Tasks Fluency Activities, Acuity Assignments.</p> <p>Tier II Interventions: Re-teaching small group instruction; use of manipulatives; increased and focused vocabulary instruction and concept development;</p> <p>Tier III Interventions: Reteaching individual content and prerequisite knowledge.</p>	<p>Small Group/One to One</p> <p>Tier I – small group in the classroom</p> <p>Tier II- targeted small group in the classroom by either the classroom teacher, a teacher pushing in or a teacher pulling out.</p> <p>Tier III- targeted small group or one to one tutoring by a teacher or paraprofessional who pulls students out</p>	<p>Before and After School</p> <p>Services are provided during Extended Time in the morning twice per week, during the Instructional Day as part of whole class instruction, and after school for selected students.</p>

Science	Integrating Nonfiction text through literacy Same as above	Small Group/One to One Same as above	Before and After School Same as above
Social Studies	Integrating Nonfiction text through literacy Same as above	Small Group/One to One Same as above	Before and After School Same as above
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-Risk Counseling	Small Group/One to One Same as above	During the Day

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
School administration with work with DHR to ensure that all teachers are highly qualified, form partnerships with local colleges to identify new staff and attend Central borough wide hiring fairs.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Promote and facilitate CCLS aligned student work that reflects the implementation of current system-wide reform initiatives • Integrate professional development for monolingual and bilingual/ESL staff into the ongoing instructional activities of the school, for example, through multidisciplinary planning, common preparation periods, and locally designed professional support • Involve parents in their children's education through greater collaboration with teachers and other school staff, and increased engagement in the school's education program

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As an SWP school, we have combined Title I funds with other federal, State, and local resources,; funds are used to benefit all students in the school, but a priority is to provide Academic Intervention Services to at-risk students

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Meeting with parents of transitioning Pre-K – K students and ongoing and parent workshops

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers on the MOSL team have worked collaboratively to determine the selection of appropriate multiple assessment measures. Professional development has been provided to the entire staff

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- sending home a monthly parent newsletter that gives important dates and informs parents about the curriculum for the upcoming month.
- 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 13	Borough Brooklyn	School Number 305
School Name The Dr. Peter Ray School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Dr. Julia Mortley	Assistant Principal
Coach type here	Coach type here
ESL Teacher Joanna Wizner	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Lorie Ayers
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	200	Total number of ELLs	19	ELLs as share of total student population (%)	9.50%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	17			2			0			19
Total	17	0	0	2	0	0	0	0	0	19

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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	1	2		1	1	2								7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	3	2		2	3	2								12
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	4	4	0	3	4	4	0	0	0	0	0	0	0	19

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	2	1	1	1		1								6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		2			1	2								5
Advanced (A)	1		1	1	1	1								5
Total	3	3	2	2	2	4	0	0	0	0	0	0	0	16

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				1
4	3				3
5	4				4
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3								3
4	4								4
5	3		2						5
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3								3
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

In order to access the early literacy skills of ELLs, PS 305 uses Fountas & Pinnell. This assessment tool is our baseline and provides insights regarding individual strengths and weaknesses of the students. Our students are mostly on the beginning level of the language acquisition therefore, in the effort to bridge the gap, they need to focus more on vocabulary development and reading/writing skills. The data serves in aiding instruction and setting teacher/student goals to meet the linguistic, cultural and educational needs of all ELLs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The NYSESLAT results from the Spring 2013 and LAB-R results from the Fall indicate that there are thirteen ESL students at the Beginning level, two students at the Intermediate level, and four at the Advanced level at PS 305 this year. According to this data, our Advanced students are usually in the upper grades and they successfully graduate and transfer to the middle schools. In recent years we started receiving a greater influx of newcomers of any age across the grades. Therefore, majority of our ELLs are the newcomers at the very low level of language proficiency. However, our ELLs are making steady gains on the assessment by moving from one to the next proficiency level in order to become language proficient. We don't lose our focus and we strive that the Intermediate and Advanced students who quickly became proficient in Listening and Speaking (social language- BICS) also receive a quality instruction and additional work targeting their reading and writing skills (academic language-CALP).
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

At this time we do not have the NYSESLAT modalities results because the ATS reports that give us this insight were not provided this year.

Our school is held responsible for making adequate Annual Yearly Progress to make sure that all ELL meet the states' proficient level of achievement on the state academic assessment. In addition, students need to make the Annual Measurable Achievement Objectives (AMAO). Our ELLs are part of the entire school system, apart from being in the ESL program, they receive a content area instruction in the general classroom where high-expectations are set. The students go through the proper identification process and formative and summative assessment to provide for individual needs and to guide instruction. The school keeps the complete data for each student in order to calculate growth in language proficiency from year to year and as for the year 2013-14 the results show that our student make small but steady gains. The progress of all ELLs and the former ELLs is being monitored in order to provide additional help and support if necessary.

4. For each program, answer the following:
 - a. 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?
 - a. As for the patterns across the grades, our Kindergarten students usually move up quickly with the language proficiency levels from the beginning level to Intermediate. This year two of our K students moved to the Advanced and Intermediate levels. Two students remained at the Beginners levels and they are those who only recently arrived to the U.S. and they need extra vocabulary and writing instruction. Our Advanced students are usually mostly represented in the upper grades, and this year we don't have many numbers of this proficiency level since majority of them were either transferred or graduated last year. Therefore, this year most of our students are the newcomers at the Beginner levels.
 - b. After receiving the results from the ELL Periodic assessment, the school leadership and the teachers reviewed the data to determine the strengths and weaknesses of the ESL students, and shared the results among the staff to plan future rigorous instruction.
 - c. This year our school has not administered the ELL Periodic assessment yet, however the result patterns have shown that it is their insufficient reading and writing skills that hold our students back from achieving the language proficiency level. Listening and Speaking language modalities belonging to those students score the highest points. Additional support in Reading and writing is offered in the ESL and general education classrooms.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

All students at P.S. 305, including the ELLs, undergo the universal screening assessment that identifies students who may be at risk

of not meeting the standards through benchmarks and set criteria. The first one is the Home Language Identification Survey (HLIS) that informs the teachers about the linguistic factors and educational background that could be influencing the student and their teaching instruction. When students is in need for ESL services, the literacy skills are also assessed so that the students could also receive high-quality instructional support in the general classroom. If, in spite of strong core instruction, the student is not showing much progress, the data is used to identify the areas that need more intensive, targeted intervention. The progress is constantly monitored and used to inform the instruction, and possibly, if the rate is still much lower than the peers from the same background, to make educational decision about the additional special education services.

