



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE EARLY CHILDHOOD LAB SCHOOL

DBN (i.e. 01M001): 08X304

Principal: JOSEPH NOBILE

Principal Email: JNOBILE@SCHOOLS.NYC.GOV

Superintendent: TIM BEHR

Network Leader: ELMER MYERS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Joseph Nobile	*Principal or Designee	
Jennifer King	*UFT Chapter Leader or Designee	
Jennifer Camillo	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lisa Blackman-Rivera	Member/ Teacher	
Jaclyn Steinberger	Member/ Teacher	
Sharon Hyland	Member/ Parent	
Palema D'Agostino	Member/ Parent	
Jamie Iurato	Member/ Parent	
Zarida Ali	Member/ Parent	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	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, 100% of instructional tasks will be aligned to the Common Core Learning Standards (CCLS).

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.

After conducting a review of student performance data, it was determined that students were underperforming on isolated tasks that weren't directly connected to the curricula. As a result, instructional tasks will be embedded into thematic units focusing on CCLS Reading Informational Texts Strands 1 & 10 and Writing Standard 1&2.

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

Instructional tasks will be aligned to the Common Core Learning Standards:

- Teachers will attend training workshops provided by our CFN support team.
- September PD day will be devoted to CCLS activities
- Monthly grade meetings will focus on CCLS skills and strategies
- Reflection sheets will be developed for teachers to evaluate each other's practices.
- Professional Development will be provided by Assistant Principal, Literacy Coach, and Math Staff Developer.
- Curriculum Units of Study will be aligned to CCLS
- Lesson Plans will be developed to incorporate CCLS standards
- Materials will be purchased to support writing and non-fiction ELA skills.
- Bloom's Taxonomy/Depth of Knowledge will be used to deliver a higher order thinking curriculum.
- Tasks will be collected and monitored to evaluate the alignment.

Work on the instructional tasks will begin September 2013 and end June 2014

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

Principal, Assistant Principal, Literacy coach and teacher teams will implement strategies

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

1. Tasks will be collected and evaluated. Use of baseline assessments, End-of-chapter/unit assessments, Mid-year assessments and end-of-year assessments will be used to monitor progress.

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

1. This will begin September 2013 and end June 2014

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

1. Use of new curricula will aide in developing/implementing these tasks.

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).

- Parents will be informed of CCLS at monthly PTA meeting.
- Informative workshops will be conducted explaining the CCLS.

Budget and Resource Alignment

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

X	Tax Levy	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.

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, 90% of students requiring Tier II & III interventions will be actively involved in the implementation of the Response to Intervention (RTI) framework

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.

- After conducting a review of student performance data, it was determined that students requiring Tier II and III interventions were underperforming on daily activities and assessments. As a result, RTI principles will be implemented on a regular basis. Such practices include: evidence-based instruction, differentiated instruction, academic rigor, time for practice, use of data and technology.

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**
 - RTI principles will be implemented to Tier II and Tier III students:**
 - Teachers will attend Network professional development provided by our Leadership CFN
 - Selected staff will form a RTI Team (AIS, Self-Contained, ICT Teachers and Assistant Principal)
 - The RTI Team will turnkey information about Response to Intervention to the entire staff.
 - An integrated data collection and assessment programs will be purchased to diagnose and monitor progress of students
 - Reflection sheets will be developed for teachers to evaluate each other’s practices.
 - Schedules will be adjusted to form appropriate flexible groups
 - The RTI Team will review data bi-monthly

Tier II & III interventions will begin September 2013 and end June 2014
- 2. Key personnel and other resources used to implement each strategy/activity**
 1. Principal, Assistant Principal, Literacy coach and teacher teams will implement strategies
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 4. Monthly grade meetings will take place to determine the effectiveness of student progress.
- 5. Timeline for implementation and completion including start and end dates**
 1. Will begin September 2013 and end June 2014.
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. Ready Gen and Go Math RTI Strategies, ELL Instruction, Foundations Just Words and Double Dose and Fountas & Pinnell intervention program.

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).

- Conduct workshops informing parents of RTI framework.
- Provide parents of Tier II and Tier III students with feedback and additional resources when needed.

Budget and Resource Alignment

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

X	Tax Levy	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.

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.

By June 2014, 80 % of students, including Students with Disabilities, will improve their score by 1 level on the Literacy and Math tasks that are embedded in a rigorous curriculum unit aligned to the CCLS

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.

- After conducting a review of student performance on Instructional tasks, it was determined that students with disabilities didn't make adequate progress on tasks aligned with CCLS. As a result, all students, including students with disabilities will complete additional Literacy and Math tasks that are embedded into thematic units aligned to the CCLS.

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

Rigorous Literacy and Math tasks will be embedded into SWD curriculum to improve score levels:

- Compare student achievement differences using 2012 versus 2013 scale scoring for Reading and Math to identify areas for improvement.
- Meet with the staff to establish a committee to develop an action plan that will address areas for improvement
- Teacher teams will look at student work to identify gaps in student learning and plan lessons
- Set target goals for each area and interim bench marks
- One PD per week is devoted to analyzing student data as a grade for trends within grades that require support to increase student achievement of the CCLS.
- Weekly Coach/Teacher planning sessions
- Teachers will attend Professional Learning Workshops provided by the Network based upon teachers' differentiated needs to support all students.
- Teachers will engage in professional development on a bi- weekly basis, which will focus on the Workshop Model approach for teaching provided by the Literacy Coach
- Reflection sheets will be developed for teachers to evaluate the goal and each other's practices.
- The approved SBO reflects an 8 period day of which 1 PD period will be used for grade unit and weekly planning of best practices used in ELA/Math
- Data Specialist provides information for individual grade teams on those students that have demonstrated a slippage in academic performance in order to make informed decisions on monitoring and revising instructional approaches
- Inquiry team meetings will take place once a week to support Literacy and Math task.
Literacy and Math tasks will begin September 2013 and end June 2014

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

1. Principal, Assistant Principal, Literacy coach and teacher teams will implement strategies

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

1. Teacher teams will meet monthly to monitor progress and implement appropriate instruction for all students.

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

5. This will begin September 2013-June 2014

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

1. Fountas & Pinnell intervention program, Foundations Just Words program, double dose Foundations, and Wilson.

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).

