



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: LUISA PINEIRO FUENTES SCHOOL OF SCIENCE AND DISCOVERY
DBN (i.e. 01M001): 10X307
Principal: YOLANDA VALEZ
Principal Email: YVALEZ@SCHOOLS.NYC.GOV
Superintendent: MELODIE MASHEL
Network Leader: MARIA QUAIL

School Leadership Team (SLT) Signature Page

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

Directions:

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

| Name | Position and Constituent Group Represented | Signature |
|----------------------|--|-----------|
| Yolanda Valez | *Principal or Designee | |
| Betsy Diaz Murphy | *UFT Chapter Leader or Designee | |
| Elizabeth Agramonte | *PA/PTA President or Designated Co-President | |
| Magda Bermudez | 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 | |
| Marcy Schickler | Member/ Teacher/SLT Co-Chair | |
| Sheila McChesney | Member/ Teacher | |
| Callie Rotsko | Member/ Teacher | |
| Joanna Torres | Member/ Parent | |
| Dignora Firpo | Member/ Parent | |
| Yudelkis Javier | Member/ Parent | |
| Altagracia Rodriguez | Member/ Parent | |
| Nyeisha Dortch | Member/ Parent | |
| | Member/ | |

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

| | |
|----------|--|
| X | School Leadership Team Signature Page |
| | Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements) |
| X | <ul style="list-style-type: none">▪ Annual Goal▪ Comprehensive Needs Assessment▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal▪ Budget & Resource Alignment section (indicating all funding sources) |
| X | Academic Intervention Services (AIS) |
| | 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, 60% of all students in grades K-5 will meet grade level ELA standards as measured by Fountas & Pinnell Benchmark Assessments, CCLS Literacy Task data and end-of year Writing pieces.

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.

A review of the data collected from an item analysis of the 2012-13 NYS ELA exams, the NYC School report card, Fountas & Pinnell Benchmark Assessments and CCLS ELA assessments, indicates that although our students perform well on state ELA Assessments, individual student progress lags behind. After careful analysis of these trends, we have identified areas of need of improvement and developed a plan to help us meet our goals in grades K-5.

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

1. Administration, Generation Ready Literacy Consultant and Data Specialist and DIT Team will work closely with teachers to identify and implement instructional strategies that will support accelerated student progress for the lowest third of the school's students.
2. Teachers will use the NYC endorsed Ready Gen curriculum and supplementary instructional materials to align curriculum to the Common Core State Standards (CCSS).
3. Teachers will meet with the lowest 1/3 of their students in small groups at a minimum of three times per week and use their notes and observations as formative assessment. Guided Reading lessons will include, but not be limited to the following objectives from the Citywide Instructional Expectations: Comparing two or more texts; Reading and analyzing informational passages; Engaging students in a 50/50 split of literary and informational texts; Prompts that are more text-dependent: conveying an opinion/argument, an explanation, and experience.
4. We will provide targeted intervention using research based instructional practices to the lowest third of the school's students in six-week cycles with frequent progress monitoring to ensure that intervention strategies are effectively impacting learning.
5. We have adopted the Reading Recovery Program to improve student literacy outcomes in grade 1. The Reading Recovery teacher will also work with targeted ELL students and provide teacher support in grades K-2.

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

1. School Administration, Gen Ready Consultants, ELL Teacher & Data Specialist and DIT, Lexia, Foundations, Fountas & Pinnell Intervention, Guided Reading PD and any other resources used to service the lowest third.
2. Classroom teachers and teachers attending the NYC Ready Gen PD, during Common preps, Professional Development, and additional planning sessions, teachers will continue to align the curriculum throughout the year.
3. AIS and specialty teachers, Guided reading materials (library), formative assessments, any materials needed to instruct the students in areas of need.
4. Gen Ready Literacy Consultant, Data Specialist and Data Inquiry team leaders, Assistant Principal and ELL teacher (attending RTI training)
5. Reading Recovery teacher, the Reading Recovery Program

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

1. To determine students' progress in grades K-5 have met grade level benchmark standards in ELA, teachers will progress monitor as needed and reassess the students in January (as needed) and May 2014 to determine overall students' progress and DIT sessions.
2. All planning sessions are documented and collected through schedules, sign-ins, agendas, and resource materials provided.
3. The teachers plans, observations, and schedules, assessments will determine its effectiveness.
4. All Data Inquiry and RTI documentation about the targeted students being serviced throughout the school year.
5. Reading Recovery schedule, Observations, Student documentation on progress monitoring.

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

1. Beginning in October 2013, student progress will be monitored continuously throughout the year using rubrics and running records and the results will be analyzed to determine next steps in Literacy instruction. By February 2014, students all grades will have received at least one cycle of afterschool instruction to target the areas in

need of focus as determined by the baseline F&P assessments. By June 2014, 100% of students will have been assessed using the Fountas & Pinnell Benchmark assessments a minimum of two times and the results will be submit via a school-wide data base.

2. By June 2014, teachers will have aligned at least 3 units of the Ready Gen resources to CCLS.
3. By November 2013, 100% of teachers will be utilizing explicit instruction, guided and independent practice in literacy instruction to improve student outcomes in literacy. By February 2014, 95% of teachers will use collaboratively developed rubrics aligned to the CCLS in the classroom to engage students in peer-to-peer- or self-assessment. By June 2014, 100% of teachers will score at least 3 pieces of student writing using the CCSS Aligned Writing Rubrics
4. By December 2013, we will have completed one cycle of RTI for targeted students. By February 2014, the second cycle of RTI and by May 2014, the final cycle. The students will be assessed using running records to determine growth toward grade level standards throughout and final assessments in May. By June 2014, 85% of students in grade 3-5 will improve their performance on the extended response questions on Acuity Assessments.
5. By June 2014, Reading Recovery teacher will have provided teacher support through at least PD sessions. She will have serviced at least 6 students formally as expected by the Reading Recovery Program expectations and informally 2- 4 targeted ELL students.

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

1. Professional development support via Common Planning, RTI and DIT periods, Intervention period, Professional Development After- School Monday sessions.
2. Curriculum planning during Professional Development After- School Monday sessions, Common Planning, and scheduled additional planning sessions.
3. Literacy flow of the day, ELA Afterschool programs will identify the implementation of instruction.
4. Schedules highlighting the Common grade level RTI/AIS periods and scheduled RTI cycles.
5. The schedules identifying the Reading Recovery periods, the Reading Recovery teacher schedule, and the Professional Development turnkey sessions.

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).

- PTA members are informed about at SLT meetings about the school's instructional goals so that the members disseminate the information during PTA meetings.
- Family events are scheduled to introduce the school-wide expectations, show progress on school-wide outcomes, and provide families with access to information about school and community resources

Budget and Resource Alignment

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

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

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, 15% of students in grades 3-5 will demonstrate a 30% growth in problem solving as demonstrated through open response problems within our Go Math periodic assessments.

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.

Data from the New York State Math Test revealed that students in grades 3 and 4 combined scored 48% out of the total possible points allotted for the extended response portion (book 3) of the test. Based on this data, we have identified problem solving as an area in need of improvement. Structures that will be implemented to meet our goal include, selection of a math curriculum aligned with the Common Core Standards, embedded open response questions within our periodic assessments, one scheduled Problem Solving period per week, revision of our Problem Solving protocols to infuse Mathematical Practices, and formation of a math Inquiry Team (grades 3-5). These structures support the implementation of the Common Core Standards, Instructional Shifts, and Danielson Framework to meet City-Wide Instructional Expectations for 2013-2014.

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

1. The results of baseline and progress monitoring assessments students will be assigned to targeted groups using Go Math Online Resources ,Go Math Online Resources (K-5 – Tier 2,) Go Math RTI (K-5 – Tier 3), Go Math Grab & Go (K-5).
2. Classroom teachers and Fulltime Math AIS providers reviewed assessment materials from the Go Math program to identify Open Response and Problem Solving opportunities for students. The Chapter Test B was identified for implementations as it embedded open response questions.
3. Students in grades kindergarten through grade 5 will engage in periodic assessments (Chapter Test B of the Go Math program). This will build capacity for Problem Solving throughout the grades providing coherence of instruction. Teachers in all grades will score periodic assessments (Chapter Test B of the Go Math program) for analysis.
4. One Problem Solving Period per week will be included in our math block for students in kindergarten through grade 5. Teachers will participate in Professional development to revisit and revise our Problem Solving protocols to meet Common Core Standards embedding Mathematical Practices.
5. Teachers in grade 4 and 5 will develop a school-wide analysis of the 2013 3rd Grade and 4th Grade Item Analysis of the NYS Common Core Test. A math Inquiry Team (grades 3-5) will be established and data from our Item Analysis in addition to formative assessments from September through November will support identification of students for our math Inquiry Team. Students identified for Inquiry will engage in targeted intervention in addition to the one Problem Solving period per week.

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

1. Gen Ready Math Consultant, Math Liaison, Math AIS teachers, ESL Teacher, and Go Math Online Resources ,Go Math Online Resources (K-5 – Tier 2,) Go Math RTI (K-5 – Tier 3), Go Math Grab & Go (K-5)
2. Gen Ready Math Consultant, Math Liaison, Math AIS teachers, ESL Teacher and Go Math Program materials.
3. Gen Ready Math Consultant, Math Liaison, Math AIS teachers, ESL Teacher and Chapter Test B of the Go Math program.
4. Gen Ready Math Consultant, Math Liaison, Math AIS teachers, ESL Teacher and the Problem solving resources.
5. Gen Ready Math Consultant, Math Liaison, Math AIS teachers, ESL Teacher (MID Team, Data analysis reports, formative assessments).

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

1. Beginning October 2013, 100 % of students in grades 3-5 will be assessed using the Chapter Test B of the Go Math program to identify targeted groups and 95% of teachers in grades 3-5 will score periodic assessments (Chapter Test B of the Go Math program) for analysis as measured by class lists. By November 2013, 95% of classroom teachers and Fulltime Math AIS providers will participate in Professional Development to identify and implement Problem Solving Period protocols as measured by PD Agendas and sign-in sheets.
2. By December 2013, 95% of classroom teachers, Fulltime Math AIS providers and Administrative Team will participate in Professional Development to review and revise our current Problem Solving Protocol to meet Common Core Standards embedding Mathematical Practices as measured by PD Agendas and sign-in sheets.
3. By Jan-April 2014, 15% of students in grades 3-5 will engage in targeted intervention in addition to the one Problem Solving period per week.
4. By November 2013 – June 2014, 95% of students will engage in one Problem Solving Period per week as measured by classroom schedules.
5. By November 2013, 95% of grade 4 and 5 teachers will develop a school-wide analysis of the 2013 3rd Grade and 4th Grade Item Analysis of the NYS Common Core Test as measured by a School-Based Item Analysis. By December 2013, 95% a math Inquiry Team (grades 3-5) will be established as measured by PD Agendas and sign-in sheets. By February 2014, data resulting from 15% of students identified in grades 3-5 for Math Inquiry will have an analysis of their periodic assessments of open response questions (Chapter Test B of the Go Math program) to determine 10% growth in problem solving. By March 2014, data resulting from 15% of students identified in grades 3-5 for math Inquiry will have an analysis of their periodic assessments of open response questions (Chapter Test B of the Go Math program) to determine 20% growth in problem solving. By May 2014, data resulting from 15% of students identified in grades 3-5 for math Inquiry will have an analysis of their periodic assessments of open response questions (Chapter Test B of the Go Math program) to determine 30% growth in problem solving. By June 2014, 95% of classroom teachers and Fulltime Math AIS provider will participate in Professional Development develop to review data from the Math Inquiry Team as measured by PD Agendas and sign-in sheets.

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

1. In October 2013, the results of baseline and progress monitoring assessments students will be assigned to targeted groups using Go Math Online Resources ,Go Math Online Resources (K-5 – Tier 2,) Go Math RTI (K-5 – Tier 3), Go Math Grab & Go (K-5).
2. In September of 2013, classroom teachers and Fulltime Math AIS providers reviewed assessment materials from the Go Math program to identify Open Response

and Problem Solving opportunities for students. The Chapter Test B was identified for implementations as it embedded open response questions.

3. Beginning in October of 2013, students in grades kindergarten through grade 5 will engage in periodic assessments (Chapter Test B of the Go Math program). This will build capacity for Problem Solving throughout the grades providing coherence of instruction. Teachers in all grades will score periodic assessments (Chapter Test B of the Go Math program) for analysis.
4. In November of 2013, one Problem Solving Period per week will be included in our math block for students in kindergarten through grade 5. Teachers will participate in Professional development to revisit and revise our Problem Solving protocols to meet Common Core Standards embedding Mathematical Practices.
5. In November of 2013, grade 4 and 5 teachers will develop a school-wide analysis of the 2013 3rd Grade and 4th Grade Item Analysis of the NYS Common Core Test. A math Inquiry Team (grades 3-5) will be established and data from our Item Analysis in addition to formative assessments from September through November will support identification of students for our math Inquiry Team. Students identified for Inquiry will engage in targeted intervention in addition to the one Problem Solving period per week.

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

1. The 2013-14 School-wide schedules has identified an additional instructional period to support the targeted groups.
2. Beginning June 2013, the schedule times for 2013-14 to the review of Go Math Program.
3. October 2013 – June 2014 – Implementation of Periodic Assessments (Chapter Test B of the Go Math program)
4. Sept 2013 – June 2014 – Monday Extended Day Math Professional Development (one mtg. per month), Full Day (Chancellor’s day) Math Workshop, Lunch-N-Learns (by Grade Level), Common Planning by Grade Level. Teacher conferencing, Planning and Debriefing with Generation Ready Consultant, AIS Math Provider(s), Math Inquiry Team Members and Administrators
5. December 2013 – June 2014 – Math Inquiry Team meetings (one mtg. per month)

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).

- PTA members are informed about Math Workshops at monthly School Leadership Team meetings to disseminate that information to parents at PTA meetings, at workshops, through distribution of flyers, etc.
- Our Parent Involvement Policy and Parent-School Compact are distributed during Parent Teacher conferences to inform of what the school responsibilities in terms of instruction.
- A monthly calendar is sent out to parents to inform them of parent workshops and important events such as Math Portfolio Celebrations, Math Bees, etc.
- All written communication from the school to parents is provided in English and Spanish.
- Informational workshops for parents directly relate to inform them about academic goals such as Math fluency and Math Performance Tasks
- The school offers Curriculum Nights to inform them about Math curriculum, Go Math resources, CCLS, Instructional shifts, Family Math, assessments, etc.
- We inform them that Spanish oral translations will be available at all workshops by school staff.
- Parent Coordinator serves as a parent advocate; communicates and reminds parents of all workshops and informs of the types of workshops are interested in.
- Parents will be informed during Parent Teacher conferences whether students have difficulty with fluency and provide them with reinforcement activities to implement at home.
- Parents are encouraged to participate in academic presentations and celebrations such as Multiplication Bees and Math Portfolio Celebrations, etc.

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 | X | Title IA | Title IIA | X | Title III | Set Aside | Grants |
|---|----------|---|----------|-----------|---|-----------|-----------|--------|
|---|----------|---|----------|-----------|---|-----------|-----------|--------|

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

- Title I SWP, TL ELA/Math Student Support, TL Citywide Instructional Expectations

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 September 2013, implement the Danielson Framework for Teaching, the new evaluation instrument and common structure used to evaluate teacher performance, analyze and assess teaching practices and develop plans to strengthen the instructional practices.

By June 2014, 100% of teachers will develop a school-wide understanding of the components of Danielson Framework for Teaching and utilize them to define the strategies towards what effective teaching looks like across all disciplines. This will improve instruction and student learning via the creation of CCLS aligned lesson plans that provide multiple entry points for all learners.

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.

As described in 2013-14 Citywide Instructional Expectations requiring that all schools to utilize an evaluative tool to shift teacher practice in preparing teachers to meet higher standards and move students toward meeting higher standards with the intentions of supporting teachers in creating rigorous and coherent instructional experiences for students.