6. How do you make sure that a child's second language development is considered in instructional decisions?

In order to ensure that the student's second language development is included in instructional decisions, teachers match the curriculum with the student's assesment data, background experience, oral language and vocabulary. They use language during the instruction that is comprehensive and meaningful to ELLs, using slower but natural rate of speech and often rephrase and repeat instruction while using pictures, conctere objects and videos in order to support student's learning. Teachers also make sure that they build on the student's background knowledge, provide the opportunities to work with the peers who speak the native language. Language native supports used in the classrooms include also online google translators, glossaries, and a small collection of word to word dictionaries and native language books in the ESL classroom. During the lesson teachers make sure to explicitly teach the key vocabulary, and to review main points and ideas suported with graphic organizers, charts and other visuals to support comprehension.

7. 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?

At this time P.S. 305 does not offer dual language programs.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Our school is held responsible for making adequate Annual Yearly Progress to make sure that all ELLs meet the states'proficient level of achievement on the state academic assessment. In addition, students need to make the Annual Measurable Achievement Objectives (AMAO). Our ELLs are part of the entire school, apart from being in the ESL program, they receive content area instruction in the general classroom where high-expectations are set. The students go through the proper identification process and formative and summative assessment to provide for individual needs and to guide instruction. The school keeps the complete data for each student in order to calculate growth in language proficiency from year to year. Also the progress of the former ELLs is being monitored in order to provide additional help and support if necessary. Every year the NYSESLAT provides an insight about our students making gains and moving up from one proficiency level to other. This year two of our Kindergarten students moved up to Intermediate and Advanced level, we aslo have one advanced student in the 3rd garde and one in the fourth. The majority of our ELL population consists of the newcomers who need additional time and support to develop their skills and also move from the Beginning level. Apart from the state standarized tests, the teachers use also the informal assessments to track the success of ELLs in the classroom. The other common practices are performance-based assessment and portfolio assessment.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

In order to ensure the identification, the appropriate placement and educational services for the children, on the day of registration, all of the newly registering parents are initially interviewed one-on-one, and given a Home Language Survey (HLIS) by the pedagogue present in the office, Ms. Wizner, the licensed ESL teacher together with the secretary who assist the parents during the whole process. In case of the language barrier, school staff members serve as translators of Polish or Spanish language;

in the case of other languages the Translation and Interpretation Unit is called. HLIS are distributed according to home languages of the parents. After the informal interview, initial screening and HLIS administration, if the child is identified as an eligible candidate for ESL instructional services, the ESL teacher gives the child the Language Battery Assessment (LAB-R) test to identify the child as an English Language Learner or English Proficient. The child that scores at or below proficiency level becomes eligible for ESL services. The scores are first written down and accessed by the ESL teacher, and are later confirmed with the ATS report (RLAT). Students who speak Spanish at home and score at or below proficiency level are also administered Spanish LAB-R to determine language dominance. The ELL Identification process is completed within 10 days after child's enrollment.

Every year, the English language development of ESL students in Reading, Writing, Listening and Speaking, is being evaluated with the NYSESLAT test. In order to make sure that all of ESL students who are eligible receive the test, NYSESLAT Eligibility Roster (RLER) is generated from the ATS and carefully reviewed by Ms. Wizner, the ESL teacher. (LAT) function shows all of the eligible students as well as their Home Language and years of service. With that, once the testing window is opened, the students are administered four parts of the NYSESLAT test which is divided into four modalities of the language. Each day the attendance is taken to ensure that all of the students receive the tests. In case of the student's absence, there is the make up session provided within the testing window.

Moreover, the results of the ESL students who took the NYSESLAT the previous year are printed out from the ATS (RLAT) every year, in September. With the report, Ms. Wizner determines the students who achieved proficiency. Their parents are informed by the Non-Entitlement letter. Those, who have not tested out, are put into the groups according to their age and English proficiency levels: Beginning, Intermediate, Advanced or Proficient. The NYSESLAT results are broken down into four language modes: listening, speaking, reading and writing. Those results enable the ESL teacher to see the area of strengths and weaknesses of each individual student in order to plan the instructional goals for the coming school year, and determine how much instructional time should be spent in ESL classroom. Beginner and Intermediate students receive 360 minutes of ESL instruction per week, and advanced students receive 180 minutes. All of the above is also included in the Continued Entitlement letters sent to the ELL parents.

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.

During the first two weeks after the beginning of a school year, the parents of ELLs are informed, via formal letter, by phone or individually by person, about their child's language assessment, and invited to the Parent Orientation meeting. There, the entitlement and non-entitlement letters are distributed to all of the parents whose children had been given the LAB-R. In addition, the parents of the children who scored below the cut off scores receive the ELL Parent Brochure and view the informational video in their native languages that describe and explain all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL). They also receive Parent Survey and Program selection form. All of the forms are provided in the parents' home languages, and are collected at the end of the meeting. If the forms are sent home, they are required to be returned to the ESL teacher, and if not available, to the Parent coordinator or the classroom teacher who in return, give it back to the ESL teacher.

