



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PIONEER ACADEMY
DBN (i.e. 01M001): 24Q307
Principal: CECILIA JACKSON
Principal Email: CJACKSON4@SCHOOLS.NYC.GOV
Superintendent: MADELENE TAUB-CHAN
Network Leader: 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
Cecilia Jackson	*Principal or Designee	
Erin Delaney	*UFT Chapter Leader or Designee	
Nube Bonilla	*PA/PTA President or Designated Co-President	
Krystle Connell	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Veronica Amador	Member/ Parent	
Juan Antonio	Member/ Parent	
Lalina Budhu	Member/ Parent	
Jessica Chauca	Member/ Parent	
Jasmin Andujar	Member/ UFT	
Jae Fusco	Member/ UFT	
	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- 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.
- 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 CEP 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 CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

CEP Checklist

All Schools

	Indicate using an "X" in the box to the left of each section that the section has been completed
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, 60% of first and second grade scholars will demonstrate a minimum growth of two independent reading levels as measured by the Fountas & Pinnell Benchmark reading assessment.

Comprehensive Needs Assessment

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

Based on the Fountas & Pinnell Literacy Assessments, 50% of our first and second grade scholars are currently not meeting grade level expectations in literacy. In order for scholars to be college and career ready by the time they graduate from high school, it is imperative to have a strong foundation on which to build in order for them to access more complex information. Hence, our school will focus on developing scholar literacy skills during the early childhood years in order for them to be academically successful later.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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

- Scholars will be assessed with the Fountas & Pinnell benchmarking kit, and the DYO comprehension and fluency rubrics and AIMSweb Benchmark Assessments throughout the school year;
- Scholars are involved in guided reading/small group instruction at least twice a week, based on scholar needs as identified by data;
- Response to Intervention (RtI) will be provided by both classroom and cluster teachers in all classes for scholars performing significantly below grade level expectations; and
- Administration and coaches will review data on an individual, class, and grade basis to identify significant trends.
 - a. Principal will document data meetings with teachers to develop goals and identify next steps.
 - b. Assessment results will be measured against grade level expectations, as outlined by above-stated assessment tools and school-wide developed expectations.
- Consistent professional development support in literacy will be provided for all classroom teachers; teachers meet regularly with the UBD consultant to develop curriculum maps and create unit plans aligned to the Common Core Learning Standards; analyze scholar work; and create differentiated groups to meet determined needs/goals.

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

1. Classroom teachers will use Fountas and Pinnell data to drive instruction based on scholar needs from this assessment to develop scholar literacy skills
2. Classroom teachers will implement daily word study and reading instruction will be supported by Fountas & Pinnell Leveled Literacy Intervention, FUNdations;
3. Classroom teachers, AIS specialist, and SETTs teachers Scholars engage in guided reading/small group instruction at least twice a week, based on scholar needs as identified by data;
4. Response to Intervention (RtI) will be provided by both classroom and cluster teachers in all classes for scholars performing significantly below grade level expectations and will use the following resources during instructional time to develop scholars literacy skills: The Fountas&Pinnell Prompting Guide: A Tool for Literacy Teachers, Reading A-Z web-based resource, use of 2 Steps from the Curriculum Associates 4 Step Reading Program:STARS (Strategies to Achieve Reading Success)and CARS (Comprehensive Assessment of Reading Strategies) , and use leveled readers to meet the instructional needs of scholars at multiple tiers during guided reading.
5. Administration and coaches will review data on an individual, class, and grade basis to identify significant trends. Principal will document data meetings with teachers to develop goals and identify next steps and assessment results will be measured against grade level expectations, as outlined by above-stated assessment tools and school-wide developed expectations.
6. Administration, UBD Consultants, coaches, teachers will provide teachers with provide consistent professional development support in literacy for all classroom teachers; teachers meet regularly with the UBD consultant to develop curriculum maps and create unit plans aligned to the Common Core Learning Standards; analyze scholar work; and create differentiated groups to meet determined needs/goals.

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

1. At least 60% of scholars will demonstrate targeted practice across the year, achieving monthly benchmarks on the Fountas and Pinnell assessment annual benchmark chart.

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

- Fountas and Pinnell Benchmark Assessments October 2013, February 2014, May 2014
- Reading A-Z 6 week assessment and inquiry cycles benchmark beginning October 2013- June 2014
- MOSL Literacy Baseline- October 2013- March 2014
- STARS Pre-Post Assessment every 6 weeks beginning January 2014
- Guided Reading Conferencing Notes October 2013-June 2014

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

Programmatic Details

Strategic PD structures enable full implementation:

1. Weekly Grade meetings
2. Weekly PD sessions
3. Afterschool and Saturday study groups/clinics
4. NYCDOE PD days
5. Full PD day added to the Pioneer Academy school year calendar

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Strategies to Increase Parental Involvement

The following workshops are scheduled to build capacity of our families to help support our scholars:

- Transition to Elementary
- Provide professional development for families on reading benchmarks/reading behaviors for each level with book sample on each level
- Provide workshop/video for families on how a running record is done/type of questions asked
- ARIS Parent Workshop
- Storytelling and Bookmaking K through 5th Grade
- Each scholar has a Pioneer Academy Scholar Handbook and Planner
- Family Library Tour-Workshop and Resources (3-Part Series)
- Common Core Standards Workshop for Families
- Collaboration with Dial-A-Teacher and Elmcor to provide homework help
- Sylvan-At Home Strategies for School Success
- Reading Strategies and Questioning Workshops

The following are also being done to increase parent-involvement:

- Partnership with the Learning Leaders
- BrainPop, BrainPop, Jr., BrainPop ESL, RAZ-Kids, Pebblesgo, Study Island, Samson software programs that families can access from home or the library (Workshop for families on how to access and use the software)
- Monthly Progress Reports with goal setting are sent home to families
- Monthly classroom celebrations

Budget and Resource Alignment

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

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

Service and Program Coordination

Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve develop and support teachers and families to ensure the academic success of all scholars now and in the future.

4Q307 is a Title I SWP school, therefore conceptual consolidation allows our school to use all its funds to support activities as defined in the instructional activities and strategies in the CEP action plan.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, 60% of scholars in Kindergarten through 5th grade will have engaged in at least two written performance task aligned to the Common Core Learning Standards.

Comprehensive Needs Assessment

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

School wide assessment data based on our writing rubric, revealed that our scholars' writing skills need to be developed, in all grades. With the adoption of the Common Cores Standards, scholars are expected to demonstrate more cohesive and argumentative writing skills, hence, school wide, we need to develop the scholars' capacity to be able to do so.

Instructional Strategies/Activities

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

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

- Daily instruction and participation in the writing process during the Writing Workshop
 - Daily AIS/RtI push in/pull out support for students performing significantly below grade level expectations
 - Consistent professional development support in literacy will be provided for all classroom teachers; teachers meet regularly with the UbD consultant to develop curriculum maps and create unit plans aligned to the Common Core Learning Standards; analyze student work; and create differentiated groups to meet determined needs/goals
 - Students will be assessed according to tasks aligned with the Core Standards, Design Your Own Assessment (DYO) grade specific writing rubrics and genre based rubrics
 - Knowledge of the progress met through individual goal setting sheet created for the purpose of scholar ownership of their learning and family support
 - Each scholar has a Pioneer Academy Scholar Handbook and Planner
 - Student growth will also be noted and monitored using the assessment database
 - Principal will review data on an individual, class, and grade basis to identify significant trends
 - Principal will document data meetings with teachers to develop goals and identify next steps
 - Assessment results will be measured against grade level expectations, as outlined by above-stated assessment tools and school-wide developed expectations
1. On-going individual feedback to teachers, through data meetings and formal and informal observations

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

Classroom Teachers, AIS, SETTS, Coaches, and ESL Teachers

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

- Units of Writing Performance Assessments aligned to Common Core Writing Rubric with Teacher , Scholar, and Peer -to - Peer Feedback
- Goal Setting sheet with evidence of teaching strategies and next steps to support scholar learning
- MOSL Writng Baseline
- Fountas and Pinnell Writing Benchmark Assessment Rubric.

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

- Unit Writing Performance Assessments- September 2013, November 2013, January 2014, March 2014, April 2014, June 2014
- Goal Setting Sheet- October 2013-June 2014
- MOSL Writing Baseline and Benchmark Assessments Fall 2013- Spring 2014
- Fountas and Pinnell Writing Benchmark Assessment Rubric Fall 2013, Winter 2014, and Spring 2014

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

Programmatic Details

Strategic PD structures enable full implementation:

1. Weekly Grade Leader meetings
2. Weekly PD sessions
3. Afterschool and Saturday study groups/clinics
4. NYCDOE PD days

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The following workshops are scheduled to build capacity of our families to help support our scholars:

- Transition to Elementary School
- ARIS Parent Workshop
- Family Workshop on rubrics
- Family Literacy Workshop Series I and II – Grades K through 5th
- Each scholar has a Pioneer Academy Scholar Handbook and Planner
- Family Library Tour-Workshop and Resources (3-Part Series)
- Common Core Standards Workshop for Families
- Collaboration with Dial-A-Teacher and Elmcors to provide homework help

Budget and Resource Alignment

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

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

Service and Program Coordination

Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve develop and support teachers and families to ensure the academic success of all scholars now and in the future.

