



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** P.S. 310 MARBLE HILL SCHOOL  
**DBN (i.e. 01M001):** 10X310  
**Principal:** ELIZABETH CARDONA  
**Principal Email:** [ECARDON2@SCHOOLS.NYC.GOV](mailto:ECARDON2@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
Elizabeth Cardona	*Principal or Designee	
Madelyn Vargas	*UFT Chapter Leader or Designee	
Margarita Hernandez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Maria Colon	Member/ Teacher	
Dana Damiano	Member/ Teacher	
Cristal Ynfante	Member/ Teacher	
Aida Calle	Member/ Teacher	
Amy Vializ	Member/ Teacher	
Gloria Delgado	Member/ Parent	
Yolanda Ocampo	Member/ Parent	
Jocelyn Cueto	Member/ Parent	
Julie Fernandez	Member/ Parent	
Yolanda Uraga	Member/ Parent	
Santa Nuñez	Member/ Parent	
	Member/	
	Member/	
	Member/	

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

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

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

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

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

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

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

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

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

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

### **School Receiving Title I Funds**

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

## SCEP Checklist

### All Schools

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

### School Information Sheet for 10X310

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	767	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	42
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	7	# Drama	N/A
# Foreign Language	N/A	# Dance	5	# CTE	N/A
School Composition (2012-13)					
% Title I Population	86.7%	% Attendance Rate		92.9%	
% Free Lunch	93.8%	% Reduced Lunch		3.7%	
% Limited English Proficient	21.8%	% Students with Disabilities		15.5%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.4%	% Black or African American		9.3%	
% Hispanic or Latino	85.3%	% Asian or Native Hawaiian/Pacific Islander		1.6%	
% White	3.0%	% Multi-Racial		0.4%	
Personnel (2012-13)					
Years Principal Assigned to School	5.75	# of Assistant Principals		3	
# of Deans	N/A	# of Counselors/Social Workers		3	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		11.3%	
% Teaching with Fewer Than 3 Years of Experience	21.0%	Average Teacher Absences		7.5	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	14.1%	Mathematics Performance at levels 3 & 4		24.5%	
Science Performance at levels 3 & 4 (4th Grade)	92.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

### Accountability Status – Elementary and Middle Schools

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

### Accountability Status – High Schools

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

White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

## SCEP Overview

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

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

### **Reflecting upon the 2012-13 SCEP**

Answer the following questions regarding the 12-13 SCEP

#### **Describe the strengths of your school's 12-13 SCEP.**

Our SCEP has clearly outlined goals with measurable objectives that reflect the Common Core expectations regarding reading informational and literary texts. In the area of Curriculum Development and Support we further reflected the Common Core Shifts by embedding pre and post writing tasks for every unit of study. This change supported our efforts to ensure that students were writing to expand content area knowledge. In the area of School Leader Practices and Decisions we have successfully developed teacher teams that have worked collaboratively to unpack the Common Core Standards, and we have developed inquiry teams to support our understanding of the Common Core Shifts. In addition, we have worked effectively to provide teachers with actionable feedback using the Danielson Framework. In the area of Teacher Practices and Decisions we have been able to look at student work to inform our units of study, and English as a Second Language (ESL) teachers have examined student work to support students to advance their writing skills. In the area of Social and Emotional Development our school wide Respect for All Initiative has helped us develop a monthly area of focus to support positive behaviors.

#### **Describe the areas for improvement in your school's 12-13 SCEP.**

In order to improve our work from the previous year we will continue to build on the following areas:

- Deepening our use of the Danielson Framework in order to further develop teacher practices;
- Implement use of SIOP (Sheltered Instruction Observation Protocol) strategies to support English Language Learners;
- Mid unit review of student work to inform instruction;
- Increase exposure to complex fiction and nonfiction text;
- Increase opportunities to respond to reading;
- Continued implementation of Reciprocal Reading Practices;
- Increase identification of students in need of RTI (Response to Intervention) support and use of appropriate intervention based on areas of weakness;
- Continued work on differentiated instruction with the use of UDL (Universal Design for Learning) principles.
- Increased frequency of guided reading groups seen in one day from 1 to 2 groups;
- Early identification of students in need of RTI support and use of appropriate interventions based on students' areas of weakness; and
- Continued work on implementation of Mathematical Practices.