Ms. Wizner, the ESL teacher and Ms. Ayers, the Parent Coordinator both make sure that parents' preferences regarding the three program choices are met. During the orientation or later, at the individual meeting, they discuss all of the options with the parents who have previously chosen a TBE or Dual Language Program, which are not available at our school at this time due to low numbers of our ELL population. Ms. Wizner keeps the record to track of all data regarding the parents program choice. In case one of the programs becomes available at our school, the parents will be immediately informed via informal letter or by phone, and again, assisted with their decision and possible student's transfer.

In case of any language communication issues, the multilingual staff available at school serves as translators between the teacher and the parent. In other instances the Parent Coordinator or ESL teacher use the services of Translation and Interpretation Unit provided by NYC Department of Education. The Parent Coordinator serves also as a Language Assistance Coordinator making sure that all school-parent correspondence gets translated into the appropriate languages before is distributed to take home.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Entitlement, Placement letters and the Program Selection forms are distributed during the Parent Orientation meeting. During this meeting Ms. Wizner, the ESL teacher, and Ms. Ayers, the Parent Coordinator, provide the parents with the information regarding NYS mandates of eligibility for ESL programs. The parents have the chance to view the NYC Chancellor's informational DVD on program choice options, available in their languages (Transitional Bilingual Education, Dual language, Freestanding ESL), have the opportunity to ask questions and discuss them, and finally fill-out or return the Program selection forms. At the end of the

orientation, Ms. Wizner collects Parent Surveys and Program Selection forms which, after careful reviewing, are stored in the proper file in the cabinet of the ESL classroom together with all of the copies of Entitlement and Placement letters that were distributed. If the Program Selection form is never returned, the default program for ELLs is the Transitional Bilingual Education however, in our school, the default program is ESL.

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.

During the orientation meeting and after watching the information video, the teachers and the administrators communicate with the parents, answer the questions, describe the programs and help them to decide about the proper placement. Most selection forms are returned at the Orientation or via children returning them to school. If the parents are not present during the Orientation and Program Selection form has not been handed in or returned, the ESL teacher meets them on a make-up day, follows up with a personal mailing (sends the Program Selection form home), makes phone calls if necessary. During the whole process PS 305 uses the translated materials and brochures, and the services offered by Translation and Interpretation Unit as well as onsite interpretation services, as needed. If the form is not returned, the default program for ELLs is the Transitional Bilingual Education.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The NYSESLAT test is administered each year in the Spring, to all Language Learners in grades K-5. To identify the students the ATS report is used, the RLER, which shows all the students eligible to take the NYSESLAT. The results of this test are used to monitor the progress of the students in their language development, and to determine if the student is to continue his or her ESL services at the school. The school selects the dates of administration within the test administration window. Before the test is administered, the testing coordinator keeps it in a secure, locked room, and releases the booklets to test administrator on the first day of the test. The booklets are later returned to the same secured room. The school usually administers the subtests in a following sequence: Speaking, Listening, Reading, and Writing. All parts of the NYSESLAT are administered by the ESL teacher however, the same teacher does not score any one of them. For the Speaking subtest, another teacher is present in the room while the test is being administered, listens and scores the student's responses. For the Writing subtest, the group of teachers score the constructive response questions, and one teacher score no more than half of the test booklet.

6. 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.) 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.  After reviewing the Parent Survey and Program Selection forms by Ms. Wizner, the ESL teacher, from the past three years, the results of the paperwork indicate that most parents choose the Freestanding ESL program. It becomes apparent that only in few instances, the parents of the upper grade students were considering the bilingual program but declined the transfer of the child to another school where such programs were available. This year two of the newcomer parents chose the Transitional Bilingual program however, because of the low number of ELL population at PS 305, as of now, the English as a Second Language is the only program offered. The ELL parents decided to leave their children at our school and usually they are very content with the final placement.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
- a) P.S. 305 implements a Pull- Out organizational model for a Freestanding English as a Second Language Program (ESL). The language of instruction is English.
- b) Usually the students are grouped by language fluency within the age parameters however, this year because of time and schedule constrictions, the program follows the heterogenous model (mixed proficiency levels). There are three groups that are heterogenous and ungraded where Kindergarten and first grade, fourth and fifth grade, and five grade students that are together in one class and their language proficiency levels are mixed so that the more proficient students could provide support to those who need extra help.
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)?

In 2013-2014, there are 19 students from K-5 grades at our school. They range from the Beginners to Advanced and Proficiency levels, and according to their language proficiency level, they receive from 180 minutes to 360 minutes a week of ESL. In compliance with CR Part 154 our Beginner and Intermediate students receive 360 minutes of ESL instruction per week, and Advanced students receive 180 minutes.

a) All ESL students receive the same academic content as those students who are native English speakers so that ELL students could achieve proficiency and attain the standards established for all students for a grade promotion and graduation. Therefore, at PS 305, ELL students attend reading and Writing workshops which totals 405 minutes a week. According to the grade, all P.S 305 students receive either one period of Math everyday, around 450 minutes per week. All students receive three periods of 45 minutes of Science and Social Studies a week. They receive required instruction in one Technology classe, ann this year the teachers also integrate the Art and Music and Physical Education into their everyday curriculum. In those content areas the teachers concerned with the language needs of ELLs modify thei instructional language and scaffold the instruction in order to ensure students understanding. The school directly provides or makes referrals to appropriate support services, and instructional methods that may be needed by ELL students in order to achieve and maintain satisfactory level of academic performance. In order to help ESL students to achieve proficiency in language so that they could attain the same standards established for all students at each grade level- the Articulation Forms are filled out monthly by the classroom teachers. They serve in communication between ESL teacher and content area teachers to plan ESL curriculum and activities for each grade level. Also, the ReadyGen and Go Math programs used in K-5 grades at PS 305 have ESL specific components which helps ESL teacher align the ESL and general education class curricula. All English Language Learners (ELLs) are instructed in English using Total Physical Response, Cooperative Learning and Cognitive Academic Language Learning Approach. In the ESL classroom, many different practices are utilized such as: Scaffolding, Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition. The teacher uses unformal assessments and running records almost on everyday basis.