Inform parents at a monthly PTA meeting of the various programs used to help improve performance levels and update with student progress.

Budget and Resource Alignment

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

X	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.						

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, 95% of teachers will participate in informal and/or peer observations to improve questioning and discussion techniques.

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.

- After conducting review of student performance data on state assessments, it was determined that all students underperformed on the ELA exam when asked to think critically. As a result, higher level questioning and discussion techniques will be incorporated into daily learning to enhance student exposure to higher order thinking and inference making.

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

Through peer observation teachers will improve their questioning and discussion techniques:

- Teachers/administrators will attend Professional Development on how to implement the evaluation component of questioning and discussion techniques and using assessments in instruction.
- September Professional Development will introduce school-wide evaluation plan.
- Network support (CFN 607) will be provided to guide and reinforce latest TEP practices
- Reflection sheets will be developed for teachers to evaluate the goal and each other’s practices.
- Teachers will use Pearson Framework to promote the following questioning techniques:
- Uses questioning periodically to check for student understanding.
- Uses questioning practices that keep all students engaged (e.g., calls on students randomly, does not call only on students with hands raised).
- Uses questioning to promote different types and levels of thinking (e.g., recall, critical thinking, divergent thinking).
- Uses follow-up questions to prompt students to explain their thinking and extend their knowledge.
- Prompts students to interact with and react to one another during class discussion.
- Uses students' comments, questions, and ideas to advance learning for the class.

1. Informal and/or peer observations will begin September 2013 and end June 2014

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

1. Principal, Assistant Principal, Literacy coach and teacher teams will implement strategies

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

1. Faculty conferences every month will be used as a check in and debriefing of what is observed.

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

5. Will begin September 2013 and end June 2014

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

1. Ready Gen Literacy instruction, Teacher’s College Writing Project, and Go Math.

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).

Inform parents at a monthly PTA meetings and workshops will be provided.

Budget and Resource Alignment

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

X	Tax Levy	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.

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**
 - 1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 - 1.
- 4. Timeline for implementation and completion including start and end dates**
 - 5.
- 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
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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	<ul style="list-style-type: none"> • Great Leaps • Leveled guided reading • Literacy games • Foundations • Grades 3-5 – Small group instruction 5x a week for 30 minutes each session • Test taking skills 	<ul style="list-style-type: none"> • Small group instruction and one-on -one • Small group instruction • Small group, one-on-one and tutoring • Small group and one-on one • Students receive in-class and pullout services during the school day. Extended day services are provided for struggling students on Monday and Tuesday. • Small group instruction 	<ul style="list-style-type: none"> • During the schools day and extended day • During the school day • During the school day and during extended day • During the school day and during extended day • During the school day and during extended day • After school
Mathematics	<ul style="list-style-type: none"> • EDM Games • Inquiry Groups/focus groups • Math Drill • Test taking skills 	<ul style="list-style-type: none"> • Small group instruction and one-on -one • Small group instruction • Small group, one-on-one and tutoring • Small group instruction 	<ul style="list-style-type: none"> • During the schools day and extended day • During the school day and during extended day • During the school day and during extended day • During the school day and during extended day
Science	<ul style="list-style-type: none"> • Thematic Units • Differentiated instruction • Test Prep course -Grade 4 	<ul style="list-style-type: none"> • Small Group Instruction • Small group instruction • small group instruction and one-on- one 	<ul style="list-style-type: none"> • During School in Grades K-5 • During the school day • After school
Social Studies	<ul style="list-style-type: none"> • Test taking skills • Thematic Units 	<ul style="list-style-type: none"> • Small Group Instruction • Small group instruction 	<ul style="list-style-type: none"> • During the school day • During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Social Worker</p> <p>School Psychologist</p>	<ul style="list-style-type: none"> • Small Group Instruction Counseling 1-1 • Small Group Instruction Counseling 1-1 	<ul style="list-style-type: none"> • During the school day • During the school day

**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 *TAS 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.
<ul style="list-style-type: none"> • All new teachers are assigned a mentor with whom they meet on a weekly basis • Teachers who are new to the school are assigned a "buddy teacher" • A comprehensive, professional library is maintained, providing teachers with necessary resources. • All teachers are provided the opportunity to attend professional development

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • PS 304 looks for educators with a strong belief in Balance Literacy. • Willingness to collaborate and work cohesively with colleagues. • Desire for ongoing learning, showing an initiative for professional development. • Self- reflective teachers, utilizing educational support and resources. • Shares best teaching practices. • High value of education and expectations.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<p>P.S. 304 translates parent materials and written communication in Spanish.</p> <p>We have a nutrition program run through the guidance of the Board of Education. Our parent coordinator conducts a parent nutrition workshop series run by the cook shop nutrition program.</p>

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.).
Parents will be invited to participate in an orientation to become familiar with curricula and programs. A close relationship has been established with Pre-K programs to ease the transition between Pre-K and Kindergarten. Sharing of records and correspondence will allow for students to receive necessary services.