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. Teachers will be evaluated and observed on classroom instructional practices in Domains 1, 2, 3, and 4 of the Danielson Framework, and based on the data instructional support systems and Professional development will be determined for those teachers who are identified. Administrators will share information from participation in professional development offered by the New Teacher Center in efforts of deepening the knowledge of Danielson Framework, giving formative feedback, sharpening the coding and rating of observations, understand the use of Artifacts. Administrators will participate in professional conversations and support sessions with a Talent Coach in meeting expertise using Danielson Framework to rate teachers appropriately.
2. Teachers will select a domain and/or component to create a goal and a plan that will enable them to intentionally improve toward their goal throughout the school year. Teachers will set goals and plans for professional development with Administration to ensure it meets their needs upon improving their practice and that professional development goals are achieved and discuss its impact on learning.
3. Throughout the school year, teachers will participate in at least 3 sessions focused on the Danielson Framework to gain more in depth information and learning about the various evidence such as artifacts, observation data, and teacher conferences in terms evaluative ratings with regards to effectiveness and growth. Teachers will have opportunities throughout the school year to observe videos from ARIS Learn, Teaching Channel, videos recommended by New Teacher Center and define effective norm activities. Teachers will participate in professional development conversations with administrators, coaches, teachers, and consultants with respect to deepening the understanding of the domains and components to improve teacher practice and or during professional development, common preps, lunch shares, etc.
4. Teachers will participate in at least 10 school based professional developments and others such as Network, Conferences, and any professional development opportunities via ARIS Learn or DOE. Teachers will receive a copy of Asking Better Questions by Norah Morgan & Julianna Saxton to participate in a book study in meeting the improvement of teacher practice and asking higher order questions. A team (1 administrator, 1 Gen Ed and 1 Sp. Ed teacher) will participate in the CAST Institute in to deepen the understanding of the Universal Design for Learning (UDL) framework and how it applies to instruction to create a lab site to turn key information to the teachers. New Teachers will review the Depth of Knowledge, the three main competencies and what it looks like to help improve practice. Teachers will participate in intra and or inter-visitations for professional development purposes and /or extending knowledge of content area.
5. Teachers will participate in instructional learning walks where a team of 2 teachers and Administrator visit classrooms in an effort to identify one good practice, one concern and something they would take back to implement. They will participate in learning community sessions where they provide each other feedback on improving instructional practices.

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

3. Gen Ready Consultants, CFN 109 support, Advance Talent Coach, Administrators, Advance PD, and the Danielson Framework.
4. Administrators, Advance PD, CFN Professional development, and the Danielson Framework to facilitate teacher in developing and meeting Advance goals.
5. Gen Ready Consultants, CFN 109 support, Advance Talent Coach, Administrators, Advance PD, ARIS Learn and the Danielson Framework and the Teaching Channel any other resources used for Professional development purposes to support teachers on meeting Advance professional goals.

6. Gen Ready Consultants, CFN 109 support, Advance Talent Coach, Administrators, Advance PD, and the Danielson Framework, ARIS Learn and the Teaching Channel any other resources used for Professional development purposes.
 7. Administrators, Gen Ready Consultant, Talent Coach, CFN 109 support, and other external Professional development to support the teachers on improving practice.
- 8. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. 100% of teachers will be observed formally and informally based on their option choice and will be rated and receive feedback as ineffective, developing, effective, and highly effective on teacher practice.
 2. 100 % of teachers will complete Evaluation Selection Forms to choose an option for observations, and set professional goals based on Danielson Framework.
 3. All Teachers will participate in school based Danielson Framework Professional development throughout the school year, intra- and inter-visitations, selected staff will participate in City wide Advance Professional development teacher. The teacher observation feedback used to observe the use of strategies, PD, etc. Professional development schedules, agendas, sign-ins, and professional resources of all internal Professional development.
 4. 90% of teachers will participate in other professional development to support the improvement of teacher practice. Documentation of Professional development, logs of assistance identifying areas of need and support via Gen ready consultants for Literacy and Math. Logs of instructional liaisons and school based mentors support (for new teachers) via modeling, co-teaching, etc.
 5. The school will have at least two instructional walks that will have teachers participate to observe, debrief and discuss good instructional practices. The teacher will reflect on the observations and identify something they will try.
- 9. Timeline for implementation and completion including start and end dates**
1. By May 2014, 92 % of teachers who chose Option 1 will have a minimum of 1 formal classroom observation and 3 informal conducted with immediate feedback on at least one area of improvement in instructional practices. By May 2014, 8% of teachers who chose Option 2 will have a minimum of 6 informal observations conducted with immediate feedback on at least one area of improvement in instructional practices.
 2. By May 2014, 100 % of teachers will engage in at least 1 planning conference with Administration to review data, observation options, professional development options, and student goals.
 3. By August 2013, a MOSL team will participate in an all day Advance Professional development. By June 2014, 100 % of teachers will participate in school based Danielson Framework Professional development.
 4. By June 2014, 100 % of teachers will participate in additional Professional development to ensure the improvement of teacher practice, content specific, guided reading practices, book clubs, inter-visitations, webinars, videos on instructional practices, etc.
 5. From January to March 2014, we will have instructional walks for teachers to reflect on instructional strategies through observations, debrief and discussions about teacher practices during observations.
- 10. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. September to May 2014 we will schedule formal and informal teacher observations based on the frequency of option chosen.
 2. By October 2013, scheduled Initial Planning Conferences between teacher and administrator at which time teacher select observation option and identify professional goals. By February 2014, Mid-year conferences will be held to meet and ensure goals are being met.
 3. September 2013 to May 2013, Professional development to support the teachers with the framework will be scheduled time during September full day PD, the Chancellor's Day Election Day, Monday PD after school sessions. The Danielson Framework Professional Development will focus on familiarity of the framework, on instructional practices and its impact on learning.
 4. Sept 2013 – May 2014 the teachers will be provided coverage to attend citywide or Network Professional development on the Danielson Framework, MOSL, UDL, RTI, etc. Sept 2013 – May 2014 There will be scheduled study groups throughout the school year to support teachers in areas of need.
 5. Sept 2013 – May 2014 There will be scheduled instructional walks, intra and inter-visitations for teacher to observe and reflect on good teaching practices.

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).

PTA members are informed about Danielson Framework for teaching at School Leadership Team meetings to disseminate that information to parents at PTA meetings, at workshops, through distribution of flyers, etc.

All written communication from the school to parents is provided in English and Spanish

We inform them that Spanish oral translations will be available at all workshops by school staff.

Parent Coordinator serves as a parent advocate; communicates and reminds parents of all workshops and informs of the types of workshops are interested in.

Budget and Resource Alignment

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

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

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, 25% school-wide Instructional Technology integration and ensure that 100 % students are using technologies for instructional purposes in various ways in alignment with Citywide Expectations for college and career readiness.

Comprehensive Needs Assessment

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

Based on the results of the NYC School Survey, and evaluation of current instructional technology practices, it was determined that there was a need to provide support in the areas of integration of technology into the curriculum, professional development and equipment and resources. There is a need in teaching and learning technology; integration of technology with curricula and instruction, educator preparation and development, administration and support services.

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

- A1. To improve student technology literacy and student academic performance through the integration of curriculum and technology
- A2. Infuse technology to increase learning opportunities and improve achievement in reading, writing, mathematics and the sciences through the use of digital media and other resources.
- A3. Refine and build on the successful integration of technology skills through grade-level celebrations of best practices.
- A4. Require teachers to design and implement at least one technology based project per year.
- A5. Develop standardized technology curriculum and training plan.
- A6. Ensure teachers have common planning time to collaboratively plan units to meet the needs of the technology curriculum and CCSS.
- A7. Provide teachers with a toolbox of mini-lessons and instructional resources to build technology skills.
- A8. Continue incorporating high-quality digital resources such as Google Apps, video links, audio-books, ebooks, web 2.0 technologies, interactive whiteboard software etc.
- A9. Explore, pilot and build upon research-based software (LEXIA, Mathletics, etc.) to support improving reading, writing, mathematics and the sciences including, but not limited to supporting RTI.
- A10. Improve web communications including web content management system and increase use of web tools such as Google Apps by purchasing and using the domain PS307X.org.
- A11. Offer school-wide technology training opportunities to teachers on technology integration best practices.

- A12. Build upon resources and develop technology leadership capacity by identifying and training a minimum of one staff member to support school-wide educational technology integration.
- A13. Establish a Technology Committee to support school-wide technology integration and evaluate, monitor, make recommendations and revise technology integration plans as necessary.
- A14. Provide availability to classroom teachers of digital cameras, flip cameras, instructional software, whiteboard resources, sets of audio-book libraries, and classroom response systems (clickers), etc.
- A15. Improve student access to portable technology devices such as laptops, tablets, graphic input devices and classroom response systems (clickers).
- A16. Create classroom technology logs to monitor student usage of iPads, desktop computers, laptops and other digital resources. Increase capacity of school-based staff to troubleshoot lower-level hardware and software issues through creation of a checklist for reference in setting up and tech problem solving.
- A17. Build upon school-wide data collection and set up a school web site for improved access to data, assessments, class assignments and homework.
- A18. Explore, pilot and implement shared access to documents such as lesson plans and pacing calendars.
- A19. Evaluate technology systems and recommend, budget and upgrade systems as necessary to meet instructional goals and implement NYS PARCC and NYC online assessment programs.
- A20. To increase instructional use of technology by allowing children to use technology in the classroom, they need to learn to perform basic computer functions, use popular programs, perform Internet searches and incorporate their favorite gadgets into the classroom.

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

1. Consultant contracted through Generation Ready (formerly AUSSIE); Classroom teachers; Out of classroom teachers.
2. School Administration
3. Consultant contracted through Generation Ready (formerly AUSSIE); Classroom teachers; Out of classroom teachers.
4. School Administration
5. Consultant contracted through Generation Ready (formerly AUSSIE); Classroom teachers; Out of classroom teachers
6. School Administration; Out of classroom teachers
- 7.- 9. Consultant contracted through Generation Ready (formerly AUSSIE); Classroom teachers; Out of classroom teachers
10. – 14. Consultant contracted through Generation Ready (formerly AUSSIE); School Administration
15. Consultant contracted through Generation Ready (formerly AUSSIE); School Administration; Classroom teachers; Out of classroom teachers
16. School Administration; Classroom teachers
17. – 20. Consultant contracted through Generation Ready (formerly AUSSIE); Classroom teachers; Out of classroom teachers

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

1. Teacher created assessments, checklists and classroom observations; Monitoring of assessment data and review of technology curriculum to ensure alignment to standards; Student work; Classroom Technology Logs to monitor usage of computers by students
2. Teacher created assessments, checklists and classroom observations; Monitoring of assessment data and review of technology curriculum to ensure alignment to standards; Student work; Classroom Technology Logs to monitor usage of computers by students; Teacher Lesson Plans/Pacing Calendars/Curriculum Maps
3. Professional Development Agendas and Attendance Sheets; Professional Development Binder; Grade level Planning Team Meetings (Lunch-n-Learns/Common Preps); Generation Ready Consultant Logs
4. Student work; Classroom Technology Logs to monitor usage of computers by students; Teacher Lesson Plans/Pacing Calendars/Curriculum Map
5. Professional Development Agendas and Attendance Sheets; Professional Development Binder; Grade level Planning Team Meetings (Lunch-n-Learns/Common Preps); Generation Ready Consultant Logs
6. Grade level Planning Team Meetings (Lunch-n-Learns/Common Preps); Schedules
7. Teacher Lesson Plans/Pacing Calendars/Curriculum Maps; Professional Development Agendas and Attendance Sheets; Professional Development Binder; Grade level Planning Team Meetings (Lunch-n-Learns/Common Preps); Generation Ready Consultant Logs
8. Student work; Classroom Technology Logs to monitor usage of computers by students; Teacher Lesson Plans/Pacing Calendars/Curriculum Maps
9. Monitoring of assessment data and review of technology curriculum to ensure alignment to standards; Student work; Classroom Technology Logs to monitor usage of computers by students; Teacher Lesson Plans/Pacing Calendars/Curriculum Maps; Professional Development Agendas and Attendance Sheets; Grade level Planning Team Meetings (Lunch-n-Learns/Common Preps); Generation Ready Consultant Logs
10. Generation Ready Consultant Logs; Domain registration
11. Professional Development Agendas and Attendance Sheets; Professional Development Binder; Grade level Planning Team Meetings (Lunch-n-Learns/Common Preps); Generation Ready Consultant Logs

12. Professional Development Agendas and Attendance Sheets; Professional Development Binder; Grade level Planning Team Meetings (Lunch-n-Learns/Common Preps); Generation Ready Consultant Logs
13. Professional Development Agendas and Attendance Sheets; Professional Development Binder; Grade level Planning Team Meetings (Lunch-n-Learns/Common Preps); Generation Ready Consultant Logs
14. Classroom Technology Logs to monitor usage of computers by students; Teacher observations
15. Classroom Technology Logs to monitor usage of computers by students; Teacher observations.
16. Classroom Technology Logs to monitor usage of computers by students; Teacher observations
17. Monitoring of assessment data and review of technology curriculum to ensure alignment to standards; Google school domain registration; Teacher observations.
18. Monitoring of assessment data and review of technology curriculum to ensure alignment to standards; Google school domain registration; Teacher observations.
19. Monitoring of assessment data and review of technology curriculum to ensure alignment to standards; STVP vouchers, Technology Inventory for Online Assessments (TIOA)
20. Teacher created assessments, checklists and classroom observations; Student work; Classroom Technology Logs to monitor usage of computers by students; Teacher Lesson Plans/Pacing Calendars/Curriculum Maps

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

Curriculum Integration:

5. A1; A2; A15; A16 – By June 2014, increase by 25% the daily use of instructional technology by students.

Professional Learning:

6. A3; A4; A5; A6; A7; A11; A12; A13 – By June 2014, Ensure that 95% of staff are adept in the use and integration of instructional technology.
7. A3; A4; A5; A6; A7; A11; A12; A13 – By June 2014, provide a minimum of ten days of ongoing professional development activities to staff.

Equipment and Resources:

8. A8; A9; A10 – By January 2014, ensure that 100% of classrooms have a minimum of three operational computers, one printer, one interactive whiteboard presentation system, one ELMO projection device, one iPad tablet and one laptop for teacher use.
9. A14; A15; A16; A19; A20 – By January 2014, ensure that 100% of students in grades 4 & 5 have one laptop assigned specifically for their classroom use.
10. A14; A15; A16; A19; A20 – By January 2014, ensure that grade 3 students have 1 laptop for sharing between each two students for their classroom use.
11. A14; A15; A16; A19; A20 – By March 2014, ensure that each classroom in grades K-2 has a minimum of 3 iPads for classroom use.

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

1. A1; A2; A3; A4; A5; A6 – Common Planning periods
2. A11; A12; A13 – Afterschool Professional Development
3. A7; A8; A9; A10 – Ten days of Generation Ready consultant support
4. A14; A15; A16; A17; A18; A19; A20 – Administration support; Generation Ready consultant

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).

PTA members are informed about Technology goals, Technology purchases, and software resources for teaching at the School Leadership Team meetings to disseminate that information to parents at PTA meetings, at workshops, through distribution of flyers, etc.

All written communication from the school to parents is provided in English and Spanish with regards to aforementioned information.

Budget and Resource Alignment

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

| | Tax Levy | X | Title IA | Title IIA | Title III | Set Aside | Grants |
|--|---|---|----------|-----------|-----------|-----------|--------|
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | |
| 1. | Utilize funding from Tax Levy, SWP/Title 1, NYS-STVP. | | | | | | |
| 2. | Explore additional grant opportunities such as RESO-A and Capital grants from NYC Borough President, etc. | | | | | | |

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.

By June 2014, 100% of staff will assist in implementing a SWPBIS (School-wide Positive Behavior Intervention and Support) framework grounded in evidence based interventions practice in order to reduce the incidence of problem behaviors and build a positive school culture and climate in line with citywide instructional expectations.

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.

A review of the informal data collected from trends in disciplinary incidents, student office referral rates, teacher anecdotal reports and behavioral observations indicated that there was a school-wide over-reliance on reactive and aversive approach to managing problem behavior. These practices resulted in removal of students from instructional time more often than was necessary. In order to shift from a reactive approach to one that is preventive and positive, and in line with NY Citywide PBIS expectations, it was determined that there was a need to implement a School-Wide Positive Behavior Intervention and Support framework.

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.