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 foster language development and meet the demands of the Common Core Learning Standards.

In order to help ESL students to achieve proficiency in language and academics so that they could attain the same standards established for all students at each grade level, the Articulation Forms are filled out monthly by the classroom teachers, and curriculum overview maps are shared. They serve as communication between ESL teacher and content area teachers to plan ESL curriculum and activities for each grade level. All English Language Learners (ELLs) are instructed in English using Total Physical Response, Cooperative Learning and Cognitive Academic Language Learning Approach. In the classroom many different practices are utilized such as: Scaffolding, Modeling, Bridging, Schema Building, Contextualization, Text Representation. The ESL classroom materials include Scott Foresman ESL book series that follow the principles of CALLA: the Cognitive Academic Language Approach. It teaches grade-level topics from the major curriculum areas, and Prentice Hall Regents ESL which is literature- based language acquisition program that incorporates Science, Social studies and Math altogether. With regards to native language support in the ESL program, the word wall often includes word native language translations and cognates. The students also use dictionaries and glossaries, same language speaking peer support, native language

library books, and international websites. The teacher uses Informal assessments and running records.

Beyond explicit ESL, General Education teachers are concerned with the language needs of ELLs. Therefore, they constantly monitor students' understanding of linguistically challenging material, and utilize the ELL targeted parts of the Ready Gen program, and Go Math! program. They use a shared reading module, a variety of phrasings and synonyms to clarify meaning, and scaffold the instruction with visual aids such as maps, illustrations, and graphic organizers to increase comprehension. If possible, the students are paired-up with an English proficient student who can assist with language translation, and help with the classroom activities during the day.

Instruction is modified for newcomers by focusing on building vocabulary, developing listening comprehension, modeling reading and writing using visuals, realia, and providing active contextualized engagement activities. A combination of different second language acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce the students to school routines and to basic English language skills. In the testing grades the students utilize translated glossaries for Mathematics, Social Studies and Science, available also on the ALBETAC website.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

At the beginning of their first year at school, students and their parents are informally interviewed to gather information about the students' background. Those who speak Spanish at home and score at or below proficiency level on the English LAB-R, are also administered Spanish LAB-R to determine language dominance. If eligible, students receive English as a Second Language Instruction throughout the year helping them achieve the academic goals and to close the gap between them and their English speaking peers. In regards to language, all ESL students have an access to native language materials that provide support during the daily activities, and the testing accommodations such as bilingual dictionaries and glossaries, the use of English and alternate language editions of the test or the oral test translation.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are appropriately evaluated throughout the school year in four modalities in English acquisition: reading, writing, speaking and listening. At the beginning of the school year, after the NYSESLAT test is taken the ESL teacher analyzes the students' data and their proficiency levels in the 4 modalities reading, writing, speaking and listening, so that the ESL teacher is able to see the area of strengths and weaknesses of each individual student in order to plan the instructional goals for the coming school year. In the classroom centers: reading center, writing center, word wall, math center, listening center (computers with the headphones, cd player with radio), as well as smartboard, ipads are used, so the students can develop their language proficiency in all language modalities. Furthermore, the NYSESLAT Periodic Assessments throughout the school year, all the formal as well as informal assessments of ELLs indicate the concentration of the instructional attention to different modalities in English acquisition. All activities and additional support offered to our ELL population are focused on their acquisition of language proficiency and academic progress. The evaluation of the students is closely connected to the patterns across NYSESLAT modalities - reading/writing and listening/speaking affect instructional instruction. According to the data report ESL students need less instructional support in speaking and listening and more in reading and writing therefore, an ESL teacher and school staff concentrates on the reading and writing skills and academic intervention is focused on those areas. While the Beginners are given the full attention and support in developing their skills in all language modalities, there is a focus on the improvement of the Reading and Writing skills especially for the students on Advanced and Intermediate levels.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Our goal for the school's LAP is to ensure that instruction is designed to mediate the learning of various proficiency classifications: newcomers, SIFE, long-termed ELLs, and beginner, intermediate and advanced. We have compiled assessment data from ARIS, LAB-R, NYSESLAT and State Assessments results to analyze the strengths and weaknesses of our ELLs in specific modalities. In order to determine number of years of ESL service for ELLs, school administrators we use RYOS code on ATS.

a) This year P.S. 305 has no SIFE student (Student with Interrupted Formal Education) but once SIFE students are identified, P.S. 305 would make the individual needs assessment with the attention to their learning gaps in the instruction, monitor the progress of those students and their scores on the NYSESLAT, ELA and Math assessments, and provide support in all content areas to differentiate instruction for literacy needs. One of the options is to place such a student in a lower grade. This would be done on a case by case basis and with informed parental consent.

Also, P.S. 305 would make available all existing support structures such as Extended Day, or Speech and Language services

which could benefit the student.

b) Newcomers are students who are being serviced 0-3 years, very often have recently immigrated and have very limited English language skills. They are usually at the Pre-Production and Early Production stage of Second Language Acquisition. When a new ELL student is registered in our school, we provide an informal student orientation. An informal assessment is provided to identify possible Academic Intervention programs. There is an ongoing home- school communication. If possible, the student is paired-up with the student who can assist with language translation and help with the classroom activities during the day.