#### **Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.**

Developing the SCEP was particularly challenging in 2012-2013 because we did not receive the change in template for the new SCEP until later in the year. We had already developed our goals and later were asked to use the State tenets to identify the annual goals. Implementation was challenging due to changes in standards and limited resources available to support curriculum changes. In addition, focus funding was not received until later in the school year, thus supplemental programs began midyear. A continuous challenge for our school is having our Special Needs students participate in supplemental programs after school due to busing constraints.

#### **Describe the degree to which your school's 12-13 SCEP was successfully implemented.**

Goal 1 was successfully implemented as all teachers were involved in inquiry work and furthered their knowledge of Common Core Standards. In addition, all teachers were involved in self-reflection and goal setting using the Danielson Framework.

Goals 2 and 3 were implemented fully and upon reviewing our SCEP, all activities were executed and measures of progress demonstrated steady improvements but no performance gains.  
Goals 4 and 5 were implemented, and targets were monitored during the year.

<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>	X	Yes		No
<b>If all the goals were not accomplished, provide an explanation.</b>				

<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	X	Yes		No
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***Developing the 2013-14 SCEP***

Answer the following questions regarding the 13-14 SCEP

**Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.**

The challenges to effective implementation of our SCEP are the following:

- Teachers are learning new curriculum programs while simultaneously teaching students using new Common Core Standards;
- Limited amount of time available for the extensive professional development needed;
- Keeping students who have dropped one level positively motivated and counteracting testing anxiety; and
- 29% of teachers with less than 3 years of teaching experience.

**List the 13-14 student academic achievement targets for the identified sub-groups.**

Student achievement will be measured by one of the following assessment sources:

- 4-6% increase in ELL (English Language Learner) students meeting performance level on state tests;
- Increase of 2-4 levels on F&P (Fountas & Pinnell) assessments, for ELLs and Special Needs Students;
- 5-6% increase in Special Education students meeting performance level on state tests;
- 15-18% of our ELLs will achieve proficiency levels on the 2013 NYSESLAT (New York State English as a Second Language Achievement Test) in order to meet AMAO (Annual Measurable Achievement Objectives) target; and
- 75% of our ELLs will demonstrate progress on the 2014 NYSESLAT in order to meet AMAO target.

**Describe how the school leader(s) will communicate with school staff and the community.**

The leadership team will work to develop this document as well as communicate its content with the larger community. One first step will be to present overall goals to the entire staff during our September staff conference. Following this, all staff members will review our entire SCEP during Academy meetings with the support of the Assistant Principal and Leadership Team Representatives. Other methods of communication are:

- School Leadership Team Minutes; and
- Monthly Bulletin Board – School Leadership Team.

**Describe your theory of action at the core of your school's SCEP.**

Our school's SCEP is closely aligned with the school's mission to have all constituents within the community working to ensure the success of all students. We encourage all members of our community to be lifelong learners, and this is reflected in our SCEP which outlines learning opportunities for teachers, parents and children. An area of major focus for our school is to support students to take the first steps to become college and career ready. Our theory of action to achieve this goal places an emphasis on the development of all four strands of communications: listening, speaking, reading and writing, with an emphasis on reading and writing to learn thereby making content accessible to all students. A significant shift we have made to support our goal is to increase our students' exposure to nonfiction text by way of read alouds, daily text-based discussions, and increased opportunities for students to respond to reading. Our balanced literacy approach provides a framework for our theory of action, and allows us to ensure that students have opportunities for exposure to complex text and more rigorous curriculum, while still reading at their independent level during the reading block. In addition, we want to ensure that all students can access content curriculum by considering UDL principles when planning for our diverse learners.