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 are creating grade level assessments in both reading and math based on the formative assessments administered in class. Professional Development is provided based on students areas of need.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated,

high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

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

- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- 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 8	Borough Bronx	School Number 304
School Name The Early Childhood Lab School		

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

Principal Joseph Nobile	Assistant Principal Bonnie Boltax
Coach	Coach
ESL Teacher Linda Gonzalez	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Lisa Schiliro Riley
Related Service Provider Nicole Russo	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	490	Total number of ELLs	11	ELLs as share of total student population (%)	2.24%
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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														
Pull-out	2	2	1	1										6
self-contained				1										1
Total	2	2	1	2	0	0	0	0	0	0	0	0	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	0	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	11	0	0		0	0	0	0	0	11
Total	11	0	0	0	0	0	0	0	0	11

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ___	Asian: ___	Hispanic/Latino:
Native American: ___	White (Non-Hispanic/Latino): ___	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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)	8													8

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)			1											1
Advanced (A)		2	2		1									5
Total	8	2	3	0	1	0	0	0	0	0	0	0	0	14

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					0
4	1				1
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									0
4	1								1
5	1								1
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					3				3
8									0
NYSAA Bilingual (SWD)									0

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

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

At P.S. 304 we have 11 ELLs. The assessment tools we use to assess the early literacy skills of our ELLs are the Fountas and Pinnell, Foundations and Teachers College- Phonics and Word Recognition. In The Teachers College assessment, in Kindergarten, in Concepts of Print, out of 4 students, one student received 10/13, one student received 11/13 and two students received 12/13. All the students

could not identify the punctuation mark called the period, therefore, this data has informed us that we have to work on the punctuation mark, the period. Also, some of the students need to work on showing where the story begins in a book. One student had difficulty with showing the first letter in a word, the last letter of a word and where do I read after this? Therefore, the instructional plan will be to teach all of these strategies to the student who needs this instruction. In Letter identification, all of the students had difficulty with identifying the upper and lower case letters along with the sound. The instructional plan would be to teach them the letters of the alphabet along with the sounds using the Foundations Program. They were also assessed in the high frequency words and the data shows some students only knew one-three words. The instructional plan is to teach the students the high frequency words.

In grade 1, the students had to decode, read words with simple phonogram patterns. Out of 20 words in list 1 the data shows two students received 20/20 and another student received 10/20. The instructional plan for the student who received 10/20 is to teach this student the decoding strategies to be able to read the words he had difficulty with. The students who did well on this list will move on to another list of words. Another part of the assessment was reading 15 high frequency words. In this part two students did well and received 12/15 words but another student received 10/15. The instructional plan would be to teach the students the unknown words but review the known words to boost their self confidence.

In grade 2, the students had to read words with simple phonogram patterns and if they did well on list 1 then they could go on to the more advanced lists. One student who has an Individualized Educational Plan (IEP) had difficulty with all the lists. The instructional plan for this student would be to teach the short and long vowel sounds in words and other strategies for reading the words. The other student did well but needs to work on the "aw", "ie", "ea" vowel cluster. In Grade 3, the students were assessed in reading comprehension. The data showed the students did a running record and read fluently. They were able to decode unknown words however they had to be prompted when answering the comprehension questions. They had limited understanding of the text. The instructional plan would be to teach comprehension strategies and use the Danielson Framework to develop the critical thinking skills.

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

On the LAB R 4 students are in Kindergarten and have been identified as Beginners. They demonstrate strength in listening and speaking modalities, however, student weaknesses are in Reading and Writing modalities. On the NYSESLAT, the students who were in Kindergarten and First grade last year and were Beginners are now Advanced. A transfer student from another school who was a Second grader and is now in Third grade was in the Intermediate level and now is in the Advanced level. He showed progress but needs to work on the Reading and Writing skills to improve. One student who is in a Self Contained class remained in the Intermediate level. This student is classified as speech and language impaired and the data shows that the listening, speaking, reading and writing need to be addressed. Although the writing is taught in the classrooms and in the ESL class, some of the students still need to work on mechanics and structure of writing and grammar.

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](#))

According to the patterns across the modalities, there is clearly a need to continue to expand the vocabulary, reading and writing instruction. In order to address the language acquisition and speaking skills of the ELLs in literacy, we will provide the students to interact with each other during the "Turn and Talk" sessions to share common and uncommon experiences. In writing, the opportunity to produce written pieces daily will be incorporated, not only in literacy lessons but into content area instruction as well. During the

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?

Our school does not do Periodic Assessments.

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](#).)

In our school, Tier 1 is the instructional core that is needed to incorporate high quality, rigorous and evidence based instruction for all students. The teachers do a baseline assessment at the beginning of the year and progress monitoring is done by teacher observations, "turn and talk", informal and formal assessments. The teachers do the Tier 1 Core Instruction and from the data they teach according to the students needs. Then Tier 2, the students identified as "at risk" who are performing below expected levels or needing support are provided with small group instruction, Academic Intervention Services or "Double Dose" of the Foundations program with progress monitoring, to find out how the students are responding to the instruction, in addition to the core instruction. Then, in Tier 3: students who continue to struggle without progress after a period of 10 weeks in Tiers 1 and 2 the student is provided with individualized intervention along with the Tier 1 instruction. The classroom teacher and the service providers collaborate during their weekly meetings regarding the progress of the students and make an instructional plan for each child.