Instruction is modified for newcomers by focusing on building vocabulary, developing listening comprehension, modeling reading and writing using visuals, realia, and providing active contextualized engagement activities. A combination of different second language acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce the students to school routines and to basic English language skills. At this stage, our teachers may utilize visuals and hands-on activities to ensure the student's understanding of content area subjects while the student is acquiring English. The newcomers who have been in the U.S. schools for less than three years are provided with a variety of strategies and materials are used to aid their instruction: scaffolding, picture dictionaries, photo cards, realia, manipulatives. Newcomers have access to computer assisted language learning software (Kidspirations, FunPhonics) that provides them with the basic reading and comprehension skills. All ELLs have access to web-based programs (Reading A-Z, Fun Brain, and Starfall). We also provide a small collection of bilingual/native language reading books in the classrooms with ELLs and in the ESL library that newcomers can check out to take home.

Additionally, because NCLB requires ELA testing for ELLs after one year, the instructional plan is used to maximize opportunities for ELLs to acquire language and concepts by differentiating instruction and a variety of scaffolding techniques to meet the needs of students. Teachers encourage ELLs to use bilingual dictionaries for native language support during reading and writing activities in order to clarify meaning and to develop their writing skills in their native language so they can transfer these skills when they are writing in English. Beginners are paired with English speakers who can provide good modeling during the Small Group Instruction students are learning and practicing reading comprehension strategies (summarizing, sequencing, inferring, comparing and contrasting, drawing conclusions, self-questioning, problem solving, relating background knowledge, distinguishing between fact and opinion, finding the main idea).

c) ELLs receiving service from 4-6 years are mostly at the Intermediate or Advanced language proficiency level. Instruction for those students will focus on activities that are designed to develop higher level of language use in the content areas, expanding vocabulary, explicating teaching reading comprehension strategies, scaffolding academic language, modeling a think aloud verbalizing a confusing point. The writing process is broken down into stages. This process always starts with brainstorming activities that are visually displayed via graphic organizers. Grammar, spelling and punctuation rules are taught, as well as, the format for writing essays, reports, poetry and letters.

d) The instruction for students who completed 6 years of ESL (Long term Students) is especially focused on immersing them in a print-filled environment, providing context-enriching activities, engaging students in small group activities, providing multiple opportunities for students to learn.

In addition to the support received in ESL class, those students are required to participate in Extended Day program and Small Group Instruction. They are provided with the support that prepares them to participate in NYS assessments (e.g. ELA, Math, Science, Social Studies). Students work in small groups with their classroom teachers targeting specific areas of need. In addition, word to word dictionaries and glossaries are in place to support them during the tests.

Same support structures are provided.

e) Our four, special needs ELLs receive services from our licensed ESL pull-out teacher, support services as per their IEP.

This enables us to meet the needs of this specific population by allowing for a majority of instruction to occur in small groups. Based on the individual, ESL strategies and instructional methods are utilized. Lessons for students with special needs are modified to address different learning styles, incorporating assistive technology and using a variety of scaffolding techniques and modifying lessons to address different learning styles.

As a policy for special needs students we ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates. The ESL teacher converses and collaborates with the IEP contact person. In addition, all the newcomers and SIFE students are constantly monitored for possible special needs status. P.S. 305 students with special needs are integrated in the mainstream ESL program and put under the supervision of the teacher and school Health Coordinator.

ESL students who achieved English language proficiency continue receiving transitional support and are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT.

7. 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?

Our school uses the comprehensive researched based program for grades K-5, Ready Gen. It contains precisely leveled, print-

based learning and teaching resources combined with many additional materials like "Scaffolded Strategies" handbook with Spanish cognates that support language and literacy proficiency for ELLs. It also provides an ELL component that supports the class curriculum and provides ELLs with scaffolded instruction. All the grades are using also Go Math! program. Teachers use differentiated instruction and utilize visuals, different graphic organizers, and hands-on activities to ensure the students' understanding of content area subjects while acquiring English. Everyday there is small class instruction and writing activities. Students also use technology support with Smart Boards, laptops and online resources.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The ESL teacher uses the Articulation Forms as the means of communication with classroom teachers in an effort to maintain alignment of curricula across the grades with the ESL instruction. The students are pulled out of the classroom and receive the proper amount of ESL services together with other peers. They use Starfall online reading program and Reading A-Z online reading base to provide them with technical support, and ESL strategies to develop their reading and writing skills while working with a content based materials that are aligned with the State Standards. The teachers use and share their curriculum maps which include modifications for ELL, and meet during the common preps four times a week. The goal is to plan on their instructional and educational strategies as a grade team and to collaborate with auxiliary staff members. Vertical groups meet across a grade once a week to look at students' work. Inquiry team works on compiling the students' data and using them to target the students showing deficiencies in their learning. In order to ensure that flexible programming is used to maximize time of ELL students with disabilities (SWDs) spent with their non-disabled peers the Integrated Co-Teaching classrooms are opened, and all school curricular and extracurricular programs are available to all students including SWDs.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