**Describe the strategy for executing your theory of action in your school's SCEP.**

The strategies we are implementing to support our theory of action include the following:

- Embedding Pre and Post Writing Tasks into every unit of study;
- Changing literacy block to include more time for students to have accountable talk after read aloud;
- Providing time during the literacy block for students to respond to text;

- Development of Reciprocal Reading Groups;
- Use of IFL (Institute for Learning) “Patterned Way of Reading, Writing and Talking Strategy” to unpack complex text;
- Implementation of SIOP strategies to support ELLs;
- Pilot implementation of phase one of UDL principles with Special Education classes; and
- Increase the frequency of Guided Reading and Reciprocal Reading.

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

The key elements and other unique characteristics of our school’s SCEP are as follows:

- Entire school is involved in inquiry studies to further advance teacher practices and student learning;
- School is organized into four mini schools;
- Teacher teams meet three times a week and teachers survey to establish needs;
- Monthly themes to promote positive student behavior;
- Development of school peer mediation program;
- Frequent opportunities for parental involvement by way of weekly workshops;
- Availability and use of various technologies to address needs of diverse learners;
- School wide implementation of Reciprocal Reading Practices;
- School wide monthly math days focused on Mathematical Investigations;
- Academy newsletters to increase school home communication; and
- Robust opportunities for extended day learning opportunities after school and on Saturday.

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

Evidence that our school is prepared to effectively oversee the management of this improvement plan is that we have a robust system in place to collect and analyze data to measure student growth consistently and impact instruction. Other evidence that reflects our capacity to oversee and manage our school’s improvement includes the following effective practices:

- Collaborative teacher teams meeting three times a week to analyze student work and planning;
- Inquiry teams focused on studying Common Core Shifts;
- Professional development on effective teaching practices; and
- Professional development surveys to assess progress in continuously building teacher capacity and providing support as needed.

Reflective leadership and teacher practices will allow us to oversee and manage our school improvement plan, as we are committed to evaluating the quality of our SCEP plan during our data check points and making adjustments as needed.

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

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

### **Major Recommendation**

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

On Page 4 of our Developing Quality Review Report the following recommendation was made:

Continue to evaluate and adjust the use of teacher team meetings and professional development opportunities to ensure that curricula, instructional and assessment practices are aligned to the CCLS (Common Core Learning Standards) and to meet student needs. (5.1)

<b>Review Type:</b>	DQR	<b>Year:</b>	2013	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	D
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### **Tenet 2: School Leadership Practices and Decisions**

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

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

### **Annual Goal #1**

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

**School leaders will ensure instruction is aligned with Danielson Framework that supports implementation of Common Core Standards and that by June 2014, 100% of teachers are involved in the following:**

1. The development, analysis and implementation of Common Core Standards in order to further develop our curriculum using Ready Gen materials, during learning community meetings.
2. The development of Inquiry Team with a focus on Common Core Shift in Literacy.
3. Administrators will support teachers with goal setting, Danielson Training and observational feedback using the framework to ensure implementation of Common Core learning standards.
4. The development and implementation of a process for analyzing student work to inform instructional decisions.

### **Instructional Strategies/Activities**

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

• **Strategies/activities that encompass the needs of identified subgroups**

1. With the expertise of Generation Ready consultant, coaches and administrators will support teachers to further develop curriculum units, tasks and practices aligned to the new common core expectations during learning community meetings and after school.
2. Administrators and Coaches support the development of inquiry teams with the focus on critical thinking and increasing accountable talk
3. Administrators will provide timely, feedback using Danielson Framework as per outlined scheduled cycles, as well as professional development support.
4. Administrators, Coaches and teacher develop and implement process for analyzing student work to provide student feedback for differentiation and inform instructional decisions.

• **Key personnel and other resources used to implement each strategy/activity**

1. Generation Ready Consultant, Coaches, Administrators, Teachers, Substitute Teachers as needed
2. Administrators and Coaches
3. Administrators and Teachers

4. Administrators, Coaches and Teachers

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Unit Plans, individual teacher maps, lesson plans, professional development surveys
2. Walkthrough, Inquiry Presentations
3. Teacher Observation –Minimum four cycles, professional development survey
4. Two checkpoints, midpoint and endpoint of every unit.