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

1. Establish a team, a common vision, a use of Common language and develop a common experience, align with other school-wide initiatives and develop a progressive discipline protocol to be used school-wide.
2. Develop a plan to provide Professional Development for all staff, and parent workshops.
3. Define 3-5 positively stated expectations, identify how school-wide expectations apply to specific school locations and post throughout the school building.
4. Involve teachers on all grade levels in development of lesson plans
5. Instruction should be focused on defining, teaching, and encouraging expectations for all settings, students, & staff
6. Plan school-wide activities such as a minimum of 3 Respect for All/Anti-bullying to build positive school climate and culture (ex. Dalton Sherman – “Do You Believe in Me?” speech) and celebrate positive behaviors
7. Purchase books (ex. Have You Filled a Bucket Today?) and materials to support the teaching of character education in Social Studies and ELA
8. Establish collaboration with community resources such as NYPD Community Affairs
9. Dissemination of information to the entire school community about the acknowledgement system & students are receiving as positive acknowledgement.
10. Procedures to define an array of appropriate responses to minor (classroom managed behaviors) and appropriate responses to major (office managed) behavior.
11. Identify at least one staff member who is trained to conduct Functional Behavior assessments.
12. Use the Google Apps to develop a school-based information system for tracking and analyzing student discipline referrals
13. Develop an evaluation process to determine the impact on student outcomes/behaviors

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

1. School Administration, Classroom Teachers, Out of classroom teachers, School Staff, Parents and families and PBIS Team comprised of at least one representative from all constituencies of the school community.
2. School Administration and PBIS Team comprised of at least one representative from all constituencies of the school community.
3. School Administration and PBIS Team comprised of at least one representative from all constituencies of the school community.
4. School Administration, Classroom Teachers, Out of classroom teachers, School Staff, Parents and families.
5. PBIS Team comprised of at least one representative from all constituencies of the school community with feedback from all teachers.
6. School Administration and PBIS Team comprised of at least one representative from all constituencies of the school community.
7. School Administration and PBIS Team comprised of at least one representative from all constituencies of the school community.
8. PBIS Team comprised of at least one representative from all constituencies of the school community.
9. School Administration and PBIS Team comprised of at least one representative from all constituencies of the school community.
10. School Administration and PBIS Team comprised of at least one representative from all constituencies of the school community
11. School Administration
- 12– 13. Classroom teachers, Out of classroom teachers, School staff (School-aides, lunchroom staff, etc.), Parents and families

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

1. Teacher created assessments, checklists and classroom observations; Monitoring of assessment data and review of technology curriculum to ensure alignment to

- standards; Student work; Classroom Technology Logs to monitor usage of computers by students
2. Teacher created assessments, checklists and classroom observations; Monitoring of assessment data and review of technology curriculum to ensure alignment to standards; Student work; Classroom Technology Logs to monitor usage of computers by students; Teacher Lesson Plans/Pacing Calendars/Curriculum Maps
 3. Professional Development Agendas and Attendance Sheets; Professional Development Binder; Grade level Planning Team Meetings (Lunch-n-Learns/Common Preps); Generation Ready Consultant Logs
 4. Student work; Classroom Technology Logs to monitor usage of computers by students; Teacher Lesson Plans/Pacing Calendars/Curriculum Map
 5. Professional Development Agendas and Attendance Sheets; Professional Development Binder; Grade level Planning Team Meetings (Lunch-n-Learns/Common Preps); Generation Ready Consultant Logs
 6. Grade level Planning Team Meetings (Lunch-n-Learns/Common Preps); Schedules
 7. Teacher Lesson Plans/Pacing Calendars/Curriculum Maps; Professional Development Agendas and Attendance Sheets; Professional Development Binder; Grade level Planning Team Meetings (Lunch-n-Learns/Common Preps); Generation Ready Consultant Logs
 8. Student work; Classroom Technology Logs to monitor usage of computers by students; Teacher Lesson Plans/Pacing Calendars/Curriculum Maps
 9. Monitoring of assessment data and review of technology curriculum to ensure alignment to standards; Student work; Classroom Technology Logs to monitor usage of computers by students; Teacher Lesson Plans/Pacing Calendars/Curriculum Maps; Professional Development Agendas and Attendance Sheets; Grade level Planning Team Meetings (Lunch-n-Learns/Common Preps); Generation Ready Consultant Logs
 10. Generation Ready Consultant Logs; Domain registration
 11. Professional Development Agendas and Attendance Sheets; Professional Development Binder; Grade level Planning Team Meetings (Lunch-n-Learns/Common Preps); Generation Ready Consultant Logs
 12. Professional Development Agendas and Attendance Sheets; Professional Development Binder; Grade level Planning Team Meetings (Lunch-n-Learns/Common Preps); Generation Ready Consultant Logs
 13. Professional Development Agendas and Attendance Sheets; Professional Development Binder; Grade level Planning Team Meetings (Lunch-n-Learns/Common Preps); Generation Ready Consultant Logs
 14. Classroom Technology Logs to monitor usage of computers by students; Teacher observations
 15. Classroom Technology Logs to monitor usage of computers by students; Teacher observations.
 16. Classroom Technology Logs to monitor usage of computers by students; Teacher observations
 17. Monitoring of assessment data and review of technology curriculum to ensure alignment to standards; Google school domain registration; Teacher observations.
 18. Monitoring of assessment data and review of technology curriculum to ensure alignment to standards; Google school domain registration; Teacher observations.
 19. Monitoring of assessment data and review of technology curriculum to ensure alignment to standards; STVP vouchers, Technology Inventory for Online Assessments (TIOA)
 20. Teacher created assessments, checklists and classroom observations; Student work; Classroom Technology Logs to monitor usage of computers by students; Teacher Lesson Plans/Pacing Calendars/Curriculum Maps

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

Curriculum Integration:

1. (A1; A2; A15; A16) By June 2014, increase by 25% the daily use of instructional technology by students.

Professional Learning:

2. (A3; A4; A5; A6; A7; A11; A12; A13) By June 2014, Ensure that 95% of staff are adept in the use and integration of instructional technology.
3. (A3; A4; A5; A6; A7; A11; A12; A13) By June 2014, provide a minimum of ten days of ongoing professional development activities to staff.

Equipment and Resources:

3. (A8; A9; A10) By January 2014, ensure that 100% of classrooms have a minimum of three operational computers, one printer, one interactive whiteboard presentation system, one ELMO projection device, one iPad tablet and one laptop for teacher use.
4. (A14; A15; A16; A19; A20) By January 2014, ensure that 100% of students in grades 4 & 5 have one laptop assigned specifically for their classroom use.
5. (A14; A15; A16; A19; A20) By January 2014, ensure that grade 3 students have 1 laptop for sharing between each two students for their classroom use.
6. (A14; A15; A16; A19; A20) By March 2014, ensure that each classroom in grades K-2 has a minimum of 3 iPads for classroom use.

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

1. Common Planning periods
2. Afterschool Professional Development
3. Community information meetings

4. PBIS Team Meeting Times

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).

- PTA members are informed about SWPBIS at SLT meetings so that they can disseminate the information during PTA meetings.
- Family events are scheduled to introduce the school-wide expectations, show progress on school-wide outcomes, and provide families with access to information about school and community resources

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 | X | Title IA | | Title IIA | | Title III | | Set Aside | | Grants |
|----------|-----------------|----------|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|
|----------|-----------------|----------|-----------------|--|------------------|--|------------------|--|------------------|--|---------------|

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, etc.) | Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.) | When the service is provided (e.g. during the school day, before or after school, etc.) |
|--|---|---|---|
| ELA | <p>The following programs/strategies for ELA Academic Intervention Services are being used:</p> <ul style="list-style-type: none"> • Fountas & Pinnell Intervention Kit (2) • Elements of Reading: Vocabulary (K – 5) • NY I-Ready (3 – 5) • Read, Write and Listen (3 – 5) • Rally! NY ELA Rehearsal (3–5) • Abrams Key Links (K – 3) • Voyager Passport (K – 5) • Foundations (K – 2) • Lexia (K-5) • Rally Education - Achieve Your Reading G.O.A.L. (5th) | <p>Classroom teachers, cluster teachers, EGCR teachers & F-status teachers provide these services for students via small group and/or individual instruction.</p> | <p>Services are provided during the school day, after school and/or Saturday Academies.</p> |
| Mathematics | <p>The following programs/strategies for Mathematics Academic Intervention Services are being used:</p> <ul style="list-style-type: none"> • Go Math Online Resources • Go Math Online Resources (K-5 – Tier 2) • Go Math RTI (K-5 – Tier 3) • Go Math Grab & Go (K-5) | <p>Classroom teachers, cluster teachers, EGCR teachers & F-status teachers provide these services for students via small group and/or individual instruction.</p> | <p>Services are provided during the school day, after school and/or Saturday Academies.</p> |
| Science | <p>The following programs for Science Academic Intervention Services are being used:</p> <ul style="list-style-type: none"> • Buckle Down Science (4th) • Measuring Up Science (4th) • Science Performance Pre/Post Test (4th) | <p>Classroom teachers, cluster teachers, EGCR teachers & F-status teachers provide these services for students via small group and/or individual instruction.</p> | <p>Services are provided during the school day, after school and/or Saturday Academies.</p> |
| Social Studies | <ul style="list-style-type: none"> • NY I-Ready (3 – 5) • Read, Write and Listen (3 – 5) • Rally! NY ELA Rehearsal (3–5) • Rally Education - Achieve Your Reading G.O.A.L. (5th) • Voyager Passport (K – 5) | <p>Classroom teachers, cluster teachers, EGCR teachers & F-status teachers provide these services for students via small group and/or individual instruction.</p> | <p>Services are provided during the school day as part of the Ready Gen because it is integrated within the curriculum.</p> |

| | | | |
|---|--|--|--|
| | The materials that integrate Social Studies | | |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | <p>In addition to providing mandated IEP services, our school based guidance counselor works with at-risk students around issues such as:</p> <ul style="list-style-type: none"> • Helping students understand and express their emotions and deal with anger. Students practice verbalizing their emotions or solving the problem without getting angry. • Helping students understand other people’s emotions and their effect on others. • Providing strategies and behavior management plans to improve students’ behavior in class and deal with hyperactivity, fighting and bullying. • Learning coping mechanisms to respond differently to emotionally charged situations. | School based guidance counselor provides these services individually and/or in small groups. | Services are provided during the school day. |

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

A partnership has been established with Lehman College to have student teachers assigned in grades Pre-K through 5th grade including ESL and Special Education to ensure that we can recruit possible candidates that are highly qualified. We work with CFN 109 in recruiting highly qualified applicants.

All classroom teachers participate in school based professional development sessions, twice a month, including lunch shares, demonstration lessons, intra / inter visitation based on their needs and/or but not limited to City wide expectations, etc. They are also participate in external professional development, such as but not limited to Professional Educational Conferences, webinars, Network PD's, DOE Professional Development, etc. Participation is based on recommendation by mentors, teachers, and/or school administrators based on observations, articulation and consultation sessions.

The school will ensure to continue providing ongoing professional development for any teachers who are not HQT

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).

The school is utilizing as per the Citywide Instructional Expectations the Danielson Framework that highlights Professional Teaching Standards. The goal is to provide our students with the effective teachers and to provide new educators with the highest quality support so they can reach their fullest potential with systems of support from the Network, school mentors and teachers. Mentor, AUSSIE consultants or partner teachers are assigned to newly hired teachers and new teacher to the school and focus on what knowledge, skills, and dispositions beginning teachers need and help teachers understand the goal of creating future ready students for the 21st century, curriculum, policies and procedures, guide teachers in the program through demonstrations, observations, and consultations and or articulations to promote instructional excellence, etc.

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Title I SWP Basic Emergency Support for STH

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.).

The Pre-school teacher is included in the professional development offered to all teachers in K- 5 in the planning sessions the Pre-K teacher has been part of the Kindergarten planning to ensure that the Pre- K curriculum is closely aligned and consistent with CCLS expectations for Kindergarten. The Pre- K parent involvement activities are the same as we have for the other grades, including workshop for Pre-K in the spring for parents, to orient them on the expectations of Kindergarten. We are a close-knit school community and the teachers are in constant communication about the students as they move throughout the grades.

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.

The Measures of Student Learning (MOSL) Committee met four times between June and September 2013. The team was comprised of the principal/AP, 5 teachers, 4 teachers and the UFT chapter leader. Some members of the team attended training provided by DOE focused on evaluation in August 2013. The team selected MOSL to be implemented for the school year 2013-14. In addition, the school based Date Inquiry Team evaluates and selects additional assessment materials to be used throughout the year.

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 10 | Borough Bronx | School Number 307 |
| School Name The Luisa Piniero Fuentes School of Scie | | |

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 Yolanda Valez | Assistant Principal Debra Springsteen |
| Coach | Coach |
| ESL Teacher Ashleigh Giangrosso | Guidance Counselor |
| Teacher/Subject Area Michelle Maturen/ESL | Parent Yudelkis Almonte |
| Teacher/Subject Area Marcy Schickler/EGCR | Parent Coordinator Liza Ocasio |
| Related Service Provider Laura O'Connell/SETTS | 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. | 4 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area and ESL certification | 0 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified NLA/foreign language teachers | 0 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|---------------|
| Total number of students in school (Excluding Pre-K) | 369 | Total number of ELLs | 92 | ELLs as share of total student population (%) | 24.93% |
|--|------------|----------------------|-----------|---|---------------|

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

| ELL Program Breakdown | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total # |
| Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%) | | | | | | | | | | | | | | 0 |
| Dual Language (50%:50%) | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Push-In | 3 | 2 | 2 | 2 | 2 | 2 | | | | | | | | 13 |
| Pull-out | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | | | 6 |
| Total | 4 | 3 | 3 | 3 | 3 | 3 | 0 | 19 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|--------------------------------|----|
| All ELLs | 92 | Newcomers (ELLs receiving service 0-3 years) | 71 | ELL Students with Disabilities | 28 |
| SIFE | 1 | ELLs receiving service 4-6 years | 19 | Long-Term (completed 6+ years) | 2 |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Dual Language | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| ESL | 71 | 1 | 13 | 19 | 0 | 13 | 2 | 0 | 2 | 92 |
| Total | 71 | 1 | 13 | 19 | 0 | 13 | 2 | 0 | 2 | 92 |

Number of ELLs who have an alternate placement paraprofessional:

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 | 18 | 14 | 17 | 16 | 16 | 8 | | | | | | | | 89 |
| Chinese | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Russian | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Bengali | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Urdu | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Arabic | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Haitian | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| French | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Korean | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Punjabi | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Polish | 0 | 0 | 0 | 0 | 0 | 0 | | | | | | | | 0 |
| Albanian | 0 | 0 | 1 | 0 | 0 | 0 | | | | | | | | 1 |
| Other | 0 | 0 | 0 | 1 | 0 | 1 | | | | | | | | 2 |
| TOTAL | 18 | 14 | 18 | 17 | 16 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 92 |

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) | 5 | 1 | 4 | 3 | 6 | 2 | | | | | | | | 21 |

| 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) | 5 | 1 | 6 | 3 | 4 | 1 | | | | | | | | 20 |
| Advanced (A) | 8 | 12 | 8 | 11 | 6 | 6 | | | | | | | | 51 |
| Total | 18 | 14 | 18 | 17 | 16 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 92 |

| 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 | 5 | 6 | 1 | 0 | 12 |
| 4 | 3 | 3 | 1 | 0 | 7 |
| 5 | 2 | 1 | 0 | 1 | 4 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | 0 |

| NYS Math | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 3 | 5 | 1 | 6 | 0 | 2 | 0 | 0 | 0 | 14 |
| 4 | 5 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 8 |
| 5 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 3 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 1 | 0 | 1 | 0 | 3 | 1 | 2 | 0 | 8 |
| 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.

Paste response to questions here: P.S. 307 uses the Fountas & Pinnell assessments, the running records as well as the optional components of the program to assess the early literacy skills of our ELLs. The optional components being used in kindergarten and first grade aim to assess early literacy skills typically mastered prior to reading. The data from these assessments shows us that our ELLs typically perform lower than their proficient classmates when early literacy skills are assessed. In addition, we have found while there are many visual references in these early literacy assessments aimed at assisting the students, many of our ELLs are not familiar with the vocabulary for the visual, causing them to struggle to answer the question. For example, a student is shown a picture of a cat and asked to say what sound the word starts with. If the student does not know the English word for "cat" he will struggle to produce the first sound of the word. We have also noticed that many of our ELLs in the early grades struggle to master the concept of letter/sound relationships. To combat these areas of weakness, ESL instruction will be tailored to include intensive instruction in these areas. The daily routines of ESL instruction will include practice in the areas of weaknesses as identified in the early literacy skills assessments. For example, in order to address weaknesses in sound/letter relationships, each time the group meets, the ESL teacher will review the sounds the students struggled with on the assessment through pictures, words, kinesthetic motions corresponding to the sound, and literature. Across the grades, identified areas of weakness are addressed during the 37 ½ minute extended day periods. This time allows for intensive, small group instruction on targeted skills identified as areas in need of further instruction through these early literacy assessments.