24Q307 is a Title I SWP school, therefore conceptual consolidation allows our school to use all its funds to support activities as defined in the instructional activities and strategies in the CEP action plan.

Goal and Action Plan #3

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

Annual Goal #3

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

To increase the reading levels of our 1st grade English Language Learners (ESL) by increasing the number of students gaining at least three reading levels from September 2013 to June 2014 with an informational text focus (Common Core Reading Standard for Informational Text # 1-10). We anticipate that at least 50 percent of our ESL students will improve at least two non-fiction reading levels when assessed with a non-fiction text.

Comprehensive Needs Assessment

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

Approximately 33% of our scholars receive ESL services. Based on data collected in-house and NYSELAT results our ESL scholars are struggling slightly more than our non-ESL scholars in reading comprehension and writing. Addressing our ESL scholars' reading comprehension skills would lessen the achievement gap with that of our non-ESL scholars.

Instructional Strategies/Activities

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

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

- AIS using the Fountas and Pinnell Reading Intervention System
- Provide professional development for ESL team on *The Sheltered Instruction Observation Protocol (SIOP)* Model and have them turn-key the information to staff
- Provide professional development for teachers to use Imagine Learning
- Place Bilingual Pupil Services (BPS) providers in classes with a large number of ESL students to offer native language support
- Offer individual and/or small group tutoring after school (Contract for Excellence) to students who are currently performing significantly below grade level
- Use the professional period for clusters to provide an additional period in reading support in all classes at least once per week
- Explicit vocabulary instruction and review with native language support
- Provide daily ESL push in support in all the classes for students receiving mandated ESL services
- Provide thematic based instruction to facilitate language and vocabulary development for ESL students
- Provide phonics and reading comprehension instruction by using *Wilson's FUNdations* every day for 30 to 40 minutes
- Center activities designed to teach, integrate and reinforce NYSELAT skills in all modalities
- Dr Fry's Phrase List

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

ESL Teachers, Classroom Teachers, Bilingual Pupil Service Providers, AIS Teachers, SETTS Teachers, and Coaches

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

Lesson Plans and Thematic Based Unit Plans implementing the SIOP Model , Imagine Learning Web-based System, Teacher Conferencing Notes and Checklist to monitor scholar learning in centers focusing specific learning modality (listening , speaking, reading, writing,) Fountas and Pinnell Literacy Leveled Intervention System, Dr. Fry's Instant Phrase List for Fluency.

6 week cycle of goal setting based on conferencing notes, checklists, exits slips etc based on small group instruction

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

Imagine Learning October 2013- June 2014

Literacy Centers October 2013- June 2014

Lesson Plans and Thematic Based Unit Plans October 2013-June 2014

Goal Setting Sheets- October 2014-June 2014

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

The Fry list* of 600 words—broken down into levels—contains the most used words in reading and writing. The words on the lists make up almost half of the words met in any reading task. Good readers decode words so that they are said “instantly”, therefore assuring the automaticity essential to comprehension. The words are divided into hundreds, according to difficulty and frequency, so each level should be taught and assessed sequentially.

Imagine Learning is an engaging language and literacy software program that accelerates English learning by:

- utilizing peer modeling,
- Provides strategic first-language support
- Boosts oral language development
- Strengthens academic vocabulary and instructs students in the five essential components of reading

Programmatic Details

Strategic PD structures enable full implementation:

1. Weekly Grade Leader meetings
2. Weekly PD sessions
3. Afterschool/Saturday study groups/clinics
4. NYCDOE PD days

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

The following workshops are scheduled to build capacity of our families to help support our scholars:

- Transition to Elementary School
- ARIS Parent Workshop
- Family Literacy Workshop Series I and II – Grades K through 5th
- Each scholar has a Pioneer Academy Scholar Handbook and Planner
- Family Library Tour-Workshop and Resources (3-Part Series)
- Common Core Standards Workshop for Families
- Collaboration with Dial-A-Teacher and Elmcors to provide homework help
- Sylvan-At Home Strategies for School Success
- Reading Strategies and Questioning Workshops
- Presentations at monthly FTA meetings by the Principals and Assistant Principal to inform parents of school initiatives, programs available, parental rights and responsibility pursuant to Title 1 and No-Child Left Behind mandates.
- Monthly meeting with the School Leadership Team.
- Family Teacher association (FTA) meeting, science fairs, multicultural fairs, school assemblies, trips and other events. Funds may also be provided for parent trips related to school and parental involvement activities.
- Annual "Meet the Teacher Night".

The following are also being done to increase parent-involvement:

- Partnership with the Learning Leaders
- BrainPop, BrainPop Jr., BrainPop ESL, RAZ-Kids, pebblesgo, Study Island, Samson software programs that families can access from home or the library (Workshop for families on how to access and use the software)
- Monthly Progress Reports with goal setting are sent home to families
- Monthly classroom celebrations

Budget and Resource Alignment

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

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

Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve develop and support teachers and families to ensure the academic success of all scholars now and in the future.

24Q307 is a Title I SWP school, therefore conceptual consolidation allows our school to use all its funds to support activities as defined in the instructional activities and strategies

in the CEP action plan.

Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, 65% of teachers will advance one level in the Danielson Rubric on Domains 2 and 3

Comprehensive Needs Assessment

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

Meaningful professional development is an integral part of the culture of Pioneer Academy. We believe that the purpose of supervision is to enhance teachers' pedagogical skills, with the ultimate goal of enhancing scholar achievement. Using 2012-2013 Teacher Observations, 2013-2014 Teacher Professional Goals, and Round 1 of 2013-2014 Teacher Observations allows us to be strategic and purposeful in developing our teachers.

Instructional Strategies/Activities

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

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

Using the research-based set of components of instruction, teachers will individually reflect upon their practice, select a standard that reflects their area of greatest professional need and identify current level of performance on the *Framework*, with supporting evidence. The four components are as follows:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Profession Responsibility

In collaboration between teacher and administrator, an action plan will be created to support the teacher's progression to the next level. Teacher will meet individually with the administrator every two months to review and monitor progress towards outcomes. Modifications will be made as necessary. Through the standards, we will focus on Acquisition-Meaning Making and Transfer (A.M.T.) of learning.

Teachers will receive the following support to develop their individual professional capacity:

- Weekly participation in grade level team meetings
- Learning Walks
- Lesson Study
- Individual Coaching Session (ELA and Math)
- Observations using our "Quick Visits" form
- Coaches
- Inter-visitations and demonstrations lessons
- Peer mentoring
- Grade-Level Coaches
- Support from UbD consultant
- Math Consultants
- Formal and informal observation feedback

There are three parts to the formal observation process: the pre-observation conference, the formal observation itself, and the post observation conference. Teachers will receive at a minimum at least one formal observation and at least three formal observations or at least six informal observations depended of observation option selected in September 2013.

Target Population

- All teachers

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

Responsible Staff Members :Principal, Assistant Principals, Consultants, Coaches and Teachers

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

Danielson Teacher Effectiveness Rubric based on the HEIDI scale for observation cycles

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

Formal and Informal Observations effective September 2013- June 2014

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

Using the research-based set of components of instruction, teachers will individually reflect upon their practice, select a standard that reflects their area of greatest professional need and identify current level of performance on the *Framework*, with supporting evidence. The four components are as follows:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Profession Responsibility

In collaboration between teacher and administrator, an action plan will be created to support the teacher’s progression to the next level. Teacher will meet individually with the administrator every two months to review and monitor progress towards outcomes. Modifications will be made as necessary. Through the standards, we will focus on Acquisition-Meaning Making and Transfer (A.M.T.) of learning.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- Share teacher development rubric with families
- Workshop for families on the Teacher Effectiveness Rubric/Danielson Framework
- Survey families to develop a repertoire of learning link
- Provide scholars with community-based experiences that support scholar learning
- Monthly meeting with the School Leadership Team.
- Annual “Meet the Teacher Night”
- Presentations at Monthly F.T.A. meetings by principal and/or assistant principals to keep families informed.

Budget and Resource Alignment

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

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

Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being

coordinated with the instructional strategies/activities to achieve develop and support teachers and families to ensure the academic success of all scholars now and in the future. 24Q307 is a Title I SWP school; therefore conceptual consolidation allows our school to use all its funds to support activities as defined in the instructional activities and strategies in the CEP action plan.

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
1.
- 2. Key personnel and other resources used to implement each strategy/activity**
3.
- 4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- 5. Timeline for implementation and completion including start and end dates**
1.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

List any additional fund sources your school is using to support the instructional goal below.