• **Timeline for implementation and completion including start and end dates**

1. September 2013-June 2014-Thursday Professional Development and Grade Study Meetings
2. Inquiry Team Meetings November 2013-June 2014 twice a month (Thursday Professional Development and Mini School Meetings) June 9, 2013- Inquiry Presentations
3. Supervisors to complete observations per the following Observational Cycle:
  - Cycle 1- November 2013
  - Cycle 2- January 2014
  - Cycle 3 March 2014
  - Cycle 4 May 2014

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

As a conceptually consolidated school we will continue to coordinate all resources to address student needs as outlined below:

K-5 Coaches (Title I)

Before and After School Curriculum Planning and Danielson Training (American Reinvestment and Recovery Act) Citywide Expectations and Focus Funding

Generation Ready Consultant (Title I) – 15 days, (Focus Funding) – 5 days (curriculum and staff development)

Substitute Teachers (Focus Funding)

**Budget and Resource Alignment**

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

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

AARA Citywide Expectations

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

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>	<b>X</b>	<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>X</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

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

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

**Major Recommendation**

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

On page 3 of our Developing Quality Review Report, the following recommendation was made:

Continue the work around curriculum analysis to develop consistent alignment of key standards and Common Core Learning Standards (CCLS) tasks that will increase rigor and higher order skills to cognitively engage all learners including English language learners and special needs students. (1.1)

Our curriculum development goal is to continue aligning the curriculum to meet the new Common Core Standards. With special attention to the Common Core Shifts, we are focusing on informational texts, and increasing text complexity across grades. Students will be regularly engaged in discussing, analyzing, and formulating opinions around texts. The structures currently in place to support this work include grade study meetings, Thursday afternoon professional development, and Curriculum Team meetings.

<b>Review Type:</b>	DQR	<b>Year:</b>	2013	<b>Page Number:</b>	3	<b>HEDI Rating:</b>	D
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**Tenet 3: Curriculum Development and Support**

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

<b>X</b>	<b>3.2 Enact curriculum</b>	<b>X</b>	<b>3.3 Units and lesson plans</b>
	<b>3.4 Teacher collaboration</b>		<b>3.5 Use of data and action planning</b>

**Annual Goal #2**

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

**By June 2014, students will be able to read, discuss, analyze and formulate opinions in order to respond to literary and informational texts to further comprehension. This goal will be measured by 60% of students performing at or above grade level on non-fiction and fiction tasks 5 times per year.2) 24%-32% increase in students reaching grade appropriate F &P levels.**

**Instructional Strategies/Activities**

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

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

1. With the support of Generation Ready Consultant and coaches teachers will further implementation of reciprocal reading and close reading practices to guide students to access complex text by increasing students' analysis skills.
2. To provide more opportunities for students to receive small group and tutorial instructional support before, during and after school with a focus on literacy.
3. To provide opportunities for teachers to analysis pre and post tasks to inform instructional decisions and provide feedback to students.

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

1. Generation Ready Consultant, Administrators, Coaches, Teachers
2. F- Status Teacher, Tier III Support, Classroom Teachers, AIS Teachers, After school Teachers
3. Administrators, Teachers, Coaches

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

1. Classroom Observation
2. F &P Assessment to be administered 5 times during the year with at least 6-8% increase after each administration.
3. Review of student pre and post assessment tasks after every unit five times a year.