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

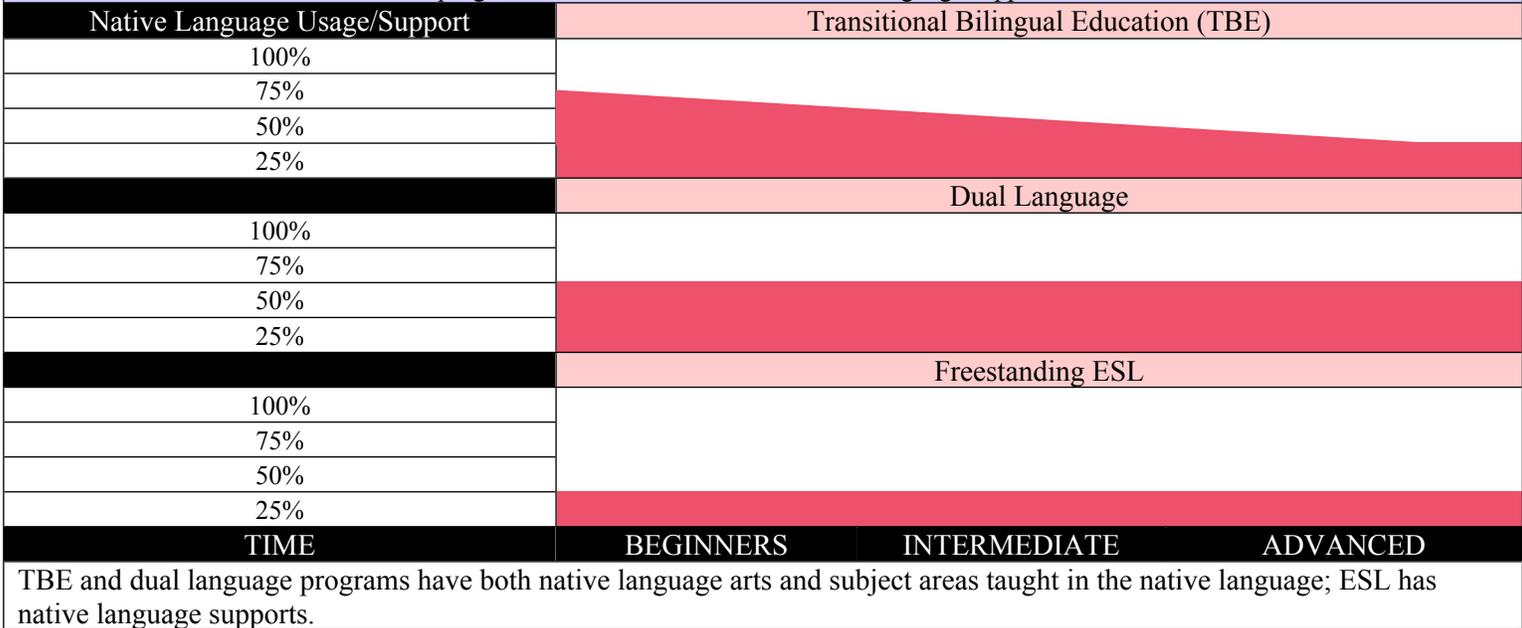
	Beginning	Intermediate	Advanced
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



B. Programming and Scheduling Information--Continued

9. 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.

The Freestanding ESL program follows the balanced Literacy model, the school's curriculum frameworks and ESL curriculum guides. The school uses the Ready Gen program which also includes a specific ESL component, and Go Math! program with all their supports.

Cluster teachers also serve as Academic Intervention Specialists to help classroom teachers as well as students in all areas that need improvements. Tier II interventions include ESL teacher, Resource Room teacher, and Speech Therapist. The language of instruction is English. The translators over the phone or our bilingual paras are used for translations if necessary. IEP evaluations and parent teachers meetings are conducted for our students with special needs. Apart from ESL program and other intervention programs the classroom teachers are concerned with the language needs of ELLs, constantly monitor students' understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning, and scaffold the instruction with visual aids such as maps, and illustrations to increase comprehension. We use Guided reading, and vocabulary quizzes to make instruction more involving and effective. Instruction is modified for newcomers by focusing on building vocabulary, developing listening comprehension, modeling reading and writing using visuals, realia, and providing active contextualized engagement activities. A combination of different second language acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce the students to school routines and to basic English language skills. In the testing grades the students utilize translated glossaries for Mathematics, Social Studies and Science, available also on the ALBETAC website. All of the intervention programs for ELA, Math and other content areas are offered in English but with the native language support whenever needed. For the state tests in Math and Science, the translated versions and glossaries are available.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The ESL program at P.S. 305 is devoted to meet the needs of all ELL students and help them achieve proficiency in language as well as in all content areas. Starting from the very first years the students are involved in developing their phonemic awareness, phonic skills, basic and complex vocabulary, fluency and comprehension so that they could become successful readers and writers, all while using the materials that are content based, including Social Studies and Science. They also receive instruction in Mathematics, this year especially using the Go Math! program curriculum and lesson plans making use of its manipulatives and intervention activities.

The effectiveness of our current program is measured by the ELL students results in the formal assessment, ELA tests, Math tests, Science tests, Social Studies Tests, NYSESLAT tests and with other informal assessments in the ESL class as well as in the content area classes. ELLs are making steady gains on the assessment and in both content and their language development by moving from one to the next proficiency level in order to become language proficient. For example, the general patterns across proficiency and grades in the years before have shown that many ELL students who were Intermediate or Beginner, after taking NYSESLAT went up one level of English proficiency and are now advanced ELL students.

It is often noticeable that ELLs who are taking the ELA after one year, are mostly scoring low on ELA, and making better progress in Math area. However, those students are making steady gains, and are expected to perform much better this year. In addition, the performance data in math, science and social studies shows that ELL population needs to work on their academic language skills as well as on their reading comprehension, writing and test taking strategies. Therefore, the ESL teacher is focusing on these areas in the classroom instruction. The performance on standardized tests, classroom grades, observations and conferences with teachers, informs ESL teacher for the future planning.

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

This school year the ESL teacher is aligning the ESL curriculum with the literacy curriculum of the ReadyGen program and Math from the GoMath! ESL students will also be a part of the Reading A-Z, the online leveled reading program that is using many fiction and non-fiction books and materials that are correlated with Common Core Standards, and teach guided reading, reading proficiency and comprehension.