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	AIS teacher provide pull out services using The Fountas and Pinnell Leveled Literacy Intervention Program. This program is used to support our students who have been targeted to receive academic intervention in English Language Arts and is designed for scholars who are the lowest achievers in literacy on their grade level. The goal of the intervention is to bring scholars to grade level achievement.	The Academic Intervention Teachers service scholars using small group instruction usually no more than 4 scholars during the school day. Scholars are engaged in the reading and writing process every day and their progress in monitored on a regular basis.	AIS is also provided to scholars during, Rtl daily; 50 minutes on small group instruction during the school day and after school Monday through Friday.
Mathematics	The math coach and the SETSS teachers provide pull out services through small group instruction designed to provide remediation during the school day.	In groups of no more than 3 students, the AIS teacher modifies the math content that is being presented by the classroom teacher and uses various strategies to modify and differentiate the instruction using a hands-on approach.	AIS is also provided to scholars during, Rtl daily; 50 minutes on small group instruction during the school day and after school Monday through Friday.
Science	The science specialists provide science enrichment to all 4 th grade scholars before and after school. Scholars will be exposed to inquiry based instruction. They will be working in small interest based teams.	4 th Grade Scholars	Before school starts from 7:30-8:00am and 3:00-4:00pm
Social Studies	The social studies specialist provides Social studies enrichment to scholars. Scholars will be exposed to inquiry based instruction. They will be	Scholars in grades 2-5	During the school day

	working in small interest based teams.		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Scholars experiencing academic difficulty combined with social emotional, behavioral challenges and test taking anxiety are identified by the school guidance counselor.</p>	<p>The counselor provides scholars with small group sessions where they are able to discuss and work through issues relating to home and school. The guidance counselor also provides the classroom teachers with strategies on how to address these scholars' needs in the classroom as well as provide support during lunch.</p>	<p>Service will be provided during school day</p>

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

2. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. 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.
<p>The following strategies will be used to attract Highly Qualified Teachers or to ensure that current staff becomes highly qualified, in order to achieve this goal:</p> <ul style="list-style-type: none"> ▪ Committee-based hiring-made up of families, teachers, scholars ▪ Weekly participation in grade level team meetings ▪ Inter-visitations and demonstrations lessons ▪ On-Site and Off-Site Professional Development Workshops (i.e. SIOP, RtI, Co-Teaching Strategies...) ▪ Peer mentoring ▪ Learning Walks ▪ Teacher facilitated workshops ▪ Support from UbD literacy, math and writing consultants ▪ Consistent professional development support in literacy will be provided for all classroom teachers; teachers meet regularly with the UbD consultant to develop curriculum maps and create unit plans aligned to the Common Core Learning Standards; analyze student work; and create differentiated groups to meet determined needs/goals ▪ Provide on-going feedback to teachers in one-on-one meetings, formal and informal observations ▪ Create schedule to allow for common planning time ▪ Purchased Cool Culture family pass for free admissions to museums and parks to create authentic experiences; ▪ Create a schedule that allows for staff to focus on vertical alignment of instruction ▪ ESL team provides workshops on effective ESL strategies for teachers and Co-Teaching with ESL Teachers

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).
<p>We offer ongoing professional development to increase teachers' skills in skills in methodologies to improve student behavior and sound pedagogical techniques in teaching students with disabilities and our ESL student population. Our professional development will be based upon data-driven student needs and geared towards sound research validated practices. All PD will be matched to curriculum content and aligned with Common Core Learning Standards.</p> <p>Our school retains and develops highly qualified teachers by guiding their work through collaboration with the teachers on their grade, PD and assistance from colleagues and administration.</p>

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.).

Our Title 1 funds are used to purchase materials and services to supplement our instructional program for all scholars in the school. With Title 1 funds, we purchase materials for our before and after school programs to help our neediest scholars.

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.).

Our school provides families transitioning from Pre-K to Kindergarten support by providing Family Orientation. Teachers provide families with information regarding the Kindergarten program and expectations for Kindergarten. Families have the opportunity to meet administrators, teachers and support staff. Parents receive information packets that include tips and techniques for parents to use at home to support and promote literacy and numeracy.

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 and administrators met to discuss various assessment options, the assessments chosen produce data that we can use to make adjustments to our instructional program. We have chosen a variety of assessments including those recommended by the DOE as well as rubric based performance tasks in order to match CCLS assessment standards. Teachers meet during Teacher Teams to discuss scholar work to help plan for further assessments and task planning.

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)

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;

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 24	Borough Queens	School Number 307
School Name Pioneer Academy		

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 Cecilia Jackson	Assistant Principal Rudelina Murray/Arelis Parache
Coach C. Crifasi	Coach E. Mathis
ESL Teacher M. Crawford	Guidance Counselor
Teacher/Subject Area H. Brown/ C. Armas - ESL	Parent Nube Bonilla
Teacher/Subject Area E. Mora/V. Friedman- ESL	Parent Coordinator M. Caraballo
Related Service Provider J. Pollina /Bilingual Speech	Other D. Sinaly /SETTS
Network Leader(Only if working with the LAP team)	Other J. Hallas- Science Teacher

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.	7	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	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	975	Total number of ELLs	292	ELLs as share of total student population (%)	29.95%
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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 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	3	5	5	3	3	2								21
self-contained	0	1	0	0	0	0								1
Total	3	6	5	3	3	2	0	22						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	292	Newcomers (ELLs receiving service 0-3 years)	194	ELL Students with Disabilities	74
SIFE	3	ELLs receiving service 4-6 years	55	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	237	3	52	55	0	23	0	0	0	292
Total	237	3	52	55	0	23	0	0	0	292

Number of ELLs who have an alternate placement paraprofessional: 29

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	36	94	55	33	33	29								280
Chinese	4		3		2									9
Russian														0
Bengali														0
Urdu					1	1								2
Arabic				1										1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	40	94	58	34	36	30	0	0	0	0	0	0	0	292

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)														0

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)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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	26	13			39
4	25	10			35
5		1			1
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	20		13		3				36
4	18	4	14	1					37
5	2								2
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	1	3	5	1	21	1	5		37
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.
P.S. 307 (Pioneer Academy) uses a variety of assessment tools to assess ELLs' early literacy skills. LAB R, NYSESLAT, and school created checklists are used to evaluate concepts of print as well as alphabet letter and sound recognition. In addition, Pioneer Academy utilizes a site word checklist to monitor and assess sight word recognition from the Dolch site word list. To monitor progress in early reading skills the AIMS Web diagnostic tool is utilized. The Fountas and Pinnell running record assessment is used to identify student independent and instructional reading levels and monitor progress. The school also utilizes SUPERKIDS unit assessments for K-1. A baseline assessment is used to assess early literacy skills and an end of the unit assessment is used to monitor the knowledge obtained from the unit. These assessment tools are used to provide insights to help inform the school's instructional plan. In addition, teachers use various forms of informal assessments such as conferencing notes, classroom assessments, and anecdotal records to track student achievement. The data collected also helps inform instructional decisions for grouping all students including the ELLs according to their needs with emphasis on the four language modalities.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
This year there are 40 ELLs in Kindergarten, 94 ELLs in 1st grade, 58 ELLs in 2nd grade, 34 ELLs in 3rd grade, 36 ELLs in 4th grade and 30 ELLs in 5th grade for a total of 292 ELLs. After reviewing the assessment breakdown, the data reveals that 65% of the ELL population scored at the Advanced level on NYSESLAT as opposed to 37% from the previous year. Kindergarten contains the largest amount of beginner ELLs. First grade contains the largest amount of intermediates and advanced ELLs. In the 1st, 2nd, 3rd, 4th and 5th grade most of the ELLs are advanced. This is an encouraging sign that the ELLs are making steady improvements in their language acquisition and is developmentally appropriate according to the stages of language development.
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](#))
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) NYS ELA Exam

Thirty nine ELL students in third grade took the New York State ELA exam. The results of the exam indicate that 26 ELLs scored at a level 1. From the students who scored at level 1, two of the ELLs are Beginner, nine are Intermediates, twelve students are Advanced and three students are Proficient. Thirteen ELLs scored at a level 2. Two Intermediate ELLs scored at level 2, five ELLs are Advanced and six are Proficient. The patterns from these results reveal that some Advanced and Intermediate ELLs were able to obtain a level 2 on the ELA exam but most scored at a level 1. These results indicate that the majority of Intermediate and Advanced ELLs are still in the process of developing academic language and hence have difficulty in the area of reading comprehension and writing standards at the 3rd grade level. They are approaching third grade level standard performance in reading and writing because they are still developing academic language. The ELLs require further support with developing reading comprehension and academic language. This is also true for Proficient ELLs who all scored at level 1 and at level 2.

Thirty five ELLs took the 2013 New York State ELA exam in the 4th grade. The results show that 25 ELLs scored at a level 1. At this level, 1 ELL is a Beginner, 4 are Intermediate, 15 are Advanced and 5 are Proficient. Ten ELLs scored at a level 2. At this level, 7 were Advanced and 3 were Proficient. Similar to the 3rd Grade ELLs this indicates that the ELLs are approaching 4th grade level standards due to the fact that they are developing academic language and still struggle with reading comprehension and writing standards at the 4th grade level.

There was only one ELL student in the fifth grade that took the 2013 New York State ELA exam. This student was an Advanced level ELL who scored at level 2.

NYS Math Exam

Thirty six ELLs in the third grade took the 2013 New York State Math exam. The results of the exam indicate, that 20 ELLs scored

at a level 1. At this level, 2 ELLs are Beginners, 7 ELLs are Intermediate, 10 ELLs are Advanced and 1 is Proficient. Thirteen ELLs scored at a level 2. At this level, 3 ELLs are Intermediate, 6 are Advanced and 4 are Proficient. Three ELLs scored at a level 3. At this level, 1 ELL is an Intermediate and 2 ELL students are Proficient. Most ELLs scored at a level 1. This indicates that most ELLs are approaching 3rd grade level standards for math. The trend that can be seen by these results is that as ELLs increase their level of proficiency in the English language, the better they fare on the NYS Math exam. No students took the exam in Spanish in third grade.