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

The classroom teachers meet with the ESL teacher and are notified of the ELL students and the former ELL students. The ESL teacher and the classroom teacher collaborate and look at the scores the students received on the LAB R and the NYSESLAT. They look at the data from their assessments and teacher observations and make a plan of action for the instructional needs of these children. The ESL teacher gives the other content area teachers and the cluster teachers some strategies. Some of the strategies are how to speak at a slower pace, enunciate when speaking, repetition, pair the students, role play, "talk and turn" and team up with a buddy.

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?

This is not applicable to our school as we don't have a dual language program.

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

We evaluate the success of our programs for ELLs by doing teacher observations, "turn and talk," informal and formal assessments. The ESL teacher uses the Empire State NYSESLAT materials and phonics program to teach the foundations of reading to scaffold them and then use other materials, to address the students needs according to the data. We use the Teachers College Program and their assessments. The students are limited in their ability to meaningfully decode words and/or demonstrate more than direct comprehension. They can understand mosy common words or phrases but get lost or confused when reading becomes more challenging. In writing, the beginning and intermediate use familiar vocabulary and write simple descriptions about familiar topics. Teachers meet during a common prep and evaluate the students work. Teachers look to see what the students are using and doing correctly, to what they need to work on. Teachers also evaluate their teaching. They think about, could it be taught another way or maybe we can observe another teacher in the building and learn different strategies from their colleagues.

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](#).) During the registration process, parents of new entrants to the NYC Public School System are required to complete the Home Language Identification Survey (HLIS). The procedures we follow to identify our ELLs are initiated based on the responses to the HLIS. An informal oral interview is conducted by the ESL teacher, who has a Bilingual Common Branches License with students in English and Spanish if that is the students native language. Translators are available for other languages. Once the HLIS is completed and the parent identifies the home language is English, the student enters a general education program. If the parent indicates the home language is other than English or the students native language is other than English, initial informal assessment procedures are implemented. All new entrants whose HLIS form indicates a language other than English on one question in Part 1: questions 1-4 and two questions in Part 1: questions 5-8 must take the Language Assessment Battery-Revised (LABR). A student who scores below the cut scores on the LABR in English and speaks Spanish is then given the LAB-R in Spanish. Any student who scores below proficiency levels at either a Beginning, Intermediate or Advanced level is considered Limited English Proficiency (LEP) or an English Language Learner (ELL) according to the NYS education regulations. All these procedures must be done within the first 10 days of school.

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.

Mrs. Linda Gonzalez, the ESL teacher in collaboration with the Parent Coordinator, Mrs. Lisa Reilly, distribute the ELL Parent brochure detailing the ELL programs offered by the NYC Public Schools. Parents are notified if their child is entitled to services by an entitlement letter that is sent home with the student and or mailed. Mrs. Gonzalez conducts Parent Orientation sessions using translated materials (brochures and DVDs) provided by the Office of ELLs. Translation is provided for non English speaking parents by Mrs. Gonzalez the ESL teacher. From this orientation the school provides parents with information that allows them to understand all three ELL program choices which are offered by the NYC DOE: Transitional Bilingual Education (TBE) English as a Second Language (ESL) and Dual Language programs. Our school adheres to the state regulations on placing ELL students in the program the parent has chosen within the first ten days of school. After watching the DVD, if any parents have any questions, they are addressed by Mrs. Gonzalez, the ESL teacher. If the parent selects the Transitional Bilingual Program then information about the process will be communicated to them. Mrs. Gonzalez, the ESL teacher, explains that the Transitional Bilingual Program is when standard based subject matter instruction is provided in the students native language with intensive support in ESL. As English proficiency increases, so does the amount of time students are taught in English. Mrs. Gonzalez also explains the Dual Language Program. Programs integrate ELLs with native English speakers so that all students develop second language skills while learning content knowledge in both languages. As for the ESL Program parents are informed that students in ESL are taught in English using the ESL methodologies and native language support for a specific amount of time. At this time, due to lack of enough ELL students, the school is only offering ESL.

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](#)].)

Mrs. Linda Gonzalez, the ESL Teacher, distributes the entitlement letters to the students who take the LAB-R and are entitled to ESL. During the Parent Orientation, the parents view the DVD in their native language which explains all three programs, ESL, Dual Language and Transitional Bilingual. After viewing the DVD the ESL teacher has allotted time for parents to fill out the Program Selection form. Once the parent decides on a choice and signs the Program Selection form, the letters are then placed in the ELL Compliance Binder. If a parent does not attend the Parent Orientation, Mrs. Gonzalez, the ESL teacher calls the parent personally and informs the parent that the DVD can be seen on the NYCDOE website. After the outreach, the parent is to return the Program Selection form to school with the child. Once the Program Selection forms are returned, Mrs. Gonzalez and the school secretary, Mrs. Angela Lichti go onto ATS and enter the program the parent has selected. This has to be done within 20 days of school. From this information, these are the students who have to take the NYSESLAT in the Spring. The students continue to take the NYSESLAT until they become proficient in English.

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 criteria for placing ELL students in a Bilingual or ESL program would be to notify the parent of their child's eligibility through an entitlement letter which is distributed to the child and/or mailed. The parent is given a date and time to attend the orientation at the school to be able to view the DVD given to us by the DOE which explains the bilingual and ESL programs. The ESL teacher, Mrs. Gonzalez meets with the parents and explains how the ESL and the Bilingual programs function. The parents can view the DVD which explains the programs to them in their native language. During the consultations, the parents are spoken to in their native language.