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

Paste response to question here: The data gathered from both NYSESLAT and LAB-R results, provides us with an opportunity to recognize patterns across proficiency levels and grades. In kindergarten, we find that most of the LAB-R eligible students who have attended Pre-Kindergarten at P.S. 307 score at an advanced or proficient level on the LAB-R. Those kindergarteners who are new arrivals to the country or who have not had a Pre-Kindergarten experience with P.S. 307 tend to score at a beginner or intermediate level on the LAB-R. Across the proficiency levels in kindergarten, these students all tend to struggle more with the reading portion of the exam than the listening and speaking portion. In first grade, students who were in Kindergarten at P.S. 307 tend to increase about one proficiency level from the LAB-R at the beginning of their Kindergarten year to the NYSESLAT during the spring of their Kindergarten year. There are, of course, a few exceptions where the students' proficiency level decreases from the LAB-R to the NYSESLAT. In first grade, the ESL teachers work diligently to pinpoint the skills that the ESL students struggled with on the previous year's NYSESLAT in order to address these areas of weakness in the students' proficiency. As with our kindergarten students, we find that across the proficiency levels in first grade, students all tend to struggle more with the reading and writing portion of the exam than the listening and speaking portion. We have also noticed that some of our students achieved an advanced level score in the first grade, only to fall back to an intermediate level in the second grade. To reverse this trend, our certified ESL teachers are diligently working with both classroom teachers and with students not making progress in using the re-teaching materials from the Crystal Springs Intervention Kits, and Ready Gen. In addition, these students are receiving other AIS services and interventions by experienced F-Status teachers, as well as participating in all core curriculum activities. By second grade, many of the students who have attended P.S. 307 since kindergarten have achieved a level of proficient or advanced on the NYSESLAT. However, those who have achieved at an advanced level seem to get stuck at that level and struggle to make progress according to the NYSESLAT in second and third grade. To address this issue the ESL teachers as well as the classroom teachers are working together alongside the administration to identify targeted strategies that can be used by both the classroom and ESL teachers to assist these students in both reading and writing (the identified areas of need) with the aim of assisting them in achieving English proficiency. In third grade, we see some improvement in the proficiency level based on the NYSESLAT, while in fourth grade we find that the majority of students who have been with our school for more than two years achieve proficiency on the NYSESLAT. In fifth grade, those students who have been enrolled at P.S. 307 for more than one year tend to improve a level or to achieve proficiency. Again in second, third, fourth and fifth grade, we notice that across the grades and proficiency levels, our ELL students perform higher on the Listening/Speaking section of the exam than on the Reading/Writing section. Our certified ESL teachers are working along with the administration and the classroom teachers as well as our literacy consultants to identify and address the areas of weakness in each modality in order to provide more support in these areas. Since the weakness in Reading/Writing is across the grades, the intervention to address these weaknesses will be across the ESL program. In order to address the areas of Reading and Writing in these grades, every attempt is made to allow ESL teachers to push-in to these classrooms during literacy periods. ESL teachers pushing into a classroom during literacy periods are able to scaffold reading and writing assignments to make them more

accessible for struggling readers and writers. ESL teachers can also work on strategies during these literacy periods, such as: word attack skills, comprehension skills, grammar skills, and writing mechanics.

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 [AMAQ tool](#))

Due to the change in score reporting for the 2013 NYSESLAT, this data cannot be analyzed at this point. P.S. 307 is waiting for more guidance on how to look at the data in this format.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Paste response to questions here:

a. Since P.S. 307 has only a Free Standing ESL program, students typically only take assessments in English. Students are provided with a copy of the assessment in their native language, if available, however, we have noticed that many of our students rely more on the bilingual testing glossaries than the translated copy of the assessment. All of our students who are provided with the translated copy of the assessment choose to use the English version of the assessment. Since our students are not taught or assessed on a regular basis in their native language and the students choose not to use the translated copies, these assessments in the native language are not used in data analysis.

b. P.S. 307 uses the results of these assessments to further differentiate and individualize our literacy and ESL instruction. We use the data from these assessments to further understand each student's areas of strength and areas of need so that the classroom teacher, ESL teacher and other service providers can target these skills in their interventions. In addition, P.S. 307 uses these Periodic Assessments to track how students are progressing toward their ESL goals. These assessments also provide basic information about how students are preparing for the ELA and NYSESLAT exams.

c. The implementation of the ELL Periodic Assessments has allowed the staff at P.S. 307 to see how our ELLs are progressing throughout the year. These assessments also allow us to see which modalities our students need more or targeted instruction in to reach their goals. The Native Language is not used in these 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](#).)

Paste response to question here: The ESL staff at P.S. 307 looks at the assessment data for our ELLs in order to plan instruction for our ELLs within the RTI framework. The staff looks at data from sources such as the NYSESLAT, the LAB-R and Spanish LAB, Fountas & Pinnell, State Assessments and Performance Tests to form groupings for our 37½ minute intervention periods. These intervention periods take place during the first period of the day on Tuesdays, Wednesdays and Thursdays. During these periods ELL students may be grouped by grade and areas of need to ensure that instruction is meeting them at their level and working to get them to a performance level consistent with grade expectations. One example of such a grouping is in grades four and five, our newcomers are grouped together to receive support in oral language from one of our ESL teachers. With the recent distribution of the RTI Guide for Teachers of ELLs, our teachers of ELLs are working to integrate the suggested strategies into their practice.

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

Paste response to question here: When an ELL is first admitted to the school and administered the Spanish LAB, we are able to see if the student is displaying literacy skills in Spanish. The presence or absence of these skills helps us to determine the best way to move forward in meeting all of the students' academic needs. For example, if the student is struggling to display early literacy skills in their native language, we can infer that more intense instruction is needed in foundational literacy skills. In addition, since our staff is trained on effective strategies for second language learning, teachers frequently use strategies such as: cognates, visuals, songs, chants and concrete representations in their instruction. Teachers also work to find videos and other online resources to reach their second language learners. Our new mathematics curriculum, Go Math! has an online audio component that we are finding to be helpful for our second language learners. In addition to the strategies mentioned above, teachers ensure that, if possible, beginning ELLs have a classroom buddy who is bilingual in English and the students' home language to act as a resource in ensuring the students needs are being met. Finally, our ESL teachers and classroom teachers meet to plan collaboratively at least once a week to ensure that strategies and best practices are being built into lessons so that ELLs are able to access the information even when an ESL teacher is not in the room.

7. For dual language programs, answer the following:

- 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?

Paste response to questions here: P.S. 307 does not have a Dual Language program at this time.

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

Paste response to question here: The school assesses the success of our programs for ELL's through many different modalities. First, the school staff examines assessment data from sources such as: Fountas & Pinnell, periodic and yearly city and state assessments, conferencing and informal observations to assess student achievement at benchmark periods in the year. The data collected at the beginning of each year is compared to the data collected at the middle and the end of the year to measure ELL students' overall academic movement throughout the year. If the ELL's have not made progress on the middle of the year assessments, the ESL teachers work with the administration and the classroom teacher to discuss the effectiveness of the current ESL program to make any changes necessary for the ELL students.

Next, ongoing and constant assessment is also performed throughout the year to ensure that students are receiving appropriate instruction to assist them in achieving academic progress. Again, if the data shows that the ELL's are not making sufficient progress; current instructional methods are evaluated and reconsidered. For example, if an advanced level ELL student is not showing sufficient progress in an all push-in program, the team may decide that the student would benefit from being pulled out with the intermediate ELL students two times a week for small group instruction. This new setting would be evaluated for its effectiveness in assisting the student in making academic progress.

Finally, the NYSESLAT is used to measure the success of our programs for ELL's. When NYSESLAT scores are received, the Data Inquiry Team at P.S. 307 examines the data to ensure our programs are meeting the needs of our ELL students. If the programs are not meeting the students' needs, areas of need are identified and addressed.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
In compliance with State and Federal requirements, P.S. 307's two full time ESL certified teachers- Ms. Giangrasso and Ms. Maturen- work with parents/families to complete the Home Language Information Survey (HLIS) during the registration process. Both of our full-time ESL teachers hold a New York State teaching licence for teaching English as a second or other language . In addition to working with our families to complete the HLIS, the teachers conduct an oral interview with the parent and student in English as well as Spanish. If the survey and interviews reveal that the student is required to be LAB-R tested, one of the following ESL certified teachers, trained in administering the LAB-R, administers the test to determine if the student is eligible for ESL services: Ms. Giangrasso, Ms. Maturen, Ms. Boksner or Ms. Silverstein. If the student's native language is Spanish and the student does not achieve proficiency on the LAB-R, Ms. Maturen will administer the Spanish Lab as she is bilingual. The initial screening, administration of the HLIS and the administration of the LAB-R as well as the Spanish Lab are all done within the ten days of the date of registration. The school's bilingual ESL staff as well as our bilingual school secretary, Yesenia Diaz are available to translate when/if necessary throughout the initial identification process.
Throughout each school year, there is ongoing and consistent communication between the ESL staff and main office staff to maintain an updated list of ELL students within the school. The ESL teachers make contact with the pupil secretary on a weekly basis to get a list of students who have been admitted and discharged. This communication and coordination is extremely important in order to ensure that all new admits are reviewed and, when necessary discharged, so that a list of students with mandated ESL services is kept current at all times. When a new family comes to the school to register their child(ren), a member of the ESL staff is asked to report to the main office to partake in the registration process and to determine eligibility for testing. If

a member of the ESL staff is not available, the bilingual Assistant Principal will be the individual responsible for conducting the initial interview.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

During the first few days of school, the ESL department plans an ELL Family Orientation. During this orientation, The New York City Department of Education Orientation Video for Parents of English Language Learners is shown in the family's home language, if available. This video will inform them of the three options in programming. ELL Family Orientation Meetings are held to inform parents/families of the various program choices they have, the program that P.S. 307 offers, and information on the curriculum at our school. In addition to the video, the pamphlet titled "Guide for Parents of English Language Learners" provided by the city is also distributed to the parents, in their home language, to serve as a written resource for them to refer to at home as needed. All workshops are conducted in both English and Spanish, translation is provided by our bilingual Parent Coordinator or the bilingual ESL teacher. These staff members stay for the duration of the orientation meeting to ensure that any questions the parents may have regarding their options will be answered. The ESL Coordinator works with our bilingual home outreach personnel to follow up with parents who did not attend the orientation via telephone, written notices and in person meetings, to ensure that all parents have been informed of their options. As new students are admitted to the school and tested to determine eligibility for ESL services, the ESL Coordinator schedules meetings for the parents of newly admitted ELLs to view the video and to receive the information given at the Parent Orientation.

The initial workshop takes place during the first week of school after all of the students admitted up to that point have been tested to determine eligibility. After the initial meeting, the ESL teachers, pupil secretary and Parent Coordinator meet informally to identify parents who need to receive the information about the three types of programs. The ESL Coordinator, Parent Coordinator and a member of the administration will plan and implement a parent orientation for the new parents within ten days of their child(ren) being admitted to the school.

Parents are notified of the ELL Parent Orientation through a bilingual flier sent home notifying them of the date, location and time of the workshop. In addition, home outreach personnel in the main office will work with the ESL Coordinator to contact the identified parents to ensure that they have received all of the information and to answer any questions they may have about the workshop.

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].)

Paste response to question here: At the beginning of the year ELL Parent Orientation meeting, The New York City Department of Education Orientation Video for Parents of English Language Learners is shown to inform parents of newly admitted ELLs of the three options in programming in New York City. Once the video has been viewed the Entitlement Letters and Parent Survey and Program Selection form are distributed to the parents in both English and the Native Language and are completed by the parent before leaving the orientation. For those parents who are not in attendance at the orientation, the ESL Coordinator works with the Parent Coordinator to follow up with them in order to ensure that those parents come into the school to view the video, be informed of their options and to complete the forms as well as to receive the Entitlement Letter. As new students are admitted, the parents are asked to bring their child to school themselves on the first day so that the parent may learn about the three options, view the video and complete the forms. The school follows the procedure of asking parents to complete the Parent Survey and Program Selection forms during the orientation and to hand the completed form to a member of the staff in order to ensure that these forms can be collected in a timely manner. The ESL Coordinator makes photocopies of these forms, files the originals in the students' cumulative files and keeps one copy in a file folder in the ESL office and one copy on file in the principal's office.

For ELLs who are currently enrolled in the school and are not new admits, Continued Entitlement letters are distributed as soon as possible. These letters are placed in students' homework folders to ensure parents receive the letters. A distribution list is kept of all letters distributed to parents and is kept in a file in the ESL office and a copy is kept on file in the principal's office. In addition, a copy of the letter is placed in each students' cumulative file. This system applies to Continued Entitlement Letters, Transitional Letters, Placement Letters and Non-Entitlement letters as well. All letters are sent home in the family's preferred language when available.

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.

Paste response to question here: P.S. 307 currently has a Freestanding ESL Program, therefore all students whose families choose

ESL during the program selection process are placed in this program. If a Parent Selection form dictates otherwise, Ms Giangrasso, the ESL Coordinator, will follow the procedure for requesting a transfer to a school with the requested program. Ms.Giangrasso will send an e-mail with the necessary information to ELLProgramTransfers@schools.nyc.gov. The ESL staff and our parent coordinator also inform parents of their option to allow their child to stay at P.S. 307 and participate in our ESL program with the option to have their child switch to a bilingual program should fifteen parents in a grade or two consecutive grades choose a bilingual program for their child(ren), in which case P.S. 307 would open a bilingual class.

All conversations between families and school staff are in the family's native language if that language is Spanish. If a family speaks a language other than Spanish at home and does not have a friend or family member who is able to translate, the school will contact the Office of Translation Services to request a translator for the meeting.

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.

Paste response to question here: The school takes many steps to prepare and administer the NYSESLAT examination. Well in advance of the testing windows, the ESL staff and school-wide testing coordinator run a school-wide test history report as well as the report of students eligible to take the NYSESLAT in ATS to make sure all eligible ELL students have been identified. The list from ATS will be compared against the ESL department's existing list of ELLs to make sure all entitled/eligible ELL students will be tested. In addition, with the assistance of the pupil secretary, the ESL coordinator keeps close watch on all admitted and discharged students around the time of the test so that an accurate list of eligible students can be maintained. The ESL Coordinator also checks the IEP's of ELL students who are entitled to testing accommodations. The list of ELLs who have testing modifications listed on their IEP's is distributed to all staff members administering the examination to make them aware of the eligible accommodations for the students they are testing. The New York State Education Department memo detailing the testing accommodations will also be distributed to test administrators to ensure clarity in giving accommodations. The ESL certified staff members administering the examination are also given training on what each testing modification requires in relation to the NYSESLAT. Also before the test, we will visit the City's testing calendar site for the exact assessment dates, as well as the State's NYSESLAT homepage to check for the School Administrator's Manual and other testing information. We will also constantly check the City's testing memo site for other important memos that will provide city-specific administration directions and guidelines.

Once we know the specific test dates of the tests we will begin to make test schedules. The ESL teachers typically make one overall schedule that shows on which dates the different parts of the tests will be given first.

Once the school's test coordinator and administration have approved the overview schedule the ESL teachers make more specific schedules to show at which times on each day the different test sections will be administered and to which grades and groups.

Some things that are considered while making these schedules include:

- How many students need to be tested in each grade, and in each class?
- What other locations and personnel are available to help the ESL Coordinator with administering the test?
- If staff is going into one class to administer the test to a large group of students, are there any non-ELLs in the class? If so, where will they go during the testing?
- Are there any students who have needs or tendencies that need to be considered in a testing setting?
- What are our students testing accommodations? How are we ensuring that our students are provided with the accommodations listed on their IEP?

When the testing materials are received the School Administrator's Manual is opened in order for the testing coordinator to become familiar with information about administering the test, important testing dates and timelines, and when the test needs to be packed up and returned to the publishing company. The test is administered as described above and through following the instructions in the School Administrator's Manual. The students who are required to take the test are pulled either individually or in small groups by grade level and taken to a secure testing location to be given the test by an ESL teacher.

Communication between the school and families with regard to the NYSESLAT is extremely important to the staff at P.S. 307.