Thirty seven ELLs in the 4th Grade took the 2013 NYS Math exam. Five fourth grade ELL students opted to take the exam in their home language. Of the ELLs that took the exam in their home language of Spanish, 4 students scored at a level 1. Three ELLs are Beginners and 1 is an Intermediate. One ELL took the exam in Spanish and scored at a level 2 and is Advanced. Of the ELLs that took the exam in English 18 ELLs scored at a level 1. From the students who scored at level 1, three are Intermediate, twelve students are Advanced and three students are Proficient. Fourteen ELLs scored at level 2. At this level, one student is Intermediate, nine are Advanced and four are Proficient. The test indicates that all ELLs are below the 4th grade level standard for math. The five ELLs who took the exam in their native language are newcomers (less than 3 years in the United States) and have been in New York City school system for less than 15 months. The ELLs who took the NYS Math exam in English (56% Level 1, 44% Level 2) fared better by 24% than the students who took the exam in the native language (80% Level 1, 20% level 2). 25% of Intermediate ELLs, 43% of Advanced ELLs and 57% of Proficient ELLs scored at a level 2. This is a similar trend to the 3rd grade NYS Math exam in that as the ELLs increase their level of proficiency in the English language, the better they fare on the NYS Math exam.

Two ELLs took the 5th grade NYS Math exam. One is a Beginner who took the exam in Spanish and the other is Advanced. Both students scored at a level 1.

NYS Science Exam

For 4th Grade NYS Science exam the same 5 ELLs took the exam in their native language of Spanish. Of the ELLs that took the exam in Spanish 3 scored at a level 1, one student at a level 2 and one student at a level 3. Of the ELLs that took the exam in English, one scored at a level 1. This ELL is advanced. 5 ELLs scored at a level 2. At this level 2 ELLs are Intermediate, 2 are Advanced and 1 is Proficient. 21 ELLs scored at a level 3. At this level 2 ELLs are Intermediate, 16 are Advanced and 3 are Proficient. Five ELLs scored at a level 4. At this level 2 ELLs are Advanced and 3 are Proficient. The ELLs as a group fared well on this exam. These results can be attributed to the intensive Science program that includes the After School Science Program dedicated to reviewing material the students have learned throughout the years as well as instructing them for the lab practicum section of the exam. The ELLs who took the exam in English (3% Level 1, 16% Level 2, 66% Level 3 and 16% Level 4) fared much better than the ELLs who took the exam in Spanish (60% Level 1, 20% Level 2 and 20% Level 3)

B) At this time the school does not utilize ELL Periodic Assessments.

C) Not applicable

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](#).)

The first step in the Response to intervention (RTI) process is to benchmark the student population with an assessment or curriculum-based measure. The following assessments are used for K-5 students: ELA and Math Performance tasks, A-Z progress monitoring assessments, Fountas and Pinnell running records, Wilson's Foundation, NYS ELA and Math exams, NYSESLAT, and AIMS Web diagnostic

tool. The data collected is then used to accurately group ELLs and determine how to best drive instruction to support their needs.

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

Pioneer Academy is located in a neighborhood which consists of mostly immigrants. Many of our students are either immigrants themselves or first generation born citizens. There are currently 292 ELLs at the school which is 30% of the school's population. In addition to this there are another 132 Transitional ELLs. All together nearly 50% of the population utilizes English as their second language. Throughout every lesson the Common Core Learning Standards are utilized to guide instruction. ESL and classroom teachers collaborate to imbed Language Standards within the lessons. These language standards put a focus on what students should be learning at their grade level. In doing this, students are practicing and developing language skills in all four modalities while considering. An example of this can be seen in our daily lessons. To develop students' speaking skills teachers conduct an Art of Conversation lesson at the beginning of the day in which students discuss social or academic issues. Also during Math lessons the students write about what they have learned and compose written explanations of their thinking to develop their writing skills. Since there are many current and former ELLs it is important to consider our student's second language development in all lessons, and in all subjects.

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?

Not Applicable

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

The programs at P.S 307Q are evaluated using the results of the NYSESLAT test and all other formal and informal assessments of the ELL students including, Fountas and Pinnell Assessments and other Formative Assessments. ESL teachers conduct conferencing with the students and monitor their progress using a checklist of indicators of the stages of language acquisition. ESL teachers work closely with the classroom teachers to periodically monitor the ongoing progress of every ELL student and develop appropriate instruction. The success of these programs are determined by students' progress in language acquisition. This progress is illustrated through informal assessments and through Fountas and Pinnell reading assessments. Ultimately this progress is evaluated and is seen in the student's NYSESLAT scores. From the 2011-2012 school year to the 2012-2013 the majority of students moved up in their language proficiency levels. A small example of their success is revealed when a closer look is taken at the 2011-2012 Kindergarten class. There were 114 ELLs in Kindergarten which contained 61 Beginners, 16 Intermediate and 37 Advanced. They are currently in 1st grade which now contains 0 Beginners, 22 intermediates, and 72 Advanced and 20 Proficient ELLs. This progress is replicated in other grades which have also had success in steadily moving from one proficiency level to the next. Through all of these observations and assessments progress can be noted. This progress shows the success of the ESL program which would not be possible without the hard work of all teachers, administration, parents of ELLs and the ELLs themselves at P.S. 307Q.

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](#).)

Upon registration and in accordance with CR Part 154, parents complete the Home Language Identification Survey (HLIS). During this registration period, the 5 certified ESL teachers are available to conduct the initial oral interview in English and Spanish. Most of the ESL personnel are bilingual. During the incoming Kindergarten orientation in June, prior to the start of the next school year, there is another opportunity to complete the HLIS forms and initial interview with one of the five ESL teachers. If parents speak languages other than English and Spanish, then interpreters are sought after to assist in completing the informal oral interview. A list of bilingual school personnel who are willing to translate is available in the main office if and when the need arises. The students' whose home languages are other than English are administered the Language Assessment Battery Revised (LAB-R) exam by a licensed ESL teacher to determine a student's English Language Proficiency level (beginner, intermediate, advanced) and program eligibility. If students attain a score below the cut off score, which varies by grade, they are eligible for ELL services. If their home language is identified as Spanish, then they are administered the Spanish (LAB-R) to determine language dominance. This entire identification process from registration to Parent Orientation and student placement occurs within 10 days.

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.

Parental involvement in a child's education can greatly enhance the learning that occurs in the school. Regarding English Language Learners (ELLs), one important act a parent may engage in is enrolling their child in one of three language-learning programs offered by the New York City Department of Education. To ensure that parents are aware of, and understand the three program choices, several outreach methods are used. At registration or prior to enrollment, parents complete the home language survey (HLIS) form. Based on their responses on the survey and when it is determined that the child speaks a language other than English, they are informed that their child will take the LAB-R exam within the first ten days of school. They are further informed

that the LAB-R measures English Language Proficiency skills which determines eligibility to receive services as an English Language Learner. Parents are notified of their child's eligibility status within ten days with Entitlement letters that are sent home in their native language to inform parents that their child is entitled to receive any of three available options. In addition to sending out the entitlement letters, within the the 10 day window period, parents are also invited to attend an English Language Learners parent orientation. At the orientation meeting, the parents are given the opportunity to view the Orientation Video for Parents of English Language Learners in their native language. When necessary, available written translation and on-site interpretation services are obtained for the orientation through "thebigword" which is the DOE's current contracted vendor. The ESL teachers and Parent Coordinator collaborate to provide clarification of the three program choices and offer additional advice in program choice selection on request. All communication with ELL parents is provided in both English and their home languages. During the orientation, parents are informed of program availability and are given the option of choosing and/or transferring their children to schools offering the program of their choice. If the parent would like to transfer their child to another school with an available program of their choice, an email is sent to the DOE's Office of ELLs requesting a transfer. The DOE's Office of ELLs coordinates these these transfer requests with the Office of Student Enrollment. The Office of Student Enrollment is responsible for following up with the family regarding a new placement within the designated timeframe. The final placement of students in an ELL program of their parents' choice is completed within the 10 days window.

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 letters are distributed to parents in their home languages once the ESL teachers determine that a student has scored at or below the cut score on the LAB-R. An ELL Parent Letter Checklist assists the ESL department in tracking when the letters have been sent out and when letters have been returned. The Parent Checklist and all copies of entitlement, continued entitlement, non-entitlement and placement letters are stored in a binder in the ESL office.

The parent survey and program choice forms are given to parents in their home languages during the orientation. Parents are explicitly shown how to correctly fill out the form. Parents are encouraged to return the Parent Survey and Program Selection forms at the end of the orientation. Since not all parents are able to attend the first orientation meeting, a second orientation meeting is planned for the following month. The ESL Teachers and Parent Coordinator are available to answer any questions and inform parents of the program choices individually. Forms are readily available to be filled out after the individual sessions. If program selection forms are not returned, the classroom teachers and ESL teachers speak to the parents at dismissal about the completion of these documents. Upon completion of the parent survey and program selection forms, a record of the parent choice, LAB-R date, whether the parent was provided with information about ELL programs, which program the parent chose and in which program the student was placed is recorded and monitored through the (ELPC) screen in ATS. Completed and signed original program choice forms and HLIS forms are stored in the students' cumulative records. A copy is maintained of both forms in the ESL office.