Once the parents make their choice for the bilingual or ESL program, their choice is honored. The Program Selection forms are kept in the ELL compliance binder in the ESL teachers classroom. Every Spring, the students take the NYSESLAT. In September, we receive the results from the NYSESLAT on ATS. If the student is eligible to continue to receive the services, we send home a continued entitlement letter notifying parents that their child will continue to get the ESL services. Copies of these entitlement letters are kept in the ELL compliance binder which is kept in Mrs. Gonzalez, the ESL teachers classroom.

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 is administered annually during Spring to all ELLs who are eligible. Mrs. Gonzalez, the ESL teacher and the Pupil Accounting Secretary, Mrs. Angela Lichti, go on ATS to print out the form entitled NYSESLAT Eligibility Roster. The students who are eligible to take the NYSESLAT are those students who appear in the ATS NYSESLAT eligibility roster. The students are informed a few days before its administration. The students are told that the test is designed to show how well they can listen to, read, write and speak the English language. Parents are also informed of the dates of testing and the purpose of the test. The Speaking subtest requires individual administration and scoring at the time of administration. We have the students ESL teacher administer the Speaking subtest and record the answers the students responses. The recording is subsequently scored by a disinterested teacher. The Listening, Reading and Writing subtests are group administered. Grades 3-5 mark their answers to the multiple choice questions on the separate, machine scorable answer documents. Students in grades K-2 mark their answers in their test booklets and a teacher transcribes their answers on the machine scorable answer sheets exactly as the students recorded them in their booklets. If a student is absent the test is administered at a later date.

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 for the past few years, we have observed that the parents have selected the Free Standing ESL Program every year. This year we have four new Kindergarten ESL students and each parent selected the ESL program. Last year, we had 5 entitled Kindergarten students and their parents selected the ESL Program. We haven't had anyone select any other program. In our school, we only have the Free Standing English as a Second Language Program. Our program is aligned to the parent choice.

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])?

The organizational model we use at our school for ESL is a pull out program. The school leadership has high expectations for ELL student achievement and this includes the teachers and parents. The school is continuously monitoring ELL student progress through student work, "turn and talk", teacher observations, formal and informal assessments and the test results. The teachers are continuously adjusting the instructional planning based on the evidence and data. There are grade teams that meet every Wednesday to examine student work and data. The learning of the students is extended by technology. They go to Social Studies and the teacher teaches them how to use the laptops and go on different sites for information. The teacher teaches them how to create a website. The teachers use integrated academic language and literacy in the content areas. This year our school is using the Ready Gen Program for comprehension and vocabulary development for all students including ELLs. The Ready Gen Program allows for a lot of language.

They use The Go Math program in math which includes manipulatives and literacy in math. Also, in Math the students break up in

groups to discuss their findings. The curriculum is aligned to the Common Core State Standards.

Common Core Learning Standards. The teachers meet with the Literacy Coach and administrators and collaborate what is working in the program and what is not working. The Academic Intervention teachers use differentiated strategies for the students who are having difficulty. The Literacy Coach is also the Data Specialist and uses ARIS, progress reports and Inquiry Teams to look

at the data and plan their instruction accordingly.

The students in each class are grouped heterogeneously.

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)?

The ESL Teacher will teach ESL to the students in a Free Standing ESL Program. We adhere to CR Part 154, Beginners and Intermediate students are to have 360 minutes per week and Advanced students are to have 180 minutes per week. The ESL Teacher who holds a Bilingual Common Branches License grades K-6 is providing ESL services to the ELLs. The students who received a proficient in their NYSESLAT get support from the ESL teacher and in the small group instruction. These ELLs are also receiving instructional minutes in their classrooms and some ELLs are receiving Academic Intervention small group for differentiated instruction.

Explicit ELA instruction is delivered by the Academic Intervention Teacher or the SETSS teacher during the literacy block. The teachers either push in when there are enough students in one class who need the services or they are pulled out when the students who need the services are in different classes. During the literacy block, the students receive 90 minutes of the Foundations phonics program and the Ready Gen program which addresses comprehension and vocabulary.

During the Literacy or Math block, students are not allowed to be pulled out for any services because we don't want them missing out on those content areas.

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.

ESL strategies are infused into content area instruction. We align our instruction to the Common Core Learning Standards and scaffold them for our ELLs in the following ways:

Teachers use visual, aural and kinesthetic (hands on) modes to address multiple learning styles and multiple intelligences.

Teachers scaffold the students learning by reinforcing and repetition.

Small group instruction allows for differentiated instruction.

Center activities encourage language development.

In the lower grades during guided reading, students are encouraged to develop language through an extensive picture walk. Teachers use the "Turn and Talk" method when the children share their responses and work on language development and speaking skills.

Vocabulary development is an integral component of daily instruction by using the Ready Gen Program.

The teachers follow the CCLS and use conventions of standard English grammar and usage when speaking or writing.

Our ESL Freestanding Pull Out program provides explicit instruction in English. We have a Pull Out model where the ESL teacher works with ELLs in the content area instruction in collaboration with the classroom teachers to provide language acquisition and vocabulary support during content instruction time.