When students are admitted to the school and determined to be English Language Learners, their parents are given an overview of the NYSESLAT and the approximate dates on which their student(s) will take the assessment. The parents of those students who are entitled to continue to receive ESL services are notified as such through the Continued Entitlement Letter distributed on the Fall. Throughout the year at various events, such as Parent-Teacher Conferences and Family Workshops the ESL staff is available to provide parents with materials and suggestions for assisting their child(ren) in preparing to take the NYSESLAT. In addition, parents are encouraged to contact the school with any questions they may have with regards to the NYSESLAT and/or our ESL program. In the Spring, before the Speaking portion of the NYSESLAT is administered, all families of ELLs are notified of the exact dates on which their child(ren) will be assessed using the NYSESLAT through a Principal to Family Letter. This letter also

reminds parents of the things they can do to help their child(ren) do his or her best on the examination.

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. 
- Paste response to question here: Since the opening of P.S. 307 in 2003, the majority of the parents of ELLs who have completed the Parent Survey at P.S. 307 have chosen to enroll their students in our ESL Program. Over the past two school years (2011-2012, 2012-2013) and including the current school year, one parent each year has chosen a program other than ESL. Due to these program selections, we do not currently have bilingual or dual education programs at P.S. 307. During the program selection process, our ESL staff does convey to parents that these programs are offered at our school, but we do not currently have enough parents who chose these programs to open a class. The staff then informs parents that these programs may be available at other schools in the area and that we will assist them in finding a school that can provide their child(ren) with the opportunity to participate in a bilingual or dual language setting. So far during the 2012-2013 school year, all of the parents with the exception of one have chosen to have their children enrolled in our free-standing ESL program. The one parent who did not choose the ESL program preferred for her child to be in a Dual Language program. After explaining to the parent that our staff will be happy to begin the process of finding this program for her daughter, she elected to have her child enrolled in our ESL program because she did not want to transfer her child out of our school. The parent understands that should enough parents chose the same program, a class may be opened and her child can be switched to that class.

After reviewing our Parent Surveys and Program Selection forms for the past several years and they have revealed that the majority of parents- all but one parent each year- who completed the parent survey forms at P.S. 307 have opted to have their children participate in a free-standing ESL program. Based on these requests for a free-standing ESL program we can say that the model of ELL programs at P.S. 307 does align with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Paste response to questions here:

- a. What are the organizational models?

As can be seen from the ELL Program Breakdown chart above, the ELL program at P.S. 307 is a Push-in and Pull-Out model. In Kindergarten, there are two push-in general education classes. We also have a Kindergarten/First grade special education class that benefits from a push-in program. The ELLs in these classes receive their mandated minutes from our ESL teacher Ms. Maturen. In first grade, there are two push-in classes, and in second grade, there is one ICT class whose ELLs receive their ESL minutes through a push-in model, as does our one general education second grade class. All of the classes in first and second grades are serviced by our part time ESL teachers Ms. Boksner and Ms. Silverstein. During the 2013-2014 school year, P.S. 307 will have one ICT class in third grade and one general education class, both receiving their mandated minutes through a push-in model, with instruction being delivered by our full time ESL teacher Ms. Giangrasso. In fourth grade we have two general education classes, both being served by Ms. Giangrasso through a push-in model. In the fifth grade we have two general education classes. ELLs in our fifth grade classes receive their ESL instruction through a push-in program, with instruction being delivered by Ms. Maturen and Ms. Giangrasso. In order to ensure that all students are receiving all of their ESL minutes, we have a small group of beginning and intermediate students from kindergarten and first grade who are served by Ms. Silverstein in a pull-out setting. Finally, our intermediate and beginning ELLs in grades two through five are grouped by grade and proficiency level and receive their additional unit of ESL minutes from Ms. Giangrasso and Ms. Maturen in a pull—out model. The number of periods of ESL services each of these classes receive varies throughout the week and depends on the proficiency level of the students in the class. For students classified as Beginners or Intermediates as per the LAB-R and NYSESLAT, our school complies with CR-PART 154 and provides these students with two units of ESL instruction or 360 minutes of ESL instruction per week under the guidance of a certified ESL teacher. Those students who have been identified as Advanced level or former ELLs receive one unit, or 180 minutes of ESL instruction with a certified ESL teacher per week. Each of the identified groups completes these minutes each week through 50 minute long periods, in their general education or special education classroom. Students who are in small groups for pull-out sessions work with their ESL teacher in our ESL classroom, or in a small group in the context of a classroom.

In the push-in model, ESL teachers push-in to work with students from the same grade level or two continuous grade levels who have been identified as English Language Learners. When the ESL teacher pushes into the classroom, she may pull her groups of ELLs aside to work with them or support them within the context of the whole class. The decision about which model to use during a push-in period is one that is made after collaboration between the classroom teacher and the ESL teacher and after looking at student data and behaviors to determine the most appropriate model for each group of students.

- b. What are the program models?

In kindergarten, all general education ELLs are seen in their classroom in a push-in model. Ms. Maturen works with the kindergarten teachers to ensure that all kindergarten ELLs are receiving their ESL minutes in this model. In our kindergarten/first grade bridge special education class, ELLs receive 200 of their minutes in a push-in model. The two intermediate students are grouped with two first grade students at similar proficiency levels to receive their additional 160 minutes in a targeted pull-out group. In first grade, Ms. Boksner and Ms. Silverstein push into the classrooms to work with our ELLs in the context of the classroom. In second grade, our ELLs in the ICT classroom and our ELLs in the general education classroom receive ESL instruction in their classroom in a push-in model led by Ms. Boksner and Ms. Silverstein. Our beginning and intermediate ELLs in grades two and three are grouped according to proficiency levels and areas of need to receive their additional minutes in pull out sessions, receiving instruction from Ms. Giangrasso or Ms. Maturen. In third grade, our ELLs in the ICT classroom and our ELLs in the general education classroom receive ESL instruction in their classroom in a push-in model led by Ms. Giangrasso. In fourth and fifth grades, all classes receive ESL instruction through a push-in model. These classes receive their ESL instruction from Ms. Maturen or Ms. Giangrasso. As with other grades, our beginners and intermediates in these grades are grouped together by proficiency level and areas of need and receive their additional minutes in a pull-out setting with Ms. Maturen or Ms. Giangrasso.

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)?

Paste response to questions here: Currently, P.S. 307 has two full-time certified ESL teachers, one part time ESL teacher and one F-Status certified ESL teachers on staff. In kindergarten and first grade, ELLs are serviced by our full time ESL teacher, Ms. Maturen and our F-status ESL teacher, Ms. Silverstein. In second grade, our F-status ESL teacher Ms. Silverstein and our part-time ESL teacher Ms. Boksner deliver ESL instruction to the ELLs. In third and fourth grades, Ms. Giangrasso, our full time ESL teacher delivers ESL instruction to the ELLs and in fifth grade Ms. Giangrasso works in collaboration with Ms. Maturen to ensure all ELLs in fifth grade are receiving the appropriate number of minutes of ESL instruction. A weekly schedule is kept for each ESL teacher documenting the minutes each teacher is expected to serve each class. When a period of service is missed or cancelled, a make-up session is scheduled to ensure all ESL students are receiving their mandated minutes. Each ESL teacher is held responsible for tracking the students on her schedule and ensuring all mandated minutes are given according to each student's proficiency level.

P.S. 307 ensures that all ELL students receive their mandated minutes by constantly evaluating the schedules of all ESL teachers to ensure they are reaching all of the ELLs they are to service. If a teacher feels she is unable to meet with all of the ELLs she is responsible for servicing the schedules are re-evaluated to ensure all students are receiving their mandated minutes. When scheduling conflicts arise (assemblies, field trips, etc.) the ESL teachers work with the administration as well as the classroom teacher to rearrange schedules for the day to ensure that the ELL students receive as many of their mandated minutes as possible that day.

To address the regulation requiring 180 minutes of ELA instruction for those students at the advanced level of English proficiency, each classroom teacher teaches 2-3 periods of Reading and Writing per day for 50 minutes each period, totaling 100 to 150 minutes of ELA instruction per day. During many of these periods of Reading and Writing instruction an ESL certified teacher is present to push-in to the classroom to work with the ESL students at an advanced level during their ELA instruction. Since all of our classrooms currently have advanced ELLs as part of their student body, each of our advanced students receives ELA instruction with an ESL teacher during the ESL teacher's push-in periods. In addition, these students are receiving explicit ELA instruction from their classroom teacher on a daily basis. When the ESL schedules are arranged to service our advanced students, every effort is made for the ESL teachers to push-in during ELA periods to support our ELLs literacy development. Finally, two of our four ESL teachers are also bilingual and are able to provide Native Language support to our ELLs when necessary to ensure that our ELLs are receiving all instruction and information in a manner that allows them to access the material.

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.

Paste response to question here: In order to meet high academic standards, ELL students benefit from the same curriculum as their English proficient counter-parts. Across the grades in literacy, this is implemented through the Ready Gen curriculum and in math through the Go Math! program. All grades utilize these programs to work toward proficiency in the Common Core Learning Standards (CCLS). All instruction is aligned with the Common Core Learning Standards in order to assist students in meeting grade level benchmarks, as well as to continue on the path to college and career readiness.

During the instructional day, the ESL teachers serving students in the push-in program collaborate with classroom teachers to identify areas of need among our ELLs. ESL teachers then use ESL best practices to scaffold instruction for our ELLs, including: use of visuals, TPR activities, songs and chants, graphic organizers and re-teaching strategies. In addition to these strategies, our ESL teachers may use the Crystal Springs Intervention Kit and/or the Flying Start to Literacy guided reading series to work with our ELLs in accessing content across the curriculum. Our ESL teachers work in collaboration with our classroom teachers to infuse ESL teaching strategies into the school's reading, writing, Science and Social Studies curriculum maps so that students receive the extra scaffolding they need, while still learning the same skills and information as their English proficient classmates. ESL teachers provide additional vocabulary instruction as well as bilingual glossaries and bilingual books to supplement the instruction taking place in the classroom.

When an ESL teacher pushes into a classroom, she co-teaches with the classroom teacher and provides additional supports in the lesson to support the ELLs in the class. If the students are working on independent or group work the ESL teacher pulls the ESL students aside into a small group within the classroom setting to work on the material with the small group. The teacher uses ESL strategies as well as scaffolding and differentiation to ensure the ELLs master the material at hand. In this model the ESL teacher and the classroom teacher look at the lesson together before it is taught to discuss how to deliver the material to reach all learners. The ESL teacher works to incorporate methods to ensure the instruction is reaching the ELLs in the classroom.

In addition to receiving the same Mathematics, Science and Social Studies instruction as their proficient counterparts as per city and state mandates, ELLs at P.S. 307 also benefit from numerous other interventions in these areas. P.S. 307 provides Academic Intervention Services (AIS) during the academic day, during After School Institutes, as well as during ELA, Math, Science, and Social Studies Academies that are held after school and on Saturdays. A variety of instructional materials, such as Avenues, computer software, hands-on models, plays, bilingual glossaries, historical documents, and test sophistication materials are utilized to provide additional support. The material(s) used are selected based on the needs of the students in the group being instructed. AIS is provided to our students in a variety of methods – via small groups, interactive experiments, and whole-class activities. All students, including ELLs, are involved in, or invited to the programs and services offered to their grades. Groups are determined based on data analysis (i.e. NYSESLAT and LAB-R scores, Fountas & Pinnell assessments, benchmark and baseline assessments, and Performance Tests). We have Classroom Teachers, Specialty Teachers, EGCR Teachers, ESL Teachers & F-Status teachers providing these much needed services for all students requiring additional support.

In order to ensure that our ELLs are able access the content being presented, all classroom teachers have received professional development on ESL instructional strategies to incorporate into their instruction. In addition, the ESL teachers and classroom teachers are in constant communication about the needs and progress of the ELLs in order to ensure each student is receiving the interventions necessary to be successful academically.

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

Paste response to question here: While P.S. 307 currently only has a free-standing ESL program, we strive to ensure our ELLs are evaluated in their native languages when appropriate. We really want to know what knowledge our students have in all languages, not just the knowledge they are able to express in English. In order to accomplish this goal, we administer assessments in our students' native languages whenever possible. Since the majority of our ELLs are native Spanish speakers, there are many opportunities for them to show what they know. For example, our students who are ELLs can choose to take the New York State Mathematics and Science tests in Spanish. Also, our school is implementing the use of the New York City Performance Tests, which are available in Spanish for our Spanish dominant ELLs. Finally, the school is considering using the El Sol assessment to informally track the progress of early literacy development among our beginning ELLs.

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

Paste response to question here: In addition to the NYSESLAT, our ELLs are evaluated in the four modalities in different ways throughout the year. In kindergarten through fifth grade, students are assessed in reading using the Fountas & Pinnell running records system. This assessment is done at the beginning, middle and end of the year. This assessment also provides an evaluation of speaking as students respond to comprehension questions orally and engage in a conversation about the book with the teacher. The Fountas & Pinnell assessment also includes a fluency score that tells the teacher how the student's fluency is improving throughout the year. In writing, students are expected to complete a writing task as part of the Ready Gen curriculum twice each module. Teachers use rubrics to evaluate these writing pieces, and the data from these tasks will be used to evaluate student progress in writing across genres. Although they are not a part of the Ready Gen program, our teachers are collecting informal baselines to use as a starting point for each genre. The informal baseline can be compared to the end of module piece to assess writing progress. Finally, in listening students practice using the listening activities in the Empire State NYSESLAT books. The books come with a CD full of listening passages and tasks similar to those that may be seen on the NYSESLAT. The ESL teachers try to do these activities on a regular basis to allow us to gather informal data about how our students are progressing in sharpening their listening skills. In addition to the Empire State NYSESLAT books, our students frequently hear read alouds during ESL periods as well as other instructional periods throughout the day. These read aloud times are an excellent opportunity to assess listening skill acquisition. Our teachers assess these skills through re-tells, summaries and other literary tasks.

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).

Paste response to questions here: a. Describe your instructional plan for SIFE

We currently have one SIFE student in the fifth grade at P.S. 307. In order to address this student's needs, we are working through the following steps: assess the student(s) to identify areas of strength and need, place the student based on those strengths and weaknesses, employ additional intervention services and ongoing assessment to monitor progress. As with all students at P.S. 307, differentiated instruction will be implemented to ensure the SIFE student's needs are met. In addition, should P.S. 307 admit a group of SIFE students,

these students will be a part of a Breakfast Academy during which socialization skills and appropriate school behavior will be introduced if necessary. Finally, these students will each be matched with a buddy in the classroom who has the same home language, if possible and will serve as a friend and resource for the SIFE student.

b. Describe your plan for ELLs in US schools less than three years. Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.

We are excited to have a new ESL teacher, Ms. Maturen this year to assist in delivering instruction to our newcomers. Ms. Maturen has taught newcomers in a middle school setting and will be a great source of information for both our students and the other ESL teachers. Newcomers at P.S. 307 receive the mandated number of minutes as per their proficiency level. Instruction during these push-in or pull-out periods is based on student needs as per data from various assessments given throughout the school year. These ELLs are closely monitored by their classroom and ESL teachers to ensure they are progressing academically. Both the classroom teacher and the ESL teacher examine the students' data, make observations of the students and conference with the students to assess their needs. Once the students' needs are identified, the ESL teacher works with the classroom teacher to formulate an intervention plan. Progress is constantly monitored and if the intervention does not seem to be working, the teachers will meet to reassess the instructional plan. These students typically become a part of the Response to Intervention (RTI) groups in the areas that the data shows they are lacking and they receive targeted instruction during our extended day periods if their data shows it is necessary.

Now that NCLB requires ELA testing for ELLs after one year, extra attention is paid to ELA content during ESL instruction. P.S. 307 has implemented ELA simulations at various points throughout the school year, data from these simulations is examined and analyzed to determine areas of need for ESL students. Once the areas of need are identified from the ELA simulation data, ESL teachers, classroom teachers and AIS providers work with the administration to formulate a plan of action for these students. In addition, a certified ESL teacher is a part of the teaching staff during the ELA after-school institute as well as during the ELA Saturday Academy series. During these periods, the ESL teacher instructs the newcomers using scaffolding and differentiation in order to assist them in their academic progress as well as their academic goals relating to the ELA. As with any educational plan, student progress is monitored and the plan is reevaluated periodically to ensure that it is effective in assisting students in progressing academically.

c. Describe your plan for ELLs receiving service 4 to 6 years.

Depending on their proficiency level, and their individual needs, ELLs receiving services four to six years will have their data reviewed and analyzed by an in-house Data Inquiry committee. Within the mandated amount of minutes for the student's proficiency level, ESL strategies and alternative academic interventions will be applied. Progress is constantly monitored and if the intervention does not seem to be working, the teachers will meet to reassess the instructional plan. Again, areas of student need in ESL are targeted during ESL Push-in sessions. These students are also invited to attend after-school academies and/or Saturday Academies along with their grade level peers.

d. Describe your plan for Long-Term ELLs.