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.

The Freestanding ESL Push-In Program is the current program offered at Pioneer Academy for ELLs. At the parent orientation, parents are informed of program availability and are given the option of choosing and/or transferring their children to schools offering the program of their choice. They are also given the opportunity to ask questions and receive answers in their native language. They also receive the GUIDE handout that explains the three program choices. At the end of the orientation, parents are asked to select the program of their choice in order of preference for their child. If the parent would like to transfer their child to another school with an available program of their choice, an email is sent to the DOE's Office of ELLs requesting a transfer. The DOE's Office of ELLs coordinates these these transfer requests with the Office of Student Enrollment. The Office of Student Enrollment is responsible for following up with the family regarding a new placement within the designated timeframe. This entire identification process from registration to Parent Orientation and student placement occurs within 10 days. Upon completion of the entire identification process from registration to parent orientation and student placement, the ELL coordinator updates the ELPC screen in ATS within 20 days. Since the ELPC screen monitors the parent's choice of ELL programs, it is consistently updated throughout the year upon arrival of new eligible ELL students.

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 exam is administered annually to evaluate student progress in reaching English language proficiency. ATS reports such as RLER and RLAT are utilized to identify all students eligible to take NYSESLAT. The Speaking test is administered to each student individually. The Reading, Writing, and Listening tests are administered in small groups. A testing schedule is created in advance for all components of the NYSESLAT exam. Students receiving testing modifications are also accounted for on this schedule. The schedule includes dates and times that the student will be tested, and copies of the schedules are distributed to all classroom teachers. Due to the fact that the test is untimed, it is impossible to predict exactly how long each test will last, but the NYSESLAT testing memo is used to assist in scheduling suggested time blocks for the exam.

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 this year, the trend has revealed that the majority of the parents selected the Freestanding ESL program as their first choice. 75% of the parents selected as their first choice to have their child receive instruction in a monolingual English classroom with ESL support in a Freestanding ESL push-in/ pull-out model. Transitional support services are also provided by ESL teachers to students who have attained a score of Proficient on NYSESLAT on an as need basis. In addition, various classes are staffed with bilingual pupil service personnel (BPS) to further support English Language Learners through native language support, small group instruction, differentiated instruction and lesson modification. 14% of parents selected dual language as their first choice and 11% of parents selected bilingual education as their first choice.

After reviewing and averaging the Parent Survey and Program Selection forms for the past three years, the trend has revealed that about 72% of parents chose ESL as their first choice, 17% selected dual language and 11% selected bilingual education.

The program models offered at our school are aligned with parent requests because their preference is to have their child remain in a monolingual English classroom with ESL support in a Freestanding ESL push-in/pull-out model. However, in an effort to further align the program models with the parents' second choice which is a Spanish dual language program, a dual language planning grant was submitted on behalf of the school last year. The grant was submitted to prepare for and build staff capacity in the event that the parent surveys continue to indicate a preference in the future for a Spanish dual language program. The ESL department will continue to monitor the trends in program choices in order to further align the program models with the parents' second and third selections. The ESL department will continue to monitor the trends in program choices in order to further align the program models with the parents' second and third selections.

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. 307 offers Freestanding English as a Second Language program at this time. All classes from Kindergarten through 5th grade that contain ELLs participate in a Push-In organizational model. This year grades 2 through 5 will be departmentalized. In the 1st grade there is one self contained ESL class. Also, in addition to Push-In there will be a Pull Out class for the 4th and 5th Grade Newcomers. The purpose of the new comers class is to assist students who have been in the country 2 years or less with the foundational skills they need for language acquisition.

- b. The push-in model fosters collaborative team teaching in a heterogeneous group, which are organized by grade.
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)?

Pioneer Academy currently has a staff of five ESL teachers which meet the mandated times and needs for our ELL population. Under CR—Part 154, 360 minutes of ESL instruction per week is required for all ELLs at the beginning and intermediate levels of English language proficiency and 180 minutes of ESL instruction per week is required for all ELLs at the advanced level of English language proficiency. The requisite minutes are broken down into 8-45 minute periods, per class, per week for beginner and intermediate ELLs. Advanced students are serviced in 4-45 minute periods, per class, per week. The Push-In/Collaborative program consists of 8-45 minute periods.

The ESL teachers provide six periods of instruction daily across the grades including the content areas of Science and Social Studies in which they work collaboratively with the respective content area teachers. These grade-specific sessions are essentially used for content-based instruction aligned with the New York State Common Core Language Standards, and either the Science or Social Studies Scope and Sequence for New York City. During this time language is being taught through the content area by utilizing content specific materials to address the conventions of Standard English, knowledge of the language and vocabulary acquisition, which are all a part of the NYS Common Core Language Standards.

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.

Teachers at P.S. 307 teach literacy through content area curriculum, in which literacy is used for content-based instruction with an emphasis on vocabulary development. In the content areas of Social Studies, Science, Math, and ELA, ESL teachers provide explicit vocabulary instruction, design activities that build background knowledge and schema in order to make content more comprehensible. In all content areas language acquisition instruction is based on the NYS Common Core Language Standards for each specific grade. ESL teachers collaborate with classroom teachers in order to address these standard within each lesson throughout the school year. Teachers use formal and informal assessment to determine which students need further instruction in meeting the language standards within a grade. These language standards are addressed in all content areas.

All aspects of the learning environment are considered to help ELLs and native language English speakers alike in a heterogeneous classroom. Each classroom is print rich where objects are clearly labeled, and many visual aids are provided for ELLs. One example of this is the use of concept mapping in some classrooms. This will aid in the comprehension of vocabulary words as well as the connection they have with each other across the content areas. It is beneficial for ELLs and native language English speakers. Heterogeneous classrooms also help ELL students since they are provided them with opportunities to interact with native language English speakers and be in an environment with comprehensible input.

To further meet the needs of ELLs, teachers use scaffolding techniques that encourage students to achieve greater language proficiency through explicit modeling. Lessons and activities focus on targeting the development of the four modalities: listening, speaking, reading and writing. The teachers also provide students with appropriate wait time before discussing answers to questions. Students participate in class discussions which reinforce listening, speaking, critical thinking skills and problem solving skills. Students are encouraged to utilize their native language to clarify ideas and concepts with peers, ESL teachers, classroom teachers and the Bilingual Pupil Service Provide (BPS) assigned to the classroom. Furthermore, student groupings

support language and content objectives for each lesson. Activities are designed to integrate and apply content to language knowledge in the classroom.

The school's instructional program is designed based on the Workshop Model. Students are placed into cooperative learning groups when Reading and Writing Workshop are taking place. The school uses the reading and writing workshop model using genuine literature, trade books, and guided reading literature. Teacher generated materials such as charts, graphs and realia provide a print rich classroom environment. The Workshop model mini-lesson provides feedback, introduces concepts, strategies, and addresses student needs. In writing workshop, students use a writer's notebook to collect possible seed ideas. In addition, student teacher conferences provide individualized attention to further meet student needs. To teach and support reading and writing skills at the emergent stage of literacy, SuperKids is used for Kindergarten and Wilson Foundations is used with 1st and 2nd grade. In reader's workshop students are immersed in various genres of literature. All students are administered running records from leveled texts; and are placed into guided reading groups based on their reading and language proficiency levels. The ESL teachers work collaboratively with classroom teachers to design literacy centers that encourage language development and reinforce NYSESLAT skills in listening, speaking, reading and writing. In addition, ESL teachers utilize supplemental leveled literature that is appropriately modified for different levels of language proficiencies.

ELLs also get to develop languages in different content areas with content specialty teachers as well. Reader's theater is used in addition to support language development. Native language and transferring of content area knowledge is supported through the use of native language books and dictionaries. The science program encourages students to utilize and internalize the scientific process in order to strengthen critical thinking skills. The science teachers use an inquiry based approach to deliver content and strengthen language. Activities and experiments are designed to allow student exposure to concepts and materials not found in an urban environment and use language in a purposeful and authentic way. ELL students see a Social Studies teacher where they are immersed in the Social Studies curriculum that is designed for ELL students to develop map and geography skills. Content is delivered through hands on activities that encourage vocabulary and language development in this content area.

Pioneer Academy also has great programs that expose our students to unique and enriching ways to use language. Students in grades 1 to 5 receive chess instruction where ELL students have the opportunity to learn the fundamentals of the game as well as become familiar with strategies and techniques in order to play the game. The ultimate goal in learning to play chess is to develop higher order thinking and problem solving skills, which are applicable both in and outside of school. P.S. 307 also partners with the New York Food Bank in the Fresh Fruit and Vegetable Snack Program. The students receive and consume healthy food, and discuss the importance of good nutrition. These programs offer ELLs the opportunity to develop language in these areas.

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

The Spanish LAB-R is utilized to evaluate language dominance and proficiency in the four modalities in Spanish: listening, speaking, reading and writing. ESL teachers are able to determine basic literacy skills in Spanish based on student performance on the Spanish LAB-R and share this information with classroom teachers so that they are aware of the students' native language skills. SuperKids phonics curriculum assessments are given in both English and Spanish.