12. What programs/services for ELLs will be discontinued and why?

There are no programs/services that will be discontinued for ELLs at PS 305. The only difference are the core programs, ReadyGen and Go Math! that are being introduced this year.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs at PS 305 participate in curricular ReadyGen and Go Math! programs. They have an equal access to all afterschool

programs and supplemental services offered in our building. Also, Tier III intervention specialists who serve all the students and their parents include guidance counselor, family worker, parent coordinator, occupational therapist, physical therapist, speech and language therapist, social worker, and psychologist. Moreover, the students take part in the community building activities, enjoy participation in our basketball team, cheerleaders, dance group, peer mediators conflict resolution programs, student government and Safety Patrol, Step Team, PAL, Double-Dutch Team. Some of former and present ELL students have been chosen to be part of the Student Government and are represented regularly on the Principal's Honor Roll List. Many ELLs attend the afterschool Woodwind tutoring and homework program. Afterschool instruction is given in preparation for the state exams for grades 3- 5. Whenever needed, ELL parents are provided with the fliers that are in their native languages, they have an access to the Translation and Interpretation Services, and the documents in their native languages. Interpretation services are a daily help in communication between school staff and parents.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Materials that are used in ESL classroom to familiarize students with the state assessments include: Attanassio and Associates Getting Ready for the New NYSESLAT, New York State Coach: ELA, New York State Coach: Mathematics. Moreover, students are provided with prentice Hall regents ESL, Scott Foresman ESL, Spin by Longman, American English Today, Amazing English books, and the classroom library books. With the assistance of the stationary computer programs (Kidspirations, FunPhonics), Internet sources (Reading A-Z, Starfall), and listening tapes, the students develop their skills in phonics, reading, vocabulary, listening, writing and math. Because of the low number of ELL population at our school, we don't receive Title III funding.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

In order to deliver native language support, reading levels labeled language books, the picture dictionaries, Webster dictionaries as well as Bilingual dictionaries are often used in the ESL instruction. We also provide a small collection of bilingual/native language reading books in the ESL classroom library that students can check out to take home. This year the teacher is to use her tablet with the online translations application so that it may serve better communication between the teacher and newcomers. The bilingual dictionaries and translated glossaries are available as a classroom resource, and may be provided as an accommodation when taking State examinations, and also, the Department of Education may provide them with the translated editions of some tests.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The required services support, and resources correspond to ELL's ages and grade levels. The services provide support needed by ESL students to achieve and maintain a satisfactory level of academic performance. ELL acquire and develop English language skills while meeting their grade and age level standards in core subjects. ELL students are assessed on an ongoing basis with the help of Periodic Assessments and the Reading A-Z program to drive teaching goals and instruction.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Our ELL population is quite small. As such, we conduct orientations with the parents as they enroll their children and after the child is identified as an eligible candidate for ESL instructional services. In order to ensure the identification, the appropriate placement and educational services for the children, on the day of registration, all of the parents are initially interviewed one-on-one, and given a Home Language Survey (HLIS) by the licensed pedagogue, the teacher with an ESL license or the secretary. In case of the language barrier, school staff members serve as translators or Translation and Interpretation Unit is called. HLIS are distributed according to home languages of the parents. After the informal interview, initial screening and HLIS administration, the child is or is not identified as an eligible candidate for ESL instructional services.

18. What language electives are offered to ELLs?

There are no language electives offered at our school.

19. For schools with dual language programs:

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

At this time p.S. 305 does not offer any Dual Language programs.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The ELL Specialist from the Children's First Network provides professional development and instructional support to the entire school staff (including ESL teacher). At monthly meetings conducted by Network, staff development is offered in differentiated instruction, Common Core Standards, Universal Design Learning and DOE's expectations in the areas of Literacy and Math. The ESL teacher and other staff members such as paraprofessionals, guidance counselor, special education teachers, psychologist, speech therapist, secretary, and parent coordinator attend also the workshops offered by the Literacy Coach and the Network Content Specialist at school. Our ELA Professional Development is based on the needs of the students and teachers. It is data driven and focused on improving teacher craft and students' areas of weakness.

Professional development is provided by school staff and Community Learning Support personnel organization. They focus on: scaffolding in the content areas, differentiation in the ESL classroom, ESL in the Mathematics classroom. Academic Intervention Specialists and ESL teacher go in the classrooms and provide professional support to the teachers of ELLs. ESL teacher participates in Regional Professional Development sessions, Office of English Language Learners PDs, Technical support sessions (LAP, BESIS) as well as faculty and grade conferences. In addition our grade leaders and subject facilitators in ELA and Math participate in vertical meetings across the grades to strengthen the instruction and practices that ensure student academic success.

2. Office of English Language Learners (OELL) shares many ELL -related professional development opportunities and educational resources that support ELL teachers as they engage in the Common Core learning Standards. Additionally, Pearson Ready Gen and Go Math! programs offer workshops and training sessions. One took place during the Summer and they will continue during the school year so that the teachers become more familiar with the new curricula and methodologies that are being implemented.

3. ESL teacher and the guidance counselor provide teachers, parents, and the students with information about different schools, helping make the proper placement decision of those ELL students who transfer from elementary to junior- high school. The Guidance Counselor attends the workshops and turnkeys the information that he has learned to the teachers and administrators who in turn educate students about different choices by supplying them with the materials and resources. Together with Parent Coordinator, the Guidance Counselor organizes workshops for the parents, distribute the fliers and brochures informing about the open school days at various locations. There are links with Community based Organizations, and our Social Worker who represents the Woodwind Foundation helps the parents, students and the Guidance Counselor communicate and work with each other in assisting he ELLs in transition from one school level to another.