For the 2013-2014 school year, we have two long-term ELLs. P.S. 307 places great emphasis on providing rigorous academic intervention services to students who are identified as long term ELLs. Depending on their proficiency level, and their individual needs, long term ELLs will have their data reviewed and analyzed by an in-house Data Inquiry committee. Within the mandated amount of minutes for the student's proficiency level, ESL strategies and alternative academic interventions will be applied. Progress is constantly monitored and if the intervention does not seem to be working, the teachers will meet to reassess the instructional plan. Since both of our long term ELLs this year have IEPs, the ESL teacher servicing these students will work with the special education committee to work toward their IEP goals in conjunction with their ESL goals. We feel that this collaboration is a vital component to these students' success.

e. Describe your plan for former ELLs:

Since the majority of our programming for ELLs is push-in ESL instruction, our former ELLs benefit from the co-teaching and other interventions implemented by our ESL teachers. In addition, if a former ELL would benefit from the work that is being done in an ESL group in their classroom, the ESL teacher will pull the student(s) into the group. A list of former ELLs is kept along with the current ELL list to ensure that our ESL teachers are checking in on these students and working with them when they need intervention. Former ELLs at P.S. 307 receive all testing accommodations that they are entitled to on all assessments. These accommodations include: extended time, separate location and bilingual glossaries.

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?

Paste response to question here: For ELL students identified as having special needs, the current IEP is reviewed by ESL teachers

working with these students to ensure that those mandates stated in the IEP are adhered to during ESL instruction. The ESL teachers collaborate with the special education classroom teachers and related service providers to review these students' data in both literacy and math to identify areas of strength and weakness to be addressed during ESL instruction. Within the mandated amount of minutes for the student's proficiency level, ESL strategies and alternative academic interventions will be applied. Our teachers of ELLs work very hard to ensure that their environments are welcoming to ELLs and ELL-SWDs by providing visual representations, hands-on activities, concrete materials and examples, art activities and TPR activities. In addition, ESL teachers will employ strategies- based on student need-including but not limited to: repeating directions, reading questions and directions aloud, and listing steps in a question or in directions with visual supplementation.

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?

Paste response to question here: P.S. 307 makes every attempt to adapt and modify curriculum to address the needs of our ELL-SWD's. In order to do this, supplemental aids are utilized to support these students in their classroom. Examples of these supplemental aids include, but are not limited to: scaffolding, visuals, kinesthetic activities, technological tools such as educational videos, computer games, listening centers and Leap Pads. To address the needs of this population during instructional time, ESL teachers ensure understanding of lesson objectives through formal and informal assessments, check-ins and by analyzing student work. The ESL teachers then use this data to inform their instruction to assess the need for revisiting the lesson in the next session, moving on to the next objective or revisiting the lesson with a small group. In addition, throughout each lesson, ESL teachers ensure extra time for students to complete tasks, to repeat directions or to address student questions. When looking at scheduling for our ELL-SWD's, the administration at P.S. 307 makes every attempt to meet the diverse needs of each student. Many of our ELL-SWD's have been mainstreamed into same grade general education classes when the students are ready and receive SETTTS in addition to their ESL instruction. In third grade this year, our ELL-SWDs are in an ICT setting where the ESL teachers can push-in and work in the context of the classroom. Our ELL-SWDs may be grouped with other ELLs who have not been identified at SWD if they share a common area of need or proficiency level. Classroom teachers show flexibility in scheduling when groups of students stretch across classes. Our classroom teachers understand the importance of ESL instruction and therefore work with our ESL providers to ensure that their schedules and the ESL teacher schedules work together to allow for appropriate groupings for ESL instruction.

Courses Taught in Languages Other than English 

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

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

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

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

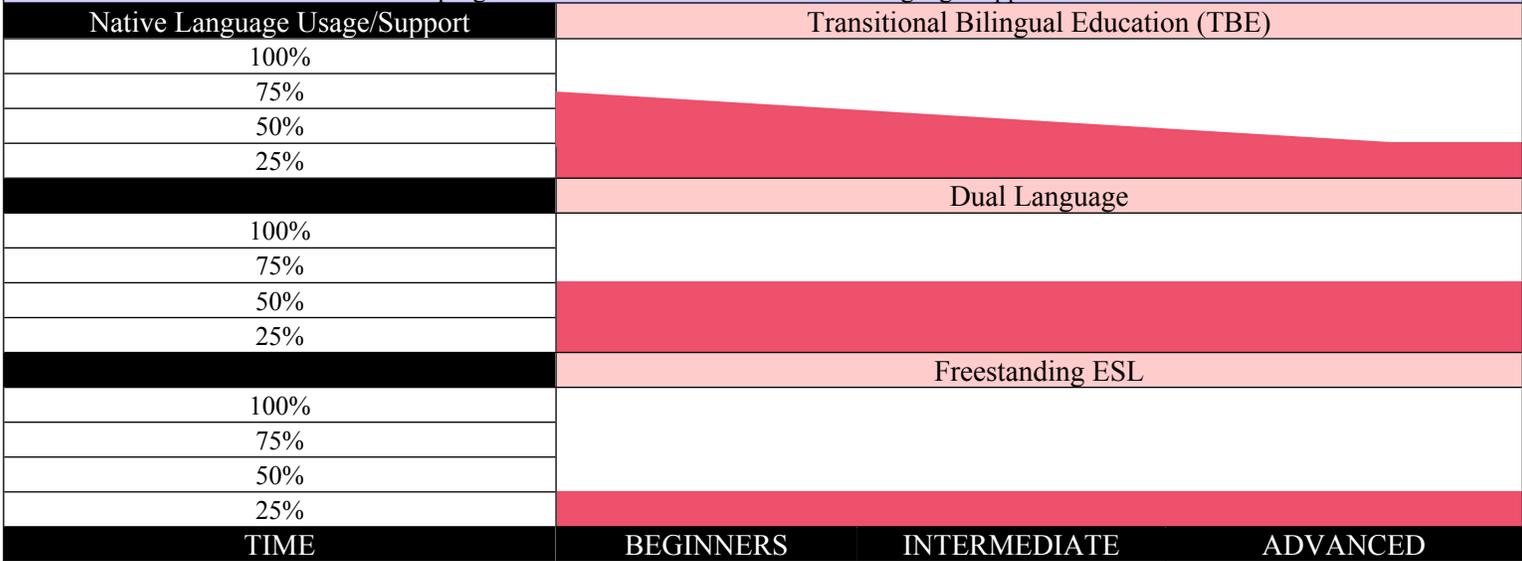
| | Beginning | Intermediate | Advanced |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required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

Paste response to question here: Since our current program is a free-standing ESL program, all content area material is delivered in English. Below is a description of the targeted intervention programs used for ELLs in ELA, Mathematics, and Science. Through ESL Professional Development programs, our entire staff has learned to implement proven ESL strategies and techniques such as the use of music, pictorial representations, activating prior knowledge, building background, kinesthetic activities, and body language in order to help students succeed academically. All ELLs are eligible for all of the Academic Intervention Services offered based on their academic needs.

We use the following researched based programs for ELA Academic Intervention Services: Fountas & Pinnell Intervention Kit (Gr. K-5), the Crystal Springs Intervention Kits for grades K-2 and 3-5, the Flying Start to Literacy guided reading series and the Comprehension Toolkit. The Academic Intervention Services are provided to our students in a variety of methods – via small group during the school day, the after school program and Saturday Academies. We have Classroom Teachers, Content Specialty Teachers, ESL Certified Teachers, EGCR Teachers & F-Status teachers providing these services for students. Across the grades, we find that our ELL students struggle the most with literacy. As the result of this observation, our AIS providers work with groups of students comprised mostly of ELLs in an effort to assist these students in successfully achieving their literacy goals. P.S. 307 uses the following programs/strategies for Mathematics Academic Intervention Services: Go Math! Intervention and re-teaching resources and data driven, teacher planned intervention lessons. The Academic Intervention Services are provided to our students in a variety of methods – via small group, during the school day, in the after school program and Saturday Academies. We have Classroom Teachers, Content Specialty Teachers, EGCR Teachers, and F-Status teachers providing these services for our students. ELLs are targeted during these intervention sessions based on their mathematics performance data.

P.S. 307 has two full-time Science specialty teachers who push into all of our classrooms to provide Science instruction. These teachers will teach the class alone or will co-teach with the classroom teacher. In the subject area of Science, we also use the following programs/strategies for Science Academic Intervention Services: Buckle Down Science (Gr. 4), Measuring Up Science (Gr. 4) and data driven, teacher planned intervention lessons. We also provide an after-school Science Academy for 4th grade students to enhance their experiences and knowledge of the scientific method. In grades K-3, the Science teachers work with the students to research and create Science fair projects to display at our Family Science Fair Night. In addition, Saturday Family Science workshops are offered to provide our students and their families with further Science exposure and instruction. In addition to the services and programs mentioned above, P.S. 307 has a whole-school intervention period at the beginning of the day three days a week during which ESL teachers work with small groups of ELLs. In addition to the morning intervention period, each grade also has a grade wide intervention period during which ESL teachers work with small groups of ELLs needing intensive instruction.

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

Paste response to question here: When analyzing our ELL students' state assessment data, we see that our current program is meeting the needs of our ELLs in content areas. In terms of the 2013 CCLS assessments, the percentage of ELLs and former ELLs at 307 who scored a 3 or 4 on the assessments in 3rd and 4th grades is higher than the city and Bronx averages. This data can be seen in the attached chart (separate document).

While our fifth graders did not do as well on the ELA, there were only three ELL students in this category and other data from literacy assessments throughout the year shows progress. This year the ESL staff has the task of looking at our instruction in fifth grade to ensure that we are meeting the needs of our ELLs in these areas.

In addition, when we look at the NYSESLAT data, we see that 90% of our ELLs improved on the NYSESLAT by one level or achieved at an intermediate level when taking the NYSESLAT for the first time. This data indicates that our current program is meeting the needs of our ELLs in terms of language development. Outside of assessment data, we see our students becoming increasingly confident in using English when speaking, reading and writing. This is a great indication to the staff at P.S. 307 that our programs are successful.

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

Paste response to question here: As is the case in many New York City schools, P.S. 307 is implementing Go Math! and Ready Gen for the first time this year. The school has also begun to use the CSI Comprehension kit. The ESL department is considering the use of Estrellita to support our ELLs' Spanish language development as well as to build foundational literacy skills in Spanish. Finally, the ESL teachers are hoping to be able to purchase and implement the Imagine Learning online program. This program

will assist our ELLs in practicing and building upon our students' literacy skills in an online, computer based program.

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

Paste response to question here: With the implementation of the Go Math! and Ready Gen curriculums, P.S. 307 will be discontinuing the use of the Everyday Math program and the workshop model for literacy instruction. Also, in the past we have used the Harcourt Intervention kit for ELLs during some intervention periods. This program will also be discontinued to allow for the implementation of the Ready Gen supporting materials.

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

Paste response to question here: In terms of school programs, ELLs are offered the same programs and activities as their peers. All after school programs, Saturday programs, workshops, school clubs, field trips, etc. are offered to ELLs in the same manner as their peers. P.S. 307 does have ELL after school and supplemental services that are available only to ELLs and former ELLs. English Language Learners benefit from the same curriculum as their English proficient peers, as well as the same access to physical education, music education and participation in the Arts programs in the school. For example, ELLs fully participate in the theatre and dance performances each year that are presented by the school in partnership with Town Hall. An After School ELL Institute funded by Title III was piloted during the 2006-2007 school year, and has been in place each year since. ELL focused programs are utilized to provide additional reinforcement for ESL and literacy instruction. Students meet by grade, two to three times a week for an hour to an hour and fifteen minutes, for this extra ESL and literacy instructional time. The focus of the after school programs vary by group and grade: grade-level and ESL teachers collaboratively analyze student data (i.e. LAB-R and NYSESLAT scores, and Fountas & Pinnell) to group students and identify a focus for the after school time based on students' needs. Some examples of after school groups' focuses include, but are not limited to: decoding and phonics, guided reading, comprehension, word-attack skills, and vocabulary. We offer this after-school institute to all students in grades K-2 eligible as per LAB-R and NYSESLAT test results. In grades 3-5, ELL students participate in a non-Title III funded after school program focused on literacy and mathematics. During the literacy institute an ESL teacher focuses on targeted skills based on student data with the ELLs in grades three, four and five. These students are also grouped by grade and areas of need. Also during the 2009-2010 school year, P.S. 307 began implementing ESL certified teachers into the Saturday Academies for students in grades 3-5. An ESL certified teacher worked with the ELLs in these Saturday Academies to supplement the classroom teacher's instruction with additional scaffolding, visual representations and vocabulary instruction. The implementation of an ESL certified teacher during these Saturday Academies continues.

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

Paste response to question here: Students develop their reading, writing, listening, and speaking skills in English through a variety of ESL methodologies aimed at maximizing students' understanding of newly introduced concepts, such as: Total Physical Response (TPR), chanting, rhyming, building background, activating prior knowledge, using graphic organizers, using meta-cognitive strategies, the use of bilingual glossaries and pictorial representations. Teachers have also differentiated instruction by grouping, as per LAB-R and Spring NYSESLAT results. They also use informal assessments, conferencing and teacher observations in other subject areas, such as Mathematics and Science, to differentiate instruction. Classroom and ESL teachers collaborate and/or co-teach to ensure that ESL strategies are incorporated into all subject areas to meet the needs of individual ELL students. Intervention materials are chosen based on student need, but some of the materials used come from sources such as: the Fountas and Pinnell Intervention Kit, the Just Words program, Ready Gen intervention activities, CSI Comprehension kit, and the Crystal Springs Intervention kit.

Over the past couple of years, P.S. 307 has worked relentlessly to integrate technology into our curriculum. Throughout the school year, ELLs use many different types of technology in many different settings. An example of technology ELLs use in their classrooms is the use of LeapPads and listening centers to support them in literacy. English Language Learners also use computers with various literacy and mathematics software programs to support them in these content areas. The school has purchased My First Incredible Amazing Dictionary software to support ELLs in vocabulary, spelling and reading comprehension as well as Apprende Ingles to help them learn basic conversational phrases. In the context of their classrooms, ELLs are given the opportunity to work on websites such as Starfall.com and Thinkfinity.org to allow them access to content with visual and audio resources. The school also has various other software packages to support our ELLs in their journey to obtaining English proficiency, such as Rosetta Stone software. In mathematics, Everyday Mathematics provides computer games to assist students in reaching their Mathematics goals. ELLs are also exposed to the iPad on a regular basis as they use these devices in small groups to practice basic literacy and math skills. For the 2013-2014 school year, P.S. 307 hopes to purchase the Imagine Learning program, a computer based literacy intervention program for ELLs. This program will allow ELL students to use the computer on a regular

basis.

All classrooms are equipped with EnoBoards, and ELMOs. These two technological tools assist teachers in presenting lessons and materials in a visual, realistic method that has proven to be very beneficial to ELLs. In addition, P.S. 307 has worked intensely to build a Video/DVD library for Social Studies and Science in order to build background experiences and visual imagery for our students on critical curriculum components. These resources have proved particularly successful for our students who are newly arrived from other countries.

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

Paste response to question here: P.S. 307 has a Freestanding ESL program and does not typically deliver instruction in Native Languages. However, 2 out of 4 of our ESL teachers as well as the majority of our school staff are bilingual and are able to provide Native Language support to our Spanish speaking ELLs if absolutely necessary. P.S. 307 has a number of books in Spanish, as well as bilingual glossaries and content specific glossaries which are all accessible for student use. In addition, some of the New York State examinations are given to students in their native language as well as English. Students who need additional support in their native language are seated with other students who speak their native language in addition to English. These partnerships allow for translations from same aged peers to allow our ELLs to feel more comfortable when needing additional support in their native language.

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

Paste response to question here: Since all of our AIS providers and ESL teachers review the student data, they are aware of students' levels and academic performance. These individuals use age and level appropriate ESL strategies in their instruction. Professional development in ESL strategies is offered to classroom teachers to empower them to make informed instructional decisions with regards to their ELLs. The school makes every effort to ensure that all ELLs are given equal access to grade and age appropriate materials and services. AIS and ESL providers who are working with our ELLs have background knowledge and prior experience with the grade levels and materials with which they are working. For example, the literacy AIS provider working in our kindergarten and first grade classrooms is a former early childhood classroom teacher.