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

Reading

To assess the student's reading comprehension Pioneer Academy utilizes the Fountas & Pinnell Benchmark Assessment System. All students are assessed three times a year to track their growth and progress throughout the year. The system identifies key components that are critical to reading comprehension. In between Fountas & Pinnell assessments, teachers administer reading progress monitoring assessments by the Reading A-Z program to individual students. Each of these assessments allow teachers to focus on the specific skills, at a specific level that each student needs to progress throughout the year. AIMSWEB is an assessment which is used as a reading diagnostic tool that is used to determine literacy skills, specifically fluency. Wilson's Foundations is utilized in grades one and two, where students practice reading and spelling words while identifying letters and sounds.

Writing

To address our student's needs in writing we administer the MOSL ELA Performance Task. The task involves writing a response to a prompt while making a connection to a reading passage. Since the students must read, this assessment also addresses reading comprehension of the passages and the prompt itself. The MOSL is used to guide instruction based on all of our

students' needs. For K to 2, SuperKids and Foundations are used to evaluate basic writing skills as well as letter sound recognition, which also involves listening.

Listening

In grades one and two students engage in Wilson's Foundations. Students must listen for letter sound correspondence in which they both listen to the teacher say the word as well as listen to themselves as they tap out the different sounds of the word they are spelling. In grades K-5, students readily engage in listening practice in every lesson through accountable talk and discussion structures. Students are observed utilizing accountable talk prompts (i.e. "I agree with you because..., I disagree with you because...") as a way to assess student listening and discussion techniques. Additionally, Turn-and-talk, inside-outside, circle, round robin, and jigsaw, are all activities embedded into content instruction in classrooms to ensure growth in listening skills.

Speaking

In grade K-5 teachers use Kagan structures for cooperative learning to allow students to practice their speaking skills. Students engage in a discussion while using one of the structures (i.e. inside-outside circle.) These structures allow them to practice using accountable talk as well as learning how to engage in a formal discussion. In grades 2-5 students partake in a discussion around a relevant prompt. During this time students discuss different social and academic issues with each other. During the discussion the teacher observes and informally assesses student's ability in speaking on specific topics. Informal assessments are also done throughout the day when students discuss and explain their thinking in all subjects.

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).

Based on Spanish LAB-R scores as well as formative and informal assessments, Pioneer Academy has identified three SIFE students. The native language literacy skillsets of these students have been deemed to be two grade levels below their current grade levels. During classroom instruction these students receive differentiated instruction and assistance from a BPS provider that is with them throughout the day. Since these SIFE students are also identified as Beginner ELLs, they receive 360 minutes per week of instruction from an ESL teacher. As a part of that instruction these students are a part of the Newcomers Pull Out Program where they receive instruction in the foundations of English to help develop a strong understanding of English. SIFE students will be offered the opportunity to participate in the Imagine Learning Software Program, which is a proven program to accelerate English Language development. Activities are differentiated according to language proficiency levels. All of this support is to help reach this challenged population on different levels to aid them in becoming proficient ELLs.

b. The vast majority of ELLs in P.S. 307 fall into the category of Newcomers. Amid many options, the plan for newcomers includes a parent orientation in the beginning of the school year to welcome the families. The families of new arrivals to the United States are encouraged to speak with ESL teachers to ensure a smooth transition into the school. These students are also assigned a buddy student preferably with the same student background and language in their individual classes. Students who are new arrivals to the United States also receive instruction on school and American culture, which include greetings, idioms, and vocabulary of common items or concepts. For Newcomers in 4th and 5th grade we have a Pull Out Program where students learn the foundational skills needed to develop a strong understanding of English. In addition, Newcomer ELLs at the beginner and intermediate stages of language also utilize the Imagine Learning Computer Software program, which targets English language development at their level.

c. ELL Students receiving service for 4 to 6 years will be given the opportunity to participate in the Fountas and Pinnell leveled literacy intervention AIS program, where they receive support in reading and comprehension skills in small groups five times per week for forty minutes. These students are also receiving extra support through the Bilingual Pupil Service (BPS) provider who is assigned to their class. In addition, fourth grade students receiving 3 or more years of services are invited to attend a science after school program taught collaboratively by a content and ESL teacher. In this science program, ELL students focus on language, science concepts and vocabulary. Language is reinforced through activities designed to deliver science content and develop skills in the four modalities: listening, speaking, reading and writing.

d. Pioneer Academy currently does not have any long term ELL students who have completed six years of service.

e. ELLs who reach proficiency on the NYSESLAT are receiving continuing transitional support services by the ESL teacher who continues to provide services through the push in model in their classrooms on an as need basis. Transitional ELLs who are designated as at risk, receive priority placement in the Fountas and Pinnell intervention AIS program. They are also further supported through our Bilingual Pupil Services (BPS) network at the school. Former ELLs will also receive transitional support in the form of lesson plan modifications made between the ESL and classroom teachers. Transitional ELLs also receive extra time on class assessments on an as need basis in all grades and testing accommodations in grades three and four on state assessments. These state test accommodations include time and a half, separate location and a third reading of the listening Selection for the ELA state test.

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?

Teachers of ELL-SWDs utilize the reader’s and writer’s workshop model using genuine literature, trade books, and guided reading literature. Teacher generated materials such as charts, graphs and realia provide a print rich classroom environment. The Workshop model mini-lesson provides feedback, introduces concepts, strategies, and addresses the needs of ELL-SWDs and accelerates language development. In addition, student teacher conferences provide individualized attention to further meet student needs. Small group instruction is used to guide students, as well as re-teach and reinforce skills. To teach and support reading and writing skills at the emergent stage of literacy, SuperKids is used with the Kindergarten while the Wilson Foundations program is used with 1st and 2nd grade. In reader’s workshop students are immersed in various genres of literature. All students are administered running records from leveled texts; and are placed into guided reading groups based on their reading and language proficiency levels. Reader’s theater is used in addition to support language development. The workshop model is also used for writing. ELL-SWD utilize the writing process to develop writing skills. Through participation in modeled and shared writing within small groups, instruction is tailored to students' needs. Native language and transferring of content area knowledge is supported through the use of native language books and dictionaries.

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 ELLs that are identified as both ESL and Special Education are receiving the mandated push in services as per their IEP in their classroom within a smaller setting. The ELL- SWD have the advantage of the special education support along with the ESL push-in program. The special education component will work concurrently with the mandatory ESL instruction. The ESL teacher consults with the Special Education teacher who is regularly comparing the student’s performance to the goals on each IEP. Both service providers work collaboratively in order to modify and scaffold academic tasks so that students are able to meet city and state standards across the content areas. ELL-SWDs are given the opportunity to participate in the Fountas and Pinnell leveled literacy intervention AIS program, where they receive support in reading and comprehension skills in a small group. In accordance to their IEP's, ELL-SWDs receive services in the least restrictive environment. ELL-SWDs in ICT (Integrated Team Teaching) classes are served in the least restrictive environment.

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:			

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

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
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.



TIME

BEGINNERS

INTERMEDIATE

ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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.

Pioneer Academy has a variety of targeted intervention programs for ELLs across the content areas. In ELA, Newcomer ELLs in first through grade two participate in the Wilson Foundations program, which strengthens decoding skills through the practice of phonological/phonemic awareness, phonics and spelling. In addition, some ELL students who demonstrated limited reading comprehension skills and are designated as at risk students are given the opportunity to participate in the Fountas and Pinnell leveled literacy intervention AIS program, where they receive small group support in reading and comprehension skills in a separate location for forty minutes five times per week. ELLs in grades K-4 also have the opportunity to receive Academic Intervention Services in math with an AIS provider. The AIS math groups meets twice weekly with students who are in need of additional support with math skills based on teacher recommendations and formal and informal assessments. The AIS providers meet with students on the same grade level in a small group to reteach, review and reinforce math skills.

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 effectiveness of the current ESL program is evident from the progress made on the 2013 NYSESLAT, 65% of the ELL population scored at the Advanced level on NYSESLAT as opposed to 37% from the previous year. This improvement is a sign that the ELLs are making steady improvements in their language acquisition and is developmentally appropriate according to the stages of language development. Teachers of ELLs utilize the Reading and Writing workshop models using literature, trade books, and guided reading literature. Teacher generated materials such as charts, graphs and realia provide a print rich classroom environment. The Workshop model mini-lesson provides feedback, introduces concepts, strategies, and addresses the needs of ELLs needs and accelerate language development. In addition, student teacher conferences provide individualized attention to further meet student needs. Small group instruction is used to re-teach and reinforce skills. To teach and support reading and writing skills at the emergent stage of literacy, Wilson Foundations is used with all students. In Reading workshop, students are immersed in various genres of literature. All students are administered running records from leveled texts; and are placed into guided reading groups based on their reading and language proficiency levels. Reader's theater is used in addition to support language development. The workshop model is also used for writing. ELLs utilize the writing process to develop writing skills. Through participation in modeled and shared writing within small groups, instruction is tailored to students' needs. Native language and transferring of content area knowledge is supported through the use of native language books and dictionaries.

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

This year the school has implemented a new program, Super Kids, in Kindergarten. Super Kids is a comprehensive reading and language arts curriculum with phonics at its core, it builds strong phonics and decoding skill simultaneously integrates instruction and comprehension, vocabulary and fluency. It also develops students skill in writing, spelling, grammar, usage and mechanics.