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

1. Classroom Observations during Walkthroughs, Formal and Informal Observations -September 2013- June 2014.

2. F& P Assessments five times a year.
3. Pre and Post Assessment tasks after every unit

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

As a conceptually consolidated school, we will continue to coordinate all resources to address student needs as outlined below:

1. Gen ready Consultant, Coaches(Title I) (Focus Funding)
2. 8 days Focus Funding and 15 days Title I, After School Teacher (Focus Funding), After school Materials (Title I), Tutorial – Focus Funding ( Focus Funding January 16 – May 30, 2014 2 times a week) – Teacher per session – F Status teacher

**Budget and Resource Alignment**

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

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

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

<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

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

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

**Major Recommendation**

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

On page 3 of our Developing Quality Review Report (2012) the following recommendation was made:

Deepen the use of strategic teaching strategies that embed multiple entry points in the curricula for all learners, including English language learners and special needs students and result in higher-order thinking for all students. (1.2)

<b>Review Type:</b>	DQR	<b>Year:</b>	2013	<b>Page Number:</b>	3	<b>HEDI Rating:</b>	D
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**Tenet 4: Teacher Practices and Decisions**

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

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

**Annual Goal #3**

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

By June 2014, all teachers will embed multiple entry points when developing learning tasks and provide scaffolded learning opportunities for ELL and Special Needs students as needed so that they are supported to meet common core literacy expectations.

- As measured by an increase of 2-4 levels on F & P Assessments for English Language Learners and Special Needs Students.
- 70% of ELL’s and Special Needs Students will increase at least 1 level on post assessment literacy tasks administered after every unit.

## ***Instructional Strategies/Activities***

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

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

1. Teachers will work together to design tasks with multiple entry points with specific consideration for ELL and Special needs students during Thursday Professional Development.
2. ELL and Special Needs teachers to analyze student work to inform instructional next steps.
3. Students will be provided with differentiated multi-sensory activities that include, but are not limited to the use of technology, programs (Eg. Imagine Learning) to support literacy development.
4. ESL teachers to continue to receive Professional Development to implement SIOP strategies to support ELL students.

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

1. Administrators, Coaches, Teachers
2. Administrators, Coaches, Teachers
3. Administrators, Coaches, Teachers
4. Center for Applied Linguistics Consultant, ESL Teachers

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

1. End of Unit Tasks with entry points developed during Thursday Professional Development once a month.
2. Student work to be analyzed during Thursday Professional Development once a month.
3. Progress Monitoring tools within technology programs, F & P assessments.
4. Review of Lesson Plans with SIOP strategies and classroom observations.

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

1. Thursday Professional Development once a month from January 2013-June 2014.
2. Thursday Professional development once a month from January 2013-June 2014.
3. September 2013-June 2014
4. Center for Applied Linguistics Consultant to support ESL Teachers – February 2014-April 2014

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

As a conceptually consolidated school, we will continue to coordinate all resources to address student needs as outlined below:

- K-5 Literacy Coach (Title I);
- Teacher collaboration with grade level colleagues during common prep (Title I);
- After school teacher per session (Title III and Focus Funding);
- Before and After school Curriculum Planning (ARRA Citywide Expectations);
- Saturday Program – 3½ hours a week for 11 weeks = 200 hours (Focus Funding);
- SIOP and Technology Training – Curriculum & Staff Development Contracts (Focus Funding);
- Substitute Teachers to cover classes during professional development (Focus Funding Per Diem) 14 teachers for 3 days;
- School counselor to support students with Temporary Housing (Title I);
- Educational Software – iReady Reading & Math Programs (Focus Funding Software); and
- RTI Resources, Great Leaps Fluency Program, Foundations, Phonics (Title I).

Pre-School Program – Half day and full day classes coordinated by Assistant Principal(Universal Pre-K, Contract for Excellence)

Housing- Students with temporary housing provided with the following supports:

- Transportation bus passes
- Counseling Support if needed (Title I)
- Basic School Supplies

**Budget and Resource Alignment**

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

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

Focus Funding

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

<b>X</b>	<b>PF AIS</b>	<b>X</b>	<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

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

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

**Major Recommendation**

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

Drawing from our Environmental Survey, we will continue to build capacity in the areas of safety and respect with the goal of promoting peaceful resolutions to conflict. (page 14)

<b>Review Type:</b>	Environmental Survey	<b>Year:</b>	2012-13	<b>Page Number:</b>	N/A	<b>HEDI Rating:</b>	N/A
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**Tenet 5: Student Social and Emotional Developmental Health**

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

	<b>5.2 Systems and partnerships</b>	<b>X</b>	<b>5.3 Vision for social and emotional developmental health</b>
<b>X</b>	<b>5.4 Safety</b>		<b>5.5 Use of data and student needs</b>

**Annual Goal #4**

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

In support of our Respect for All Initiative, by June 2014, all students will show evidence of increased positive social skills as measured by continued class progress in meeting or exceeding 80% of monthly point system goals.