4. The ESL teacher and the ELL Specialist from the 531 Network will make presentations on effective learning and teaching strategies for ELLs at a Faculty Conference and grade meetings to fulfill the requirement of 7.5 hours of ELL training for staff. The teachers are also informed about the professional development evens and trainings provided by the Office of Language learners (OELL). The power point presentation and informThe ELL Specialist will also present to staff and support teachers throughout the year. The records will be maintained by keeping the meetings' agendas and the attendance sheets.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. All parents of PS 305 students are encouraged to be partners in their child's education at home and in school. We rely on parent support to ensure student success. It is our practice to provide regular opportunities for parents to participate in workshops on topics they have identified as relevant and of interest through surveys and informal assessment. We attempt to provide meaningful communication through the school calendar, website, email, backpacked notices and phone calls.

At P.S. 305 parents of newly enrolled students are provided with an orientation session on the State Standards, assessments, school expectations and the general program requirements of our ESL program. Also, all ELLs are invited to two informational meetings as required under Part 154; they meet with an ELL teacher during the School Open Night, Parent- Teacher Conferences. These meetings provide information on ELA/ ESL and Math Standards and Assessment, and later in the school year on NYSESLAT Assessment and Promotional Policy.

Whenever needed, ELL parents are provided with an access to the Translation and Interpretation Services, and the documents in their native languages. Interpretation services are a daily help in communication between school staff and parents, and the Parent Coordinator serves as a Language Assistance Coordinator and she makes sure that all correspondence between the school and the parents is translated into the appropriate languages.

The school regularly plans activities that involve the families in the school community such as several parent/child activities that are jointly planned by the Parent Teachers Association and the Parent Coordinator. Incentives such as Earning Scholar Dollars for child are offered to attend workshops and PTA Meetings that focus on family literacy services. This helps them improve their understanding of the curriculum and assist families in supporting their child's education, or develop life skills that will improve the family life for our students. Information about community resources and support services are available for parents in the parent room. During the meetings and workshops there is a licensed pedagogue who serves as an onsite Spanish interpreter. Our Arabic parents usually provide their own interpreters, family or friends who translate for them; there is also over the phone translation available through Translation and Interpretation Services.

2. Our school is always open to the support of our school community and has several community partnerships. At this time none of our partnerships are specifically targeted to parents of English Language Learners. We do support and encourage attendance at the workshops for ELL parents held by the Department of Education and other organizations.

3. Parents are formally surveyed and informally assessed when there is opportunity for face to face interaction. They are invited to come, call or email with any issues that may impede their child's educational progress. Surveys about their interests and needs, feedback forms from workshops and the Learning Environment Survey are also used to evaluate parent needs. Parent Coordinator provides a warm, welcoming environment to all ELL parents, and lets them know they are always welcomed and important to our school community no matter the language or cultural differences. The onsite interpreters and over the phone Translation and Interpretation service are always available.

4. Our activities are designed to support the Six Types of Parent Involvement as defined by Joyce Epstein's research.

(1) Parenting: Providing a supportive home environment.

(2) Communication: School and home exchange information about the child.

(3) Volunteering: Parents are recruited to help at school.

(4) Learning at home: Schools can provide guidance and materials to parents to involve them in their children's education.

(5) Decision making: Parents are represented and involved in school decisions.

(6) Collaborating with the Community: Identifying resources from the community to improve student learning and family life.

The onsite interpreters and over the phone Translation and Interpretation Services are always available.

E. 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 response to question 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)
DR. JULIA MORTLEY	Principal		11/5/13
BRUCE COPELAND	Assistant Principal		11/5/13
LORIE AYERS	Parent Coordinator		11/5/13
JOANNA WIZNER	ESL Teacher		11/5/13
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 13K305 School Name: Dr. Peter Ray

Cluster: 5 Network: 531

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 Home Language Identification Survey (HLIS) is provided to the parents upon registration at the school. On the Home language Survey, the parent provides the school with the parent's communication language preference. At the time of registration, parents are also notified about all the translation services available namely - the DOE's Translation and Interpretation Unit, and Over-the-Phone Interpretation Services. The ELL Parent Information Kit (EPIC) which contains documents available in several languages is placed in a designated cabinet in ESL classroom. It is also available at the DOE website:
<http://schools.nyc.gov/Academics/ELL/EducatorResources/Parent+Information.htm>

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.

At P.S. 305, there is a growing population of students who speak the Arabic language. This means that any written correspondence being sent home will have to be translated for these parents. The staff and parents are informed each year about any significant changes or trends in the ethnicity breakdown of the school and are aptly provided information about the school's written translation and oral interpretation needs at the beginning of the year faculty conference; at registration, Parent workshops and at 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.

The Home Language Identification Survey (HLIS) will be provided upon the registration at the school.

The parent will be notified in a timely fashion about eligibility for LAB-R testing, LAB-R results and a Parent-Teacher Orientation session for the parents of newly enrolled students.

At the orientation session, parents will be provided with information and choice regarding ELL programs available in the New York City School System. Moreover, parents will be informed about the upcoming, citywide tests, the NYSESLAT results, and all documents containing critical information about their children's education.

In addition to this, the ESL teacher has an access to The ELL Parent Information Kit (EPIC) which includes: the Home Language Identification Survey, the ELL Parent Brochure, Parent Survey and program selection Form, and Parent notifications (Entitlement, Non-entitlement, Continued Entitlement, Placement, and Transition letters).

All of the above are available in several languages, and also at the DOE website:

<http://schools.nyc.gov/Academics/ELL/EducatorResources/Parent+Information.htm>

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.

Whenever there is a need, the oral interpretation services will be provided by in-house volunteers i.e., a teacher/para, a relative, or an Over the Phone Interpreter. The Translation and Interpretation Unit provides NYCDOE schools and offices with the resources for accessing oral interpretation services as well as on-site interpretation services for different events. In addition, the Office of ELLs will provide city-wide conferences for the parents of current and former English Language Learners (ELLs).

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>.

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