Teachers use real life situations, interactive role play, games, photo dictionaries and activities specifically designed to enable students in the experiences they encounter through literature. Read aloud, CDs and tapes are used for listening. Teachers model the use of language in which the students are expected to participate. Teachers use stories that are based on students interest and connect to their prior knowledge. Students participate in activities that promote academic discourse, such as accountable talk. Teachers guide the students on how to use the "Writing Process": process of pre writing, drafting, revising and proof reading to produce a well constructed informal text. Teachers incorporate the linguistic objective/linguistic teaching point. This is done through graphic organizers, scaffolding information through schema building, the use of process charts, experience charts, shared writing, flexible partnerships and think and pair-share activities. The teachers regroup the students according to their level. The beginners are using picture cue cards to identify certain items to enhance their English. Listening and following directions is being addressed.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
When we have new admits in our school, they are given the LAB R in english and if they do not pass the cut off score, then they are given the Spanish LAB.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
The ESL teacher assesses the students for speaking and listening through discussions, "turn and talk" activities, presentations, role play, playing games. In reading the student is evaluated with the Fountas and Pinnell Assessments by doing a running record for fluency, answering comprehension questions related to the text to see if the student is demonstrating the level of competency. In writing, the students are assessed in the Teachers College writing and the writing performance task.
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).

a. As there are no SIFE students at PS 304, we have not needed to provide special services or additional instructional time for them. If we do get any SIFE students, we would do a baseline assessment, provide ESL, Academic Intervention services, the extended day services and continue to do progress monitoring for the students.

b. Our plan for ELLs who are newcomers are the following: Students will receive ESL. There will be a lot of speaking and language in English to expose them to the language. Lots of visual learning to be able to associate the word with the picture. They will also receive the Foundations program for the phonics and decoding. Reading of Big Books by the teacher for language , sight words and comprehension.

c. The ELL students receiving service 4-6 years, they will continue to receive ESL. The students will focus more on the modality they didn't do well on in the NYSESLAT. The writing will be addressed more since it seems to be that they still need to work on the mechanics and structure in writing.

d. Our plan for the long term ELLs would be to focus on the reading comprehension and the writing. Lots of stories will be read aloud by the teacher or indepently by the students. The students will read paragraph by paragraph and have to write the "gist" of what they read in each paragraph. Comprehension questions will be given and the students have to go back into the text to find the evidence. We use the Danielson Framework for questioning skills to enhance the critical thinking skills.

e. Our plan for former ELLs is to give them the support after they have received a Proficient in the NYSESLAT. Our school provides Academic Intervention Services and Extended Day Services to the former ELLs. ESL instruction and or regular consultation between the ESL teacher and the classroom teacher is also provided.

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?

Some of the strategies we use for the ELLs are:

Teach key words, for vocabulary and language development, read and reread books aloud, guided interaction, metacognition and authentic assessments, explicit instruction, meaning-based context and universal themes, modeling, using graphic organizers and visuals.

Teachers have regrouped students according to their level in literacy and math. They are using materials that are age appropriate, supports the curriculum, and have strong picture support for the low literacy students. Listening and following directions are being addressed. Repetition is key for the newcomers. Interactive role play, games, songs, Read Alouds, CDs, and tapes are used for listening. Teachers model the use of language in which the students are expected to participate. Teachers use stories that are based on students interest and connect to their prior knowledge. Students participate in activities that promote academic discourse, such as accountable talk. The strategies being used are, using visuals that reinforce spoken or written words, employ gestures for added emphasis, adjust our speech: speak slowly, enunciate; use longer natural pauses, use shorter sentences and simple syntax. We stress high frequency words. Teachers guide the students on how to use the "writing process": process of prewriting, drafting, revising and proofreading to produce a well constructed informal text. Teachers incorporate the linguistic objective/linguistic teaching point. This is done through the use of graphic organizers, scaffolding information through schema building, the use of process charts, experience charts, shared writing, flexible partnerships, and think pair-share activities. This is done throughout all the content areas.

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?

We use differentiation. There are more than one adult in the classroom and during our content areas, the teacher and the paraprofessionals work in small groups, we do not pull out during the literacy or math block. We also place the students with IEPs in general education classes with support from the Special Education Teacher (SETSS). We have inclusion classes with two teachers and differentiated instruction is done. During the literacy block, no provider is allowed to pull out any children., at times the providers push into the classroom.

Courses Taught in Languages Other than English 

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

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

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

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

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

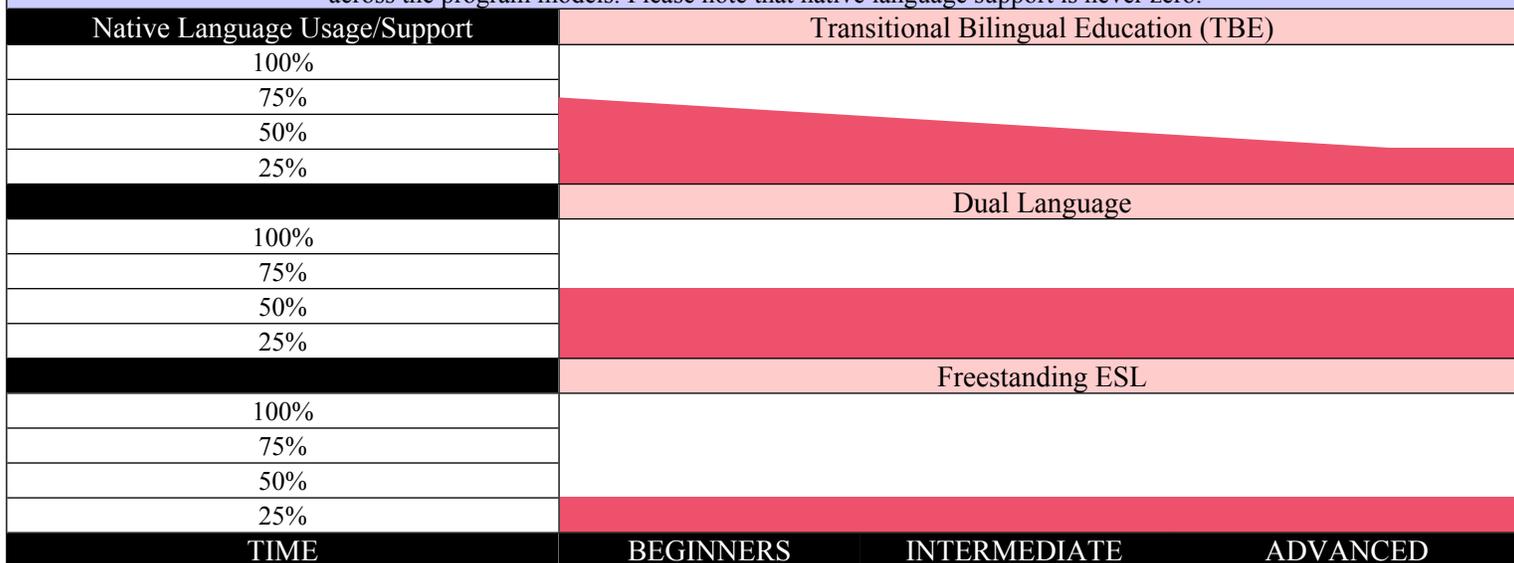
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.