All of the resources used by these providers have been proven to be successful with ELLs. If a resource is new, its effectiveness is closely monitored and evaluated to determine its effectiveness in progressing students academically.

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.

Paste response to question here: Parents of students in all grades are invited to orientations to familiarize themselves with the school building, the school staff and the curriculum in their child(ren)'s grade. Parents are also informed of the school's procedures and policies at these orientations. Letters are posted outside of the school in late August informing parents of the beginning of the year procedures and important upcoming dates. Now that the school is permitted to begin LAB-R testing prior to the first day of school, parents of ELLs are engaged in conversations about the school and the ELL programs at our school when they bring their child into the school for testing. In order to assist some of our newly arrived ELL students in staying academically active through the summer and to make their transition back to school in the fall smoother, our ESL teacher compiles a package of materials for these students to work on over the summer. The package includes books on tape as well as a portable cassette player, various phonics and phonemic awareness activities and sight word practice as well as basic Mathematics activities. The purpose of these materials is to provide consistent academic activity throughout the summer break for those newly enrolled ELL students.

18. What language electives are offered to ELLs?

Paste response to question here: P.S. 307 is an elementary school and therefore does not offer language electives to its students.

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)?

Paste response to questions here: P.S. 307 does not have a Dual Language Program.

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. Describe the professional development plan for all ELL personnel at the school.

Instructional personnel who service ELL students, including common branch teachers, subject area teachers, paraprofessionals and special education teachers will be provided with professional development early in the school year on issues that pertain to the ELL population. Professional development will occur during classroom teacher's common prep periods, pre and post observation conferences with administration, during lunch shares, during professional development days such as Election Day, and after school. P.S. 307 offers Professional Development on most Mondays after school for all staff. Professional development for instructional personnel who service ELL students is completed in many ways including, but not limited to, in-house by employees of the school, in-house by outside professionals and outside of the school. Members of our ESL staff receive weekly e-mails from the Office of English Language Learners highlighting professional development opportunities for educators of ELLs. These opportunities are shared with administration and typically administration will select teachers, ESL or non-ESL, to attend. Any ESL or non-ESL teacher who wishes to attend these professional development opportunities can do so upon approval from administration.

When a member of the staff at 307 attends a training that he or she feels would be beneficial to the whole staff, that teacher will turnkey the information to interested staff members. These turnkeys may take place during regularly scheduled professional development times and/or lunch and learn sessions. P.S. 307 will continue to seek out these professional development opportunities for both ESL certified and non-ESL certified staff members. The school frequently checks the websites of the New York City Office of English Language Learners, the Bronx BETAC at Fordham University and Teacher's College for these opportunities.

Professional development is offered by the administration as well as the ESL Coordinator on Election Day or during Monday Professional Development sessions, in-house, to explain the LAB-R and NYSESLAT tests and how the scores can help to further expand teachers' understanding about the tests their students are required to take and how to use the ESL data to drive instruction. A segment on ESL strategies essential for ELL students will give staff members the ability to embed various ESL strategies into their planning so that teaching and learning can be most effective.

P.S. 307 seeks to provide professional development on proven ESL strategies and techniques such as the use of music, pictorial representations, use of multimedia, activating prior knowledge, building background, kinesthetic activities, and body language in order to help students succeed academically. In addition, the Pre-Kindergarten teacher is included in the ESL professional development in order to assist with early intervention for potential English language learners.

Finally, any and all information pertaining to ELLs obtained at Network meetings and/or other professional development events that pertain to the numerous tasks performed by our school secretaries, such as ATS functions, the intake process and recording keeping, turn-keyed by the attendee to the secretaries as soon as possible. For example, after attending a Network meeting during which it was made clear that an ESL certified teacher or administrator must administer the HLIS and perform the initial informal interview, our ESL coordinator met with the secretaries to turn-key this information to them. This constant communication and meeting keeps all staff members on the same page to ensure clarity of procedures.

The ultimate goal of our professional development is to assist all staff members in equipping ELL students with the skills necessary to meet English proficiency on the NYSESLAT examination and current promotional grade criteria. This will afford them opportunities to be high academic achievers as they progress in their school career. Should a teacher or other staff member come across an issue pertaining to ELLs of which he or she is not knowledgeable, all efforts will be made by the administration and ESL staff to assist that staff member in learning the skills it takes to address the issue or to locate a professional development opportunity that will address the issue.

2. What PD is offered to teachers of ELLs in supporting ELLs as they engage in the CCLS?

All teachers at P.S. 307 attend weekly professional development sessions on Monday afternoons. These sessions are facilitated by our literacy and mathematics consultants from Generation Ready. These sessions focus on planning, implementing and reflecting upon instruction based on the CCLS. Segments of these professional development sessions focus on differentiating instruction for different groups of students including ELLs. In addition to our in house professional development, all teachers are eligible to attend any outside professional development that may match their needs as a teaching professional. Our ESL teachers and administration receive weekly e-mails from the Office of English Language Learners that highlight opportunities for professional development on topics related to

ELLs. The administration and ESL teachers identify staff members who would benefit from this training. Since it is not possible for all of our staff members to attend every meeting, every effort is made to have a turn key session of important information obtained at these professional development meetings.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle school?

To respond to the needs of our ELL students transitioning to middle school, one of our ESL teachers, Ms. Maturen, works with our fifth graders to ensure that they are getting ready for the transition to middle school. Ms. Maturen has worked in a middle school with ESL students and can help ease some of the students' anxiety as well as to answer questions that the students may have. In addition, our bilingual Parent Coordinator works with parents and upper grade staff members to ensure all middle school applications are completed and submitted. The Parent Coordinator and ESL teacher are also available to answer and address any questions or concerns the parents may have about their child's transition to middle school.

4. Describe the minimum 7.5 hours of ELL training for all staff as per Jose P.?

P.S. 307 constantly seeks opportunities for ESL targeted professional development for our teachers and staff. These opportunities have included workshops and institutes through the Bronx BETAC, Bank Street College of Education, our Network, the Office of English Language Learners and Teacher's College. When a staff member attends one of these professional development sessions, he or she will turnkey relevant information to the rest of the staff at 307 during professional development times and/or during lunch and learns. The administration and ESL staff at P.S. 307 diligently seek out these opportunities for our staff in order to allow them to not only meet and exceed the required 7.5 hours, but also to allow them to become more knowledgeable and confident in their teaching of ELLs.

Records of the Jose P. training hours are maintained in the school-wide Professional Development binder located in the Assistant Principal's office. In the School Wide Professional Development Binder a record of each and every workshop attended by staff members of P.S. 307 is maintained.

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?

Paste response to questions here: 1. Describe parental involvement in your school.

Parents of ELLs are given equal opportunities to participate in any and all family activities and programs that P.S. 307 offers. Families are involved through a variety of venues. Initially, ELL Family Orientation Meetings are held to inform parents and families of the various program choices they have, and information on the curriculum. In the fall of each year, Family Curriculum Institutes are held in each grade with the goal of providing families with opportunities to learn about the Literacy, Mathematics, Science and Social Studies units and how to support their children at home. Family orientations/workshops devote segments to possible modifications and/or enhancements required for ELL students. Presentations and handouts are provided in both English and Spanish to assist families in accessing workshop content.

All workshops will be conducted in English and Spanish via the Parent Coordinator, and other bilingual members of the staff. Families receive resource materials and manipulatives that were used during the workshop to use and reinforce concepts with their children at home. The workshops are provided for families on every grade level. The success of these workshops is measured by the families' enthusiasm, positive feedback and desire for additional workshops on similar topics.

During the 2008-2009 school year, we piloted Science Family Nights during which parents participated in Science experiments similar to those their students experienced during the school year. Experiments were provided at every grade level. The parents received detailed information on the expectations of the New York State Science Test and the importance of exposing students to all the areas of Science. As with other family workshops, Science Curriculum Night presentations and handouts were provided in both English and Spanish to assist parents in accessing the workshop content. Science Curriculum Nights will again be provided during the 2013-2014 school year.

Parents are also involved through a variety of other venues. Family workshops are held throughout the year to address such issues as: asthma, hygiene, healthy eating, safety, and the state Mathematics and ELA tests. As in past years, families of ELL students will be invited to attend, and translators and bilingual materials will be provided. Throughout the year, during the school day and on Saturdays, Family Institutes/Workshops will also be held in order to maximize parent and family participation. These institutes afford parents opportunities to learn a variety of literacy and Mathematics skills and strategies and how to support their children at home. Through the skills of our bilingual Parent Coordinator, parent volunteers, and our PTA executive board, presentations and materials are provided in both English and Spanish to assist parents and families in accessing workshop content. All ELL parents are offered equal opportunities to participate in all of the activities mentioned above as well as any additional trips, performances and presentations done within the school. Parent and family participation is further encouraged by providing participants with gift bags of instructional materials, resources (such as cassette players and books-on-tape), and manipulatives that will assist them in reinforcing concepts with children at home. The success of these workshops is measured by the parents' enthusiasm, positive comments and desire for additional workshops. Any and all workshops, programs and materials are offered in a bilingual format to ensure all parents are being reached.

In addition to workshops and various family activities, all parents are encouraged to join the PTA and/or to volunteer within the school.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

The school has worked in conjunction with many agencies to bring workshops and experiences to all parents in our school community. We will continue to work with these agencies to ensure the parents of our students are receiving the information they need. The school has worked with agencies such as: CAPPs to present a child abuse workshop and a workshop on bullying. We have also worked with NYC Learning Leaders to inform parents of the school and involve them in the school community, the Bronx Health Link to present information on asthma and breast cancer awareness, Safety City to speak to children and families about safety, and the Administration of Child Services to present information on abuse and neglect. The school also worked with Dial-a-Teacher to inform parents of resources available to them for homework assistance and Town Hall, an art organization, with our series of Saturday "Families as Partners in Art" Workshops. P.S. 307 has also partnered with the Lehman College Art Gallery to learn about and produce different forms of art. This year we are also looking into partnering with the New York Historical Society in hopes that some of our parents can attend their Spanish language family program: Hablemos de la Historia y

del art: Talleres Educativos para las Familias. In addition to the workshops and presentations that other organizations have helped the school to present, our bilingual parent coordinator is always available to parents to assist them in locating any resource or organization they may need.

3. How do you evaluate the needs of parents?

The staff at P.S. 307 is very involved in speaking with the parents frequently as well as listening to what the parents are asking for. Our bilingual parent coordinator speaks with parents to assess what they need support with and works diligently to meet the needs of our parents. Parent concerns are also heard and addressed to the best of our ability during Parent Teacher Conferences. During these conferences, when needed, a translator is available to all teachers and parents. Should any parent needs or concerns arise during this time, the staff at P.S. 307 will work to address the concern or to meet the need of the parent. In addition, should any issues arise in the school that need to be addressed with parents, the school staff works to find resources and materials to present to the parents through workshops. For example, when cyber safety became an issue in the school, the staff at P.S. 307 worked in conjunction with the NYPD to put together workshops on cyber safety for parents and students to attend. All communication before, during and after Parent Teacher Conferences and any workshops is offered in both English and Spanish. Should a translation in a language other than English or Spanish be necessary the school will contact the Office of Translation Services and request translation in that language.

In addition to the conversations with parents, the school pays close attention to parent responses on the parent survey distributed each year by New York City. The feedback given on these Parent Surveys is an invaluable resource to P.S. 307 in finding out what our parents need and how we can adjust our current practices to better serve our parents and students. The school's parent coordinator, administration and bilingual staff is available to assist any parent who has questions about the school survey.

4. How do your parental involvement activities address the needs of the parents?

Since the staff of P.S. 307 is constantly listening to the parents of our students and having conversations with them about what they need and want we are meeting the needs of our parents through the numerous workshops, orientations and activities carried out in our school as well as outside of the school. For example, when the parents of students in grades 3-5 began asking the staff questions about the state tests their children were required to take, the school worked diligently to put together and present parent workshops to inform the parents of what exactly the exams involved and what they could do at home to support their children. The staff at P.S. 307 also located and distributed samples of the state tests and their format and requirements in families' home languages to allow parents to fully understand the tests their children are expected to take. If a parent has a need that we do not have the resources to meet, the staff at P.S. 307 works diligently to locate the information and to assist the parent in meeting their need.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|---------------------|-----------------------------|-----------|-----------------|
| Yolanda Valez | Principal | | 1/1/01 |
| Debra Springsteen | Assistant Principal | | 1/1/01 |
| | Parent Coordinator | | 1/1/01 |
| Ashleigh Giangrasso | ESL Teacher | | 1/1/01 |
| | Parent | | 1/1/01 |
| Michelle Maturen | Teacher/Subject Area | | 1/1/01 |
| Marcy Schickler | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Guidance Counselor | | 1/1/01 |
| | Network Leader | | 1/1/01 |
| Laura O'Connell | Other <u>SETTS Provider</u> | | 1/1/01 |
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **10X307** School Name: **The Luisa Pineiro Fuentes School of**

Cluster: _____ Network: **109**

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

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

Data is acquired through Home Language Surveys and initial registration interviews. We use these surveys to assess our school's written translation and oral interpretation needs. Our Parent Coordinator reaches out to families to further assess written translation and oral interpretation needs. We conduct orientations for families of English Language Learners in the beginning of the school year to extend our assistance to them. Staff and parent volunteers often serve as Spanish translators for both parent meetings and written communications that are sent home. Should a family need a translator for a language other than English or Spanish, the school will contact the city's Translation and Interpretation Unit for telephone and/or on-site translation services. Every effort is made to have documents and dates of meetings planned ahead of time to allow for any delay that may take place in the translation of these documents or in the reserving of a translator for scheduled meetings.

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.

Within the school community the majority of our ELL parents speak Spanish at home. The families who speak Spanish as a home language receive all letters and fliers from the school in a bilingual format, including English and Spanish. Any communication from the city that is available in various home languages is printed and distributed to parents in their home language. For example, when the city sent home letters regarding the core curriculum, P.S. 307 ensured that the letters were sent home in each students' home language. In addition, the school has four school aides who are bilingual as are the Principal, and the Parent Coordinator. These bilingual individuals provide translation services including, but not limited to, translation of materials sent home, translation of parent-teacher conferences, translation of teacher phone calls home and translation of workshop presentations.

Currently, P.S. 307 has one family that identifies Albanian as their home language, one family that identifies Amharic as a home language, four families that identify Philipino (a.k.a Tagalog) as their home language, one family that identifies Bengali as their home language, one

family that identifies as Vietnamese as their home language. The parents in all of these families either speak English in addition to their home language, or have at least one member of the family speaks English and attends all meetings and conferences with the parent to translate, the individual also provides translation of all of the written materials sent home with the students on an as needed basis. The office staff at P.S. 307 is aware that these families may contact the office with additional questions about materials sent home and the staff will make every attempt to address each question asked. These families do not request or require written or oral translation of information from the school. Of course should the need for a translator or other translation services arise and an English speaking family member is not available, the school will attempt to use the telephone hotline through the Office of Translation and Interpretation Services. Approximately 25% of our student population is English Language Learners as evidenced by the LAB-R and NYSESLAT test results. This percentage, compiled with the results from our Home Language Surveys, provide us with the information needed to identify what the needs of our families are in terms of language translation and interpretation. These findings are reported to the school community at orientations, family workshops/trainings, and Parent Teacher Conferences.

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.

As described in Part A, Our findings indicate that the majority of our families are predominately Spanish speaking. Therefore, our Principal to Family letters and other school-to-home communications are available in both Spanish and English. The writing, translation, and interpretation of these letters are facilitated by both school staff and parent volunteers. The procedures that we have in place to ensure the timely provision of translated documents are as follows:

- All communications between school and home are written in both Spanish and English simultaneously. Translation is written by bilingual school aides, teachers, and/or administrators.
- Procedures are in place for the review and revision of these communications in both languages by school administration prior to distribution
- We schedule for bilingual staff or other bilingual parent representatives to be available to translate for all Parent workshops.