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

There are no identified programs that will be discontinued at this time.

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

As mentioned above all ELLs are afforded equal access to all programs at P.S. 307 by being invited to participate in all supplemental instructional services. At risk ELLs are offered participation in the Fountas and Pinnell Academic Intervention Service Program. The ELLs are included in the third grade Morning tutorial program that meets twice a week to review test taking strategies. Title III monies are being used to fund the fourth grade Science Afterschool Program.

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

Instructional materials used in technology are Smart Boards, ELMO, Over Head Projectors, Laptops, Macs, and Listening Centers. The Imagine Learning English Language Software program was also utilized last year for beginner and intermediate ELLs. In order to target early literacy and reading, students have the school computerized password and access to programs such as Brain pop ESL, Raz kids. Furthermore, the Imagine Learning Computer Software program will continue to be utilized for supplemental language support for new arrival and beginner students in grades K-3. Through the use of individualized instruction and ongoing assessments, Imagine Learning targets the development of English skills across the four modalities. This technology program targets the development of English emergent literacy skills, strengthens phonemic awareness, encourages sight word development, allows students to practice fluency through echo reading, develops content vocabulary through pre-reading activities and questions, builds comprehension by providing question answering strategies and builds comprehension through writing summaries and use of graphic organizers, improves pronunciation through listening to recorded conversations. With this tutoring technology, students learn both basic and academic vocabulary, including valuable cross-

curricular words common to social studies, science, and math. This educational software is founded on scientifically based research and state standards.

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

Native language support is utilized in the ESL program through the ESL teachers in order to facilitate meaning and activate prior knowledge. Many of the ESL push-in teachers are bilingual and provide native language support in Spanish during instruction through clarification of concepts and key vocabulary in English and in the native language. A Home Language Library is accessible in most classrooms in content areas. New York State approved bilingual glossaries are also distributed to students to further support them across the content areas.

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

All support services correspond to appropriate ages and levels. The students in the Fountas and Pinnell AIS program are selected based on their individual reading and grade levels. Students in a particular grade are serviced by the same AIS provider. New arrival students in grades 1-5 utilize the Imagine Learning Computer Program.

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.

All new admits who qualify for ELL services are invited to a parent orientation explaining their right to choose a program for their son/daughter. The Family and Teacher Association conducts several Parent Orientations and ongoing Parenting classes. Students who are Newcomers are strategically placed in classrooms for peer support. In July, the incoming Kindergarten class and potential ELLs participate in kindergarten screening with an ESL and early childhood teacher. The purpose of this screening is to gather data surrounding early literacy/ bilingualism and math concepts before the children begin school. This data gathered is shared with classroom teachers to drive instruction. Students struggling with basic literacy and math concepts are placed with highly qualified teachers on the grade. The data gathered from this screening is also shared with parents over the summer and they are given strategies to support their children at home before they begin school in September.

18. What language electives are offered to ELLs?

At this time, there are no language electives at Pioneer Academy.

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)?

Not applicable.

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. In order to promote greater academic success, the primary agents who work with ELLs must also be informed of current ESL research and methods. The focus this year for ELL Staff Development is to create a professional learning community centered in supporting ELLs as they engage and negotiate meaning with the Common Core Learning Standards. The ESL department attends various ELL network meetings throughout the year. All staff including the ESL teachers attend schoolwide professional development focused on planning and preparation using the common core learning standards including CCLS pedagogical shifts/vertical alignment overview which was offered on February 15, 2013, March 8, 2013, April 19, 2013, May 17, 2013 and June 7, 2013. This was a five part professional development series. Also the ESL teachers also plan on attending upcoming workshops held by the Office of English Language Learners focusing on the continued alignment of the 2014 NYSESLAT exam with the common core learning standards. Information that is gained from these workshops is then shared with classroom teachers and ELL personnel.

The ESL and classroom teachers meet weekly at grade meetings to discuss individual ELL students and make plans to co-teach and differentiate instruction based on student academic and language proficiency needs. In addition, ESL and classroom teachers meet during preparation periods, lunchtime, and after school. The out-of-classroom ESL teachers provide additional support, materials, scaffolding techniques and ESL methodologies that support staff in delivering quality instruction to English Language Learners.

2. The staff of Pioneer Academy has ongoing training on the RTI and SIOP models which provides best teaching practices to assure that our ELLs attain English Proficiency and remain lifelong learners. In addition, some teachers plan to schedule trips to colleges and universities with their students to motivate students into planning for college education. The staff is provided with grade conferences where they can complete record cards and discuss students progress as they progress to each grade. The ESL teachers are also part of the articulation process providing assistance and suggestions for language development to current teachers of ELLs and their future teachers as they progress from grade to grade. As mentioned above, the ESL teachers attend and continue to participate in schoolwide professional development focused on planning and preparation using the common core learning standards including CCLS pedagogical shifts/vertical alignment which was a five part professional development series. Also the ESL teachers also plan on attending upcoming workshops held by the Office of English Language Learners focusing on the continued alignment of the 2014 NYSESLAT exam with the common core learning standards and the implications for the instruction of ELLs.

3. The staff is provided with different aspects of support to assist ELLs as they transition from elementary to middle school. The Parent Coordinator and the assistant principals conducted a middle school informative session on October 4, 2013 where parents, students and teachers received information regarding planning for the transition from elementary to middle school. To further support the transition from elementary to middle school, there is a departmentalized schedule in grades two through five at P.S. 307. This departmentalized schedule allows students to experience learning in depth across the content areas with different content teachers which is direct preparation for their middle school experience. In addition, the staff is provided with grade conferences where they can complete record cards and articulation for the students moving to middle school together. The fifth grade ELL teacher assists with the articulation for the ELL students.

4. There is ongoing ELL training for all staff members at P.S. 307. This training exceeds the minimum 7.5 hours required. Various schoolwide professional development opportunities were held on the chancellor's conference day on September 4, 2013 and on November 5, 2013 (Election Day). Some of the topics focused on progress monitoring, focused Inter-visitations on evaluating classroom environments and consequential implications for instruction. All staff members will continue to attend professional development opportunities offered by Office of ELLs and the network that arise in the future that will enhance ELL instruction.

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. Parent involvement is fundamental in order for ELLs to achieve proficiency in the English language. The ESL Teachers, the Parent Coordinator and the Family Teacher Association work collaboratively with ELL families and hold several workshops throughout the year to provide parents with assistance to ensure their child's social and academic success. Workshops topics include: Dial a Teacher, Literacy Workshop series, Health Education Workshop series and Learning Leaders Workshops. The Learning Leaders program provides interested parents with training so that they may volunteer in school wide activities. The school also sponsors events, such as Family Night; where parents are encouraged to build community with school personnel. Due to the number of foreign languages spoken, translation will be used to facilitate communication with parents at these gatherings.
 2. Pioneer Academy continues to partner with various Community Based Organizations in order to provide a variety of tailored workshops based on the needs of the parents and the community. This past summer, P.S. 307Q partnered with "Cool Culture" to purchase memberships for parents and students to attend museums and parks in and outside of New York State. Other Community Based Organizations include: Cornell University, Learning Leaders, Queens Library, Dial. A. Teacher, New York Community Savings Bank, Red Cross of America, Alcoholics Anonymous (Jovenes de Queens), Department of Health and Mental Hygiene, Safe Horizon (domestic violence), the New York City Fire Department and Neighborhood WIC (Women, Infants and Children). The workshops provide information to parents concerning topics such as supporting literacy and math at home, nutrition/health and dental care, catastrophe preparedness, alcoholism, domestic violence, asthma awareness, healthy family development, diversity, fire safety/ prevention and financial counseling.
 3. P.S. 307 evaluates the needs of parents by sending out a "Family Survey" to all parents, as a way to acquaint the teachers and staff with the students and their families. This survey is then used to gather information necessary in best meeting student and parent needs. In addition, the Parent Coordinator plays an active role in surveying the areas that parents would like further information and subsequently holding workshops to meet those needs.
 4. According to the results of the survey, the Parent Coordinator uses the information to tailor workshops to best assist the parents' needs. Parents are also actively involved in the school. Parents are involved in shows, monthly class celebrations, and ceremonies making it possible for parents to participate in the success and growth of their children on a regular basis. Parents volunteer in the classroom and for off site school trips. These events encourage parents to meet and socialize with each other as well as teachers helping to develop a supportive academic community and a school family environment.

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: Pioneer Academy**School DBN: 24Q307****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cecilia Jackson	Principal		11/12/13
Rudelina Murray	Assistant Principal		11/12/13
Maria Caraballo	Parent Coordinator		11/12/13
M. Crawford	ESL Teacher		11/12/13
Sabrina Jenkins	Parent		11/12/13
J.Hallas - Science Teacher	Teacher/Subject Area		11/12/13
J. Andujar- Science Teacher	Teacher/Subject Area		11/12/13
E. Mathis	Coach		11/12/13
C. Crifasi	Coach		11/12/13
	Guidance Counselor		
Joseph Blaize	Network Leader		
Arelis Parache	Other <u>Assistant Principal</u>		11/12/13
Edwin Mora/Christina Armas	Other <u>ESL Teachers</u>		11/12/13
V. Friedman / H. Brown	Other <u>ESL Teachers</u>		11/12/13
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q307 School Name: Pioneer Academy

Cluster: 531 Network: CFN

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.