The language the programs are offered are in English. The targeted intervention programs we use are the Fountas and Pinnell Intervention Works, for literacy, for the students who are having difficulty with the Ready Gen Program. Just Words which is a decoding and fluency program in the upper grades 3-5. In Math, we will be using one of the components of the Go Math Program. There is an online component for the Go Math and the students and parents will be trained on this component. In grades 1-2 we offer extended day, where the teacher does small group instruction in literacy, work on literacy skills and math skills. As the state tests get closer, we offer Test Prep sessions for grades 3-5 for reading and math.

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

For the past few years, we have used the Empire State NYSESLAT program. This program has been effective because it addresses the needs of the students. It has the Speaking/Social Interaction, Listening, Reading and Writing components that are aligned to prepare the students for the NYSESLAT. Using the picture cue cards and the spoken word for the picture has been effective for the newcomers to learn the language of English. We have also used the Foundations program and it has been very effective in teaching the phonics, decoding and spelling skills needed for reading and writing. Using Big Books and doing repeated readings have helped the ELL students with language, high frequency words and comprehension. Read Alouds have also been effective in listening to the English language and having discussions where the students need to participate and collaborate with their peers. In math we used Everyday Math and placed the students into groups according to their level and had group discussions on how to solve the problem and explain the process and how they got their answer.

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

For the upcoming year we will continue to use the Empire State NYSESLAT program because it has been very effective and this year the books have been aligned to the Common Core Learning Standards. Some components of the program Colorin Colorado will be used. We will continue to use the Foundations phonics and decoding program because it has been effective. The new programs we will use this year are the Ready Gen Program which addresses literacy: vocabulary and comprehension. The Ready Gen Program has high frequency words and according to our data the students were lacking in high frequency words. We will also use the Go Math Program, it addresses computation and the students use manipulatives to solve the examples. The program also has a component that students have the opportunity to meet with their peers in small groups to discuss how to solve the example.

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

We are discontinuing the Great Leaps Phonics, Decoding and Fluency Program because we didn't have enough personnel to do the program. Also, according to the data, our students weren't showing enough progress. They used the decoding skills when using the program, however, when they were trying to decode words in the text, they were still having difficulty. We also discontinued the Teachers College Reading Program because NYC didn't approve it as a rigorous program.

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

All students are invited and encouraged to participate in all after school programs. The ELLs are held to the same high standards as all the other students. The ELL students have equal access to all the programs the other students are given. Ultimately, it is our goal to help ELLs achieve academically through quality, sensitive, challenging and focused instruction. In our building the after school programs we offer are, extended day. During the extended day, teachers work with small groups. On Mondays, small instruction is in literacy and on Tuesdays small group instruction is in math. We also have a Cluster Program for grades 3-5 on Friday afternoons which allows the ELLs to select a program of their choice which is an extra curricular program but involves academics.

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

In grades K-2 we use the Foundations Program for phonics, decoding and writing. Concepts of print, Ready Gen will be used for literacy, Teachers College writing and Go Math. The Go Math program is specifically written to support the Common Core State Standards. It has a technology component which allows the students and the parents go online and practice the math. The students go to Social Studies and use the laptops. They are taught the language, vocabulary for using the laptops. The students are placed in small groups with students who are knowledgeable with computer skills so if the ESL student has some difficulty, the English proficient student can help the ELL student. In the upper grades 3-5 they use technology to gather information and work on projects. They learn about the different websites that can be used. In the classrooms, the students have computers or laptops to

enrich the literacy and other content areas. The ESL teacher uses the Empire State NYSESLAT Program which addresses the listening, speaking, reading and writing modalities. The students use laptops and are exposed to different websites. One program which is used for grades K-2 is Starfall.com literacy program. For the Go Math program, it has an online component that will be used and parents also have access to it. In science, the teacher uses the smart board and has the students come up and do the interactive learning.

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

We offer the Free standing ESL program. During this program, if a student needs some support with comprehending the english language then the ESL teacher will translate them into their native language for understanding purposes.

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

For ELLs who are newcomers, less than three years, our plan is to assess them and see what their language and academic needs are. Since they are newcomers to the U.S> schools, we would have them fill out a Home Language Identification Survey. Newcomers are in need of a lot of language and social interaction in English. For the ELLs who are receiving 4-6 years, we will look at their NYSESLAT scores and see what their academic needs are and address them. If they need speaking skills, then we will focus on speaking. We will use the Readers Theatre to get them to work on their fluency and orally perform so they can become more comfortable with speaking in front of others. The students who are academically low level will get small group instruction, Academic Intervention Services or any other services needed according to the assessments and data.