**Instructional Strategies/Activities**

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

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

1. As we continue to build students social and emotional health, this year we have designated monthly themes to heighten students' awareness of positive social skills and behaviors. Lessons will be taught by our Conflict Resolution Specialist with special attention to the following monthly themes:
  - September - Respect & Self Discipline

- October - Responsibility
- November - Honesty
- December - Kindness
- January - Empathy & Compassion
- February - Fairness
- March - Integrity
- April - Determination & Optimism
- May - Courage
- June - Patience

2. Conflict Resolution specialists will track class progress in receiving points for random acts of kindness toward others and reflecting behaviors that support monthly themes. In addition, they will deliver lessons on anti-bullying theme. In addition, Conflict Resolution specialists will identify 4 & 5 grade students to train as school mediators to support peaceful resolutions of problems.

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

1. Conflict Resolution Specialists and Administrators will work collaboratively to ensure that our Respect for All Initiative is supported school wide. Teachers will work collaboratively with conflict resolution specialist to determine point system allocation and to help students reach outlined goals (Minimum of 80% of the earnable points for the month).
2. Will support mediation program.

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

1. To measure our progress to meet this goal every month classes will have to make at least 80% of the maximum number of points that they are expected to achieve for that month: The following are the outlined Respect Points and the goals for each Month:

<b>Monthly Respect Point Goals 2013-2014</b>		
<b>Month</b>	<b>Maximum Points</b>	<b>Goal</b>
<b>September - <i>Respect &amp; Self Discipline</i></b>	36	11
<b>October - <i>Responsibility</i></b>	47	34
<b>November - <i>Honesty</i></b>	54	43
<b>December - <i>Kindness</i></b>	48	38
<b>January - <i>Empathy &amp; Compassion</i></b>	69	55
<b>February - <i>Fairness</i></b>	48	38
<b>March - <i>Integrity</i></b>	66	52
<b>April - <i>Determination &amp; Optimism</i></b>	54	43
<b>May - <i>Courage</i></b>	66	52
<b>June - <i>Patience</i></b>	30	24

\*At 80%

\*\*First day tracking – September 16, 2013

\*\*\*Last day to track – June 13, 2014

2. In addition, this goal will be measured by ensuring that by June 2014 at least 2-4 students from each 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade class are trained as conflict mediators to support as peer mediators in their class by June 2014.

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

1. Monthly themes to be implemented from September 2013-June 2014.
2. Peer mediators trained September 2013-June 2014.

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

As a conceptually consolidated school we will continue to coordinate all resources to address student needs as outlined below:

Violence Prevention - Respect for All Program is coordinated by our Conflict Resolution Specialist. School-wide Respect for All point system to provide incentives for positive behavior. (School Support Funding)

**Budget and Resource Alignment**

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

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

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

<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>	<b>X</b>	<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>	<b>X</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>

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

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

**Major Recommendation**

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

“Engagement: Do parents feel engaged in an active and vibrant partnership to promote student learning?”

Upon reviewing our Environmental Survey parental responses, we noticed our lowest score to be in the area of engagement. In an effort to improve in this area we will be offering varied opportunities for parents to participate in personal and academic growth activities. In addition, we will seek to focus on communicating to parents what students need to do to prepare to meet Common Core Standards in order to be college and career ready.