We conducted our assessment of written translation needs by reviewing necessary written communication to families generated through our ESL Department, the Parent Coordinator and the office support staff. Correspondence includes, but is not limited to ELL Parent Orientation, Entitlement and Non-Entitlement Letters, Meet and Greet, Parent-Teacher Conference and Family Workshops.

We conducted our oral interpretation needs assessment by gathering statistics provided by our Home Language Survey for Kindergarten and all new ELLs as well as conversations generated from our Parent Orientation meetings held in June and September. Our Parent Coordinator prepares a survey, as well as spoken in person and in telephone conversations with our families. Our classroom teachers communicate to the ESL Department which families are non English speakers and need oral interpretation regarding their students. Ninety two percent (92%) of our ELL parents are Native Spanish speakers. The remaining eight percent (8%) include lower incidence languages such as Chinese, Urdu, Bengali, Arabic French Creole and Haitian Creole.

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

The assessment of our written and oral interpretation needs revealed, that ninety two percent (92%) of our ELLs families spoke Spanish. At the present time, we have many teachers, an Assistant Principal, the Parent Coordinator and several school aides who speak Spanish. Hence, families are sent written correspondences and provided oral communication in their language. Many of our ESL teachers are either native Spanish speakers or have BICs skills. In addition to Spanish we currently have teachers who speak the following languages: Arabic, Bengali, and Chinese meeting the needs of our remaining eight percent (8%) that speak lower incidence languages. In addition, we use the Translation and Interpretation Unit when necessary. The community is informed of their rights to translation services via posting in our main office in eight languages advising families on how they can receive further information, support and rights to translation services, as well as the Guide to NYC

Public Schools. In addition, families are verbally informed of their rights to translation services when they visit the school by the Parent Coordinator and other staff.

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.

We have support staff, administrators and teachers who contribute to the written translation of correspondence for Spanish speaking families. Our teaching staff has Bengali, Chinese and Arabic speakers who can assist in translation in those languages. In addition, much correspondence directed towards families generated citywide has available translations in written form from NYCDOE website. These services are timely because they are prepared simultaneously with the English correspondence.

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.

Our Spanish speaking parents consistently receive oral translations during various workshops, Parent Orientation meetings, and conferences through our ESL teachers, an Assistant Principal, the Parent Coordinator, and members of the Administrative staff. We have Bengali, Chinese, and Arabic speaking teachers available for the aforementioned situations as well. Classroom teachers also have oral translation services provided upon request. Our School Based Support Team is able to provide translators in various languages for necessary guidance issues.

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

As described above, our school has oral and written translation services for our highest percentage representation of family home languages, as well as other lower incidence languages. When necessary, we also obtain available written translation and on-site interpretation services offered by "thebigword" which is the DOE's current contracted vendor. Families also rely on adults or relatives for language and interpretation services if they choose.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information

Name of School: Pioneer Academy

DBN: 24Q307

This school is (check one): conceptually consolidated (skip part E below)
 NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school After school Saturday academy Other: During School Day

Total # of ELLs to be served: 47

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 3

of certified ESL/Bilingual teachers: 1

of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Upon analysis of NYSESLAT data for scholars in grades 1-4, and ongoing informal and formal assessments, the data revealed that ELL scholars need to further develop their language skills across the four language modalities: listening, speaking, reading and writing. Overall the ELL scholars across the grades scored at the advanced or proficient levels in listening and speaking and have demonstrated steady growth in these modalities. Overall, in reading and writing, most scholars scored at the intermediate and advanced levels. According to the Title III AMAO 1 indicator on the Spring 2012 NYSESLAT, 69.81% of ELL scholars made progress in developing their English Language skills. According to the Title III AMAO 2 indicator, 16.60% of ELL scholars attained proficiency on the 2012 NYSESLAT. This data demonstrates that the scholars have attained much success in attaining BICS (Basic Interpersonal Communication Skills) and would strongly benefit from developing CALP (Cognitive Academic Language Proficiency) across the content areas.

After carefully reviewing and analyzing fourth grade student assessments in science, the findings revealed that ELL scholars would benefit from additional opportunities to utilize scientific vocabulary and language to explain their thinking orally and in writing. In addition, ELL scholars would benefit from supplemental opportunities to use information gathered from experiments and hands on activities to explain scientific observations and events, including actively listening for alternative interpretations and ideas. In response to these observations, the afterschool science program was designed to address ELL scholar needs in these areas. Fourth grade scholars will participate in a science afterschool program that meets each week after school on Wednesdays and Thursdays from 3: 00 p.m. to 4:00 p.m. The program will begin on Wednesday, January 9, 2013 and will end May 30, 2013. The program will target 47 ELL scholars and transitional ELLs with mixed English language proficiencies from beginner, intermediate and advanced levels, through an inquiry based approach. An ESL teacher will work collaboratively with the two science specialists to plan and deliver instruction. The ESL teacher provides best practices in ESL methodologies as well as native language support. Both the science content teachers and the ESL teacher will work collaboratively to create hands on activities for scholars to actively interact with science content and vocabulary through the scientific process. One goal of this program is to deepen scholars understanding of K-4 science concepts and promote acquisition of content vocabulary and concepts. The scholars will be encouraged to use content vocabulary and scientific tools during exploration activities in the following areas: plant and animal adaptations, force and motion, importance of the sun and life on earth, weather changes, and energy. Some of these exploration materials include magnifying glasses, scales, weights, magnets and measuring cups. Two field trips will also be scheduled in March, 2013 after school during the time that the program meets to the New York Hall of Science where scholars will have the opportunities to make connections with science content and real life

Part B: Direct Instruction Supplemental Program Information

experiences. Another goal of the science afterschool program is to develop English language skills across all four modalities as well as review concepts in preparation for the 4th Grade New York Science State Exam on June 3, 2013. In order for scholars to prepare for the exam, Kaplan test sophistication books will be purchased.

Part C: Professional Development

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

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

Begin description here:

In order to enhance ELL instruction and planning, ESL teachers attended 1 full day workshop held on September 25, 2012 from 8:30 a.m.-3:00 p.m. that focused on using assessment results to improve instructional outcomes hosted by CFN 531. On October 12, 2012, ESL teachers also attended another full day conference from 8:00 a.m. - 3:00 p.m. hosted by the Office of English Language Learners which focused on Co-Teaching Models for K-5 English Language Learners. Different forms of these Co-Teaching models discussed in the professional development will be utilized during instruction with ELL scholars in the science afterschool program. In order to make the information learned at the above listed professional developments available to staff working with ELLs, the 5 ESL certified teachers will turnkey the information during a few professional development workshops entitled: Including ESL Strategies and Best Practices into Your Instructional Practice, Effective Co-Teaching Models for ELLs, and An Overview of NYSESLAT K-5. These professional development sessions will be held on February 5, 2013, March 5, 2013 and April 9, 2013 afterschool school at 3:00 p.m. - 4:00 p.m.

The SIOP (Sheltered Instruction Observation Protocol) model continues to be utilized by the 2 science content teachers and the ESL teacher during instruction in the science afterschool program. The goal of the SIOP model is to assist teachers of ELLs in providing effective content instruction to English learners while developing the students' language abilities. The model's eight components are: lesson preparation, building background knowledge, comprehensible input strategies, interaction, practice and application, lesson delivery and review/assessment.

Smart board trainings were offered to teachers of ELLs as a means of making instruction more visual and engaging for English Language learners during lesson delivery in the science afterschool program. The training sessions were held at school from 3:15 p.m. -5:15 p.m. on: October 9, 2012, October 11, 2012, October 16, 2012 and October 17, 2012. On October 23, 2012, October 24, 2012 and October 29, 2012, the trainings were held from 3:15p.m. - 6:15 p.m.

Part C: Professional Development

The ESL and classroom teachers meet weekly to discuss individual ELL scholars and make plans to differentiate instruction based on student academic and language proficiency needs at no cost to Title III. In addition, ESL staff and classroom teachers meet eight times a year for data assessment during breakfast, preparation periods, lunchtime, and after school. The staff also meets four times weekly for a principal’s conference and grade meetings. The out-of-classroom ESL teachers provide additional support, materials, scaffolding techniques and ESL methodologies that support staff in delivering quality instruction to English Language Learners.

Part D: Parental Engagement Activities

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

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

Begin description here:

Family involvement is fundamental in order for ELLs to achieve proficiency in the English language and assisting their children in attaining academic success. With this in mind, families of the fourth grade ELLs participating in the science afterschool program will be invited to a parent information session after school from 3:00 p.m.- 4:00 p.m. provided by the ESL and the 2 science content teachers in school in March, 2013 on a date to be determined at a later time. The purpose of this information session is to assist families in becoming familiar with the format and content of the New York State Science Exam. Families will be provided with strategies to assist their children at home with inquiry based science concepts and projects. Families will receive a written invitation to this session in a timely manner so that they can plan to attend. In addition families will receive written correspondence to invite them as chaperones to the Hall of Science Trip. All communication with families will be available in the parent’s native language.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)		

Part E: Budget

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

Allocation Amount: \$

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