While we do not typically need translation services for languages other than Spanish, should a parent request a translation of a document in a language other than English or Spanish, the school will complete a Translation Request Form and contact the Translation and Interpretation Unit to request to have the documents translated. In addition, many of the documents that are distributed to parents such as the ELL Parent Choice Brochure and Student Report Cards are available to download in many different languages. Translated copies of these documents are kept in both the main office, the Parent Coordinator's office, and the ESL office for easy access should a parent need a translated copy.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services are also provided by school staff and parent volunteers when appropriate. Such services include translating during Parent Teacher Conferences, IEP Meetings, Parent Orientations/Workshops, etc. Of course, when the topic being discussed is sensitive or requires privacy, only appropriate staff members translate in order to ensure that the family is comfortable with the individuals who are in attendance at the meeting. While we do not typically need translation services for languages other than Spanish, should a parent request an oral translator in a language other than English or Spanish, the school will contact the Translation and Interpretation Unit to request a translator for the event or to speak to a representative using the Translation and Interpretations Unit's telephone service.

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

As a school, we will continue to fulfill Section VII of Chancellor's Regulations A-663 (Translations) by providing timely translation and distribution of critical communications. P.S. 307 will also continue to inform parents as to how to obtain a translation or interpretation if it is not readily available. P.S. 307 will continue to provide interpretation services during school hours to those parents whose primary language is one which our staff and/or parent volunteers can speak and to provide parents whose primary language is a covered language and who require language assistance services with written notification of their rights regarding translation and interpretation services. In addition, for both sessions of Parent Teacher conferences, and for all workshops and parent meetings, we utilize all bilingual staff, school aides, psychologists and social workers to translate information for all parents that require translation. Finally, information on the Translation and Interpretation Unit, including written request forms, telephone translation services contract information and request for in person translation, is kept on file in the main office for easy access in the event that a parent needs further translation services.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

| Part A: School Information | |
|--|-----------------------------|
| Name of School: Luisa Piniero Fuentes School | DBN: 10X307 |
| Cluster Leader: Douglas Knecht | Network Leader: Maria Quail |
| This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below) | |

| Part B: Direct Instruction Supplemental Program Information |
|--|
| The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: |
| Total # of ELLs to be served: 60 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 |
| Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 4 # of content area teachers: 1 |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: As stated above, during the 2012-2013 school year P.S. 307 will implement Title III academies for ELLs in grades 1-5. Each of these academies is described in detail below.

The first Title III academy of the 2012-2013 school year will be the Fifth Grade Social Studies After School Academy for our fifth grade students. The rationale for this academy is to assist and support our fifth grade ELLs with the vocabulary, reading comprehension and writing skills necessary to master Social Studies content. While New York State no longer administers a Social Studies examination, P.S. 307 recognizes the importance of this content and thus administers our own, in-house examination. In addition, this academy will work toward our fifth grade ELLs successfully completing content specific performance tasks tied to the Common Core State Standards (CCSS). The Fifth Grade Social Studies After School Academy will be offered to our four ELLs and 2 former ELLs in fifth grade. The academy will begin on October 23, 2012, and finish on November 8, 2012. The academy will take place two afternoons per week during this time period and each session will last from 3:30pm until 4:45pm. The academy will be taught in English, with native language support when necessary. The Fifth Grade Social Studies After School Academy will be taught by our fifth grade classroom teacher, Alicia Fontan, our reading AIS provider, Laura O'Connell and our ESL certified teacher, Ashleigh Giangrasso. Mrs. Giangrasso will be the only teacher paid out of the Title III budget. The materials used during this academy are materials already in the school, including samples from past Social Studies examinations, videos, graphic organizers and other teacher made materials relevant to the topics being taught.

The second round of Title III academies will be our Literacy After School Academies for grades three and four and a Breakfast Academy for grade two. The rationale for these academies is to provide supplemental support to our ELLs in these grades in the areas of reading, writing and vocabulary. The instruction during these academies will be targeted toward areas of need based on NYSESLAT, Fountas & Pinnell and literacy baseline assessments. The after school academies will be offered to our thirteen ELLs in fourth grade and seventeen ELLs in third grade. The Second Grade Breakfast Academy will be offered to our nineteen ELLs in second grade. The after school and breakfast academies will begin during the week of November 19, 2012 and will meet twice a week through the week of December 20, 2012. Each session of the after school academies will last from 3:30pm through 4:45pm, while the breakfast academy sessions will begin at 7:30am and end at 8:15am. All of these Title III academies will be taught in English, with native language support as needed. During the Fourth Grade Literacy After School Academy, our ESL certified teacher, Ashleigh Giangrasso and our reading AIS provider, Laura O'Connell will teach the ELLs. During the Third Grade Literacy After School Academy, our two third grade, ESL certified classroom teachers; Trinelle Ragoonanan and Kaitlyn Meyer will provide instruction to our third grade ELLs. During the Second Grade Breakfast Academy, Judith Boksner, an ESL certified teacher, will provide instruction to the second grade ELLs. The materials to be used during the third and fourth grade

Part B: Direct Instruction Supplemental Program Information

academies include Skill by Skill, Buckle Down and/or NYStart, while Ms. Boksner will use Avenues or Moving Into English during Breakfast Academy depending on the needs of the students in attendance.

Beginning the week of January 8, 2013 and ending the week of February 11, 2013, our ELLs in grades one and three will be invited to participate in a Title III After School Literacy Academy. Our ELLs in grade two will be invited to continue to attend the Second Grade Breakfast Academy. The rationale for these academies in grades one, two and three is to continue the progress our ELLs have been making in literacy and language development. In addition, the instruction during these academies will be targeted based on mid-year E-CLAS2, Fountas & Pinnell and ELL Periodic Assessment data. In our First Grade After School Academy, all seventeen of our ELLs in first grade will be invited to attend, as well as our two former ELLs. All nineteen of our ELLs in second grade will be invited to the Second Grade Breakfast Academy and all seventeen ELLs in third grade will be invited to attend the Third Grade After School Academy. As with previous academies, after school sessions take place twice a week, beginning at 3:30pm and ending at 4:45pm. Breakfast Academy sessions will also take place twice a week and will begin at 7:30am and end at 8:15am. All of these academies will be taught in English, with native language support when appropriate. The First Grade After School Academy will be taught by ESL certified teacher Ashleigh Giangrasso. The Second Grade Breakfast Academy will be taught by ESL certified teacher Judith Boksner, and the Third Grade After School Academy will be taught by two ESL certified teachers, Trinelle Ragoonanan and Kaitlyn Meyer. The materials used during these academies will vary based on the mid-year data for these students, but may include, Getting Ready for the NYSESLAT, Moving Into English, Avenues, Buckle Down, Skill by Skill and/or NYStart.

To wrap up our before and after school academies, P.S. 307 will implement after school academies for ELLs in grades three and four, as well as a before school Breakfast Academy for ELLs in grade 2. The rationale for these academies is to focus on areas of need as identified in the collection of data from the following sources: in-house ELA simulations, Math acuity assessments, ELL Periodic Assessments, the Spring 2012 NYSESLAT, Fountas & Pinnell, informal assessments and class work. These academies will take place twice a week, with after school academies taking place from 3:30pm until 4:45pm and Breakfast Academy sessions beginning at 7:30am and ending at 8:15am. These academies will begin during the week of March 5, 2013, and conclude during the week of April 11, 2013. All of these academies will be taught in English, with native language support as needed. ESL certified teacher Judith Boksner will teach the Breakfast Academy for second grade, while Trinelle Ragoonanan and Kaitlyn Meyer, both ESL certified teachers will be instructing our third grade ELLs during the Third Grade After School Academy. Finally, Ashleigh Giangrasso, also ESL certified will instruct our ELLs in fourth grade during the Fourth Grade After School Academy. The materials used during these academies will vary based on the needs of our students at the time of the academy. While it is impossible to predict the exact materials to be used during this academy, they may include: Moving Into English, Avenues, Getting Ready for the NYSESLAT, Buckle Down, Skill by Skill and/or NYStart.

In addition to our before and after school academies, P.S. 307 also plans to hold Saturday Academies for our ELLs in grades three, four and five. The rationale for these Saturday Academies is to allow for a large block of time during which teachers and students can focus on specific areas of need related to literacy and language development. ELLs and former ELLs in grades three, four and five will be invited to attend these Saturday Academies. This includes seventeen current ELLs and six former ELLs in grade three,

Part B: Direct Instruction Supplemental Program Information

thirteen current and nine former ELLs in grade four and four current and two former ELLs in grade five. While exact dates have not yet been chosen, these academies will take place one Saturday a month during the months of January, February, March and April. Each academy will begin at 9:00am and end at 12:30pm. Two of our ESL certified teachers; Ashleigh Giangrasso and Kaitlyn Meyer will provide instruction during these Saturday Academies. The instruction during these sessions will be focused on continued areas of need of those students in attendance. Since specific areas of need will be determined by assessments that have not yet been administered- mid-year literacy assessments, ELA simulations, ELL periodic assessments and in-class informal assessments, the specific materials to be used cannot be determined at this time. However, in the past materials such as Getting Ready for the NYESLAT, Buckle Down, Skill by Skill and NYStart have been used.

It should be noted that while not all grades are included in all cycles of Title III academies, other after school programs are taking place. These programs include ELLs in all grades who are not currently participating in a Title III program. While the teachers of these after school programs may not be ESL certified, the ESL certified teachers to collaborate with the teachers of these programs to identify materials and strategies that will be beneficial to the ELLs in their groups.

Part C: Professional Development

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

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

Begin description here: Beginning in October, all teachers and staff at P.S. 307 will be offered the opportunity to attend professional development sessions held by our ESL teachers and literacy coaches. Since all of our teachers work with ELLs and many of them teach ELLs during intervention periods, each time our ESL teacher attends a workshop or professional development session she will offer a turn key session to the teachers and staff at PS 307. At this point in the year, it is impossible to plan the entire year at this point, since opportunities arise as the year progresses. Our ESL out of classroom teacher, Ms. Giangrasso is scheduled to attend a workshop on October 12 that will address co-teaching with ESL students. She will turnkey this workshop to the rest of the staff during the week of October 29, 2012 or November 5, 2012 during a professional development period after school from 3:20pm until 4:20pm. The ESL certified teachers will be paid out of the Title III professional development budget, while the teachers who are not ESL certified will be paid out of a separate budget for their time. In addition to the co-teaching workshop, Ms. Giangrasso will be attending the ELL Literacy Conference held by the Office of English Language Learners on November 6, 2013. Ms. Giangrasso will turnkey the information from this conference during the week of November 12, 2012 during an after school professional development period from 3:20-4:20pm. Again, the ESL certified teachers will be paid from the Title III budget, while the non-ESL certified teachers will be paid from a separate budget.

In addition to professional development for all teachers, the ESL certified teachers who are teaching the Title III academies will meet once before each cycle and once after each cycle. During the sessions held prior to the start of the institute, the teachers will look at the NYESLAT, ELL Periodic Assessments (for appropriate grades), E-CLAS2, and Fountas & Pinnell data to identify specific areas of need to address during the academy. The teachers will also use these sessions to identify specific materials and

Part C: Professional Development

strategies to be used during the academies. These sessions will begin at 3:20 and end at 4:20pm. The sessions at the end of each academy will focus on reflection of what worked and did not work as well as analyzing post-academy data to identify areas of improvement as well as areas of continued need among the students. Our out of classroom ESL teacher Mrs. Giangrasso will lead the before and after academy sessions.

Part D: Parental Engagement Activities

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

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

Begin description here: Parents of ELLs are given equal opportunities to participate in any and all family activities and programs P.S. 307 offers. Families are involved at P.S. 307 through a variety of venues.

In the fall of each year, Family Curriculum Institutes are held in each grade with the goal of providing families with opportunities to learn about the Literacy, Mathematics, Science and Social Studies units and how to support their children at home. During the 2012-2013 school year, the Kindergarten Family Curriculum Institute will take place on Friday, September 14, 2012 from 8:45 until 10:00am. The First Grade Institute will take place on Friday, September 28, 2012 from 8:45 until 10:00am. The Second Grade Family Curriculum Institute will take place on Wednesday, October 10, 2012, from 8:30am until 10:15am. Finally, the Third, Fourth and Fifth Grade Family Curriculum Night will take place on Thursday, October 18 from 4:00pm until 5:30pm. Parents of our fifth graders are also invited to attend a Middle School Orientation Workshop on September 27, 2012 from 4:00pm until 5:30pm. Our ESL teacher will collaborate with the grade level teachers and administrators presenting these workshops to identify specific materials that can be distributed to parents of ELLs to further support these students at home. For example, during the kindergarten workshop math manipulatives such as pattern blocks and coins are distributed to provide families with concrete, solid representations of vocabulary and skills addressed in the kindergarten math curriculum. Since the majority of our ELL families speak Spanish as their first language, presentations and handouts are provided in both English and Spanish to ensure all families are able to access workshop content. For those families in our school who do not speak English or Spanish, every effort is made to translate materials into their home language and to find a translator to assist these families in participating in all workshops and family activities. The success of these workshops is measured by the families' enthusiasm, positive feedback and desire for additional workshops on similar topics.

P.S. 307 also hosts Science Family Nights during which parents participate in science experiments similar to those their students experience during the school year. Experiments are provided at every grade level. During Science Family Night parents also receive detailed information on the expectations of the New York State Science Test and the importance of exposing students to all the areas of Science. As

Part D: Parental Engagement Activities

with other family workshops, Science Curriculum Night presentations and handouts are provided in both English and Spanish to assist parents in accessing the workshop content. The 2012-2013 Science Curriculum Night will take place in May 2013.

Parents are also involved through a variety of other venues. Family workshops are held throughout the year to address such issues as: asthma, hygiene, and internet safety. During the 2012-2013 school year, P.S. 307 will hold a Breast Cancer Awareness workshop during the month of December, and two Nutrition and Obesity Workshops during the month of January. In addition, a workshop on the state math and ELA tests is scheduled for parents of students in grades 3, 4, and 5 for the last week of February. The teachers in grades K, 1 and 2 will also be holding a mid-year curriculum workshop addressing areas of need based on mid-year assessments. As with all of our workshops, the parents of the ELLs in these grades will be invited to attend this workshop, tentatively taking place during the last week of February. Families are also invited to celebrate their children's work in math and literacy at a Portfolio Celebration scheduled for the month of June 2013. As in past years, families of ELL students will be invited to attend all workshops, and translators and bilingual materials will be provided. These workshops and celebrations afford parents opportunities to learn a variety of literacy and mathematics skills and strategies and how to support their children at home. In addition to the classroom and content area teachers in attendance at these workshops, Mrs. Giangrasso, our out of classroom ESL teacher, who pushes-in to most classrooms, is in attendance to answer parents' questions and highlight the outstanding work of our ELLs in these areas. Through the skills of our bilingual Parent Coordinator, parent volunteers, and our PTA executive board, presentations and materials are provided in both English and Spanish.

For the past few years, P.S. 307 has partnered with Town Hall to implement a Saturday family arts program, made possible through a CASA grant. During this program parents of both ELLs and non-ELLs at all grade levels were invited to the school to do art with their children. This program will be continued once again during the 2012-2013 school year in order to continue to enrich our students' love of the arts. The Families as Partners in Arts workshops will take place on Saturdays for the families of children in grades 3-5 during November and December during the 2012-2013 school year. There will also be a set of workshops for parents of children in grades K-2, which will take place on Saturdays in March and April 2013.

During the 2012-2013 school year, our ESL teacher, Ashleigh Giangrasso also plans to hold a workshop for parents of our ELLs to inform them of what is expected of their children on the NYSESLAT. Many of our parents of ELLs have not seen the NYSESLAT examination and therefore are not aware of the types of questions are asked and what types of skills are required to be successful in making progress on the NYSESLAT. Mrs. Giangrasso would like to hold a workshop to show parents a sample of the NYSESLAT at each grade level as well as to discuss what parents can do at home to assist their children in continuing the progress in their language development. This workshop will take place during February or March of 2013. Parents will be notified of the time and location of this workshop through bilingual fliers sent home as well as phone calls home made by our bilingual home outreach staff.

All ELL parents are offered equal opportunities to participate in all of the activities mentioned above as well as any additional trips, performances and presentations done within the school. Parent and family

Part D: Parental Engagement Activities

participation is further encouraged by providing participants with gift bags of instructional materials, resources (such as cassette players and books-on-tape), and manipulatives that will assist them in reinforcing concepts with children at home. Any and all workshops, programs and materials are offered in a bilingual format to ensure all parents are being reached. Parents are informed of these opportunities through bilingual parent involvement calendars sent home on a monthly basis, phone calls home from our parent outreach staff and posted signs on the doors of the school's main entrance. In addition, when possible, parents are reminded verbally during drop off and dismissal times.

In addition to workshops and various family activities, all parents are encouraged to join the PTA and/or to volunteer within the school.

Part E: Budget

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

Allocation Amount: \$

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