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.

We do not provide activities for ELLs prior to the beginning of the school year.

18. What language electives are offered to ELLs?

This is not applicable to our school.

19. For schools with dual language programs:

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

We do not provide dual language in our school, only ESL.

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. The professional development we offer the teachers in our school are the following:
Teachers College Baseline Writing and Scoring Assessment, Go Math- Beginning of Year Assessments, Curriculum Team Meeting
Norming of Fountas & Pinnell Running Records, Introduce NYC Writing Performance Tasks.
Fountas & Pinnell Running Records, Go Math Format, small group instruction, Ready Gen Literacy Program, ELA Planning, School wide Danielson Training, MOSL Training.
 2. This summer, teachers began some of the professional development in Grade Core Curriculum workshops for grades K-5. In grades K-2, teachers have attended professional development in the Foundations program which enables the students to learn the foundational skills in reading so they can participate in grade level coursework. They have attended professional development on how to do ongoing assessments and feedback to guide the learning. They have had P.D on Small Group Instruction in the Ready Gen literacy program. In math, the teachers attended P.D. on the Go Math program.
 3. In order to support the staff in how to assist the ELLs in transitioning into middle school is, Teachers teach more organizational skills, the teachers work on skills on how to get ready for middle school by working on more complex text.
 4. The ESL Teacher meets with the classroom teachers to collaborate and give them strategies on how to address the needs of the ESL students. Also the ESL teacher notifies the teachers of the former ELLs and to continue monitoring their progress by observations ro their informal ofr formal assessments.

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. In our school we offer workshops to parents for the ELA and Math Common Core State Learning Standards, with translation if needed. The parents are also invited to attend the Parents Association Meetings, which are offered every month. There are Test Prep Workshops offered to the parents of children in grades 3-5. We also inform them of citywide and district wide workshops are being held. The ESL teacher holds workshops during the school year. The Parent Coordinator holds parent workshops on the program called Cookshop. In this program, the Parent Coordinator trains parents on nutrition and healthy eating habits. They are taught a healthy recipe and also get the food to go home with them so they can do the recipe at home with their child.

2. Our school partners with The Learning Leaders of NY. The parents become certified trained volunteers that work with children in small group or one on one in the content areas. The teachers articulate with the Learning Leaders and lessons are done according to the needs of the student. We also partner with the United Federation of Teachers and the PENCIL Partnership Program that builds and support customized relationships between private sector leaders and principals providing a flexible yet structured way for members of the business community to contribute and leverage their unique expertise and resources to help meet the needs of the school. PENCIL coordinates the Principal For A Day event.

3. We evaluate the needs of parents by having Rap sessions and family informational workshops.

4. After each workshop, the parents fill out an evaluation form and can write down any suggestions they have on what they would like to learn about that is going on in the school with their children. We also send out survey forms and from the surveys, we hold workshops on the topics parents are suggesting or are concerned about.

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: Early Childhood Lab School

School DBN: 8X607

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joseph Nobile	Principal		12/5/13
Bonnie Boltax	Assistant Principal		12/5/13
Lisa Schiliro-Riley	Parent Coordinator		12/5/13
Linda Gonzalez	ESL Teacher		12/5/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Nicole Russo	Other <u>SETSS Teacher</u>		12/5/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 08X304 School Name: PS 304

Cluster: 6 Network: 607

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.

P.S. 304 utilizes the Home Language Identification Survey to identify the language and interpretation needs to ensure open communication with parents. On the Home Language Identification Survey, it asks the parent, In what language would they like to receive written information from the school? It also asks, In what language would they prefer to communicate orally with school staff? There is also a student registration form which asks parents what their preferred language is. This is done in September or April during the registration process. During the registration process, the ESL teacher is present to translate for any parent. The registration forms are also given to the parents in their native language so they can understand the questions being asked .

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.

Based on the surveys , we have found that most of the Non English speaking parents, speak Spanish. P.S. h304 has staff members, Mrs. Gonzalez, the ESL teacher or the team members from the School Based Support Team who are available to provide oral and written translation to parents. Interpreters and translations will be made available in the parents preferred language. We have 11 ESL students and from these students, 6 of the parents speak Spanish, 2 speak Bengali but they also speak English, 1 speaks Albanian but also speaks English, 1 speaks Vietnamese but also speaks English and 1 speaks Italian but also speaks English. After evaluating the Home Language Survey, it was concluded that there is a small percentage of families identified as Non-English speaking. due to this small population, the school community works cohesively to accommodate families requiring communication in a language other than English. This takes place on an individualized basis to effectively communicate with all parents.

Part B: Strategies and Activities

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

The staff of P.S. 304 proudly volunteers to translate to parents speaking in a language other than English. Open communication is provided by the Parent Coordinator and teachers to confirm that parents are able to speak in their native language on a regular basis. Copies of Department of Education documents are provided to parents in their native language.

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.

Communication to parents requiring translation in a language other than English takes place in-house by the school staff. The staff takes on the responsibility to work as a team to effectively communicate with all parents.

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>.

P.S. 304 will fulfill Section VII of Chancellor's Regulations A-663 by providing all documents to parents in their primary language in a timely fashion. If necessary, one on one meetings will be arranged to openly communicate with parents in their primary language . Records of primary languages of the households for each student will be kept on file and readily accessible.