<b>Review Type:</b>	Environmental Survey	<b>Year:</b>	2012-13	<b>Page Number:</b>	N/A	<b>HEDI Rating:</b>	N/A
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**Tenet 6: Family and Community Engagement**

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

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

**Annual Goal #5**

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

**By June 2014, there will be a 30% increase in parental participation in the learning community with particular attention to increasing parents’ knowledge of Common Core Standards, as measured by sign-in sheets and agendas.**

### ***Strategies to Increase Parental Involvement and Engagement***

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

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

Parents will be invited to participate in the following activities:

1. Monthly parent workshop on academics with a focus on helping students met common core expectations and college and career readiness
2. Parent personal wellness workshops focused on health and nutrition.
3. Learning leaders parent volunteer training to support increase school volunteer program.
4. Saturday English as a Second Language (ESL) classes for beginners.
5. Development of Parent Library Center.

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

1. Parent Coordinator, Coaches,
2. Parent Coordinator, School Counselors, Community organizations, such as North Central Hospital, Riverdale Mental Health Center, Kingsbridge Heights Community Center, Parent Good Shepherd
3. Coordinator, ESL Teacher,
4. Parent Coordinator, Learning Leaders Trainer
5. Parent Coordinator, Parent Association

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

1. 30% increase in parent participation in monthly workshops, as compared to previous year.  
15% increase by first check point in January 10% increase by second check point in June 2014.
2. 30% increase in parent participation in monthly workshops, as compared to previous year.  
15% increase by first check point in January.15% increase by second check point in June 2014.
3. 15% increase in parents attending ESL classes by May 2014, when compared to previous year.
4. 5% increase in parent volunteers trained and sustained until June 2014.
5. Increase awareness of Parent Resource as measured by sign out of materials.

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

Assessments are monitored according to monthly calendars

- Calendars;
- Parent sign-in sheets, agendas; and
- Parent Coordinator Midyear Report on progress in meeting participation goals.

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

As a conceptually consolidated school, we will continue to coordinate all resources to address student needs as outlined below:

- Teacher for Saturday ESL Parent Class – English as a second language or foreign language;
- Refreshments for Parent Meetings (Title I);

- Coaches to Conduct Workshops on Curriculum (Title I);
- Trips - The SEA (Theatre Society Educational Arts) bilingual performance to be attended by parents and children (Title I);
- Books (Parent Incentives) to encourage parent participation in meetings and reading at home with children (Focus Funding Parent Engagement);
- Bilingual Dictionaries for parents at home use (Focus Funding) – Parent Engagement; and
- Development of Parent Resource Center – Thematic packs related to curriculum to be available for lending support to students at home (Focus Funding Parent Engagement General Supplies).
  - Bilingual shared reading books
  - Bully prevention material
  - Women in History
  - Multicultural Resources

***Budget and Resource Alignment***

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

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

Focus Funds

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

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>X</b>	<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

### 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**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Leveled Literacy F&amp;P Intervention</li> <li>• Reciprocal Reading</li>   <li>• Reading Recovery</li> <li>• iReady</li>   <li>• Literacy Centers</li>   <li>• Nonfiction and Fiction Intervention Kit</li>   <li>• Great Leaps (Fluency)</li>   <li>• Foundations</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li>   <li>• One-to-one</li>   <li>• Small group</li>   <li>• Small group</li>   <li>• One-to-one</li>   <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li>   <li>During the school day</li>   <li>• During the school day</li>   <li>• During the school day</li>   <li>• During the school day</li>   <li>• After school</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Number Talks</li> <li>• iReady</li> <li>• ST Math</li> <li>• Exemplars</li> <li>• Investigation</li>   <li>• Go Math RTI</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class, small group</li> <li>• Small Group</li> <li>• Whole Class</li> <li>• Whole Class</li>   <li>• Small group</li> </ul>	<ul style="list-style-type: none"> <li>• During math block and Extended Day</li>   <li>• During the school day</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• FOSS Kits - Gr. K-2 &amp; Gr. 3-5</li> </ul>	<ul style="list-style-type: none"> <li>• Group/after school test prep</li> <li>• Teachers teach science as well</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day and after school</li> </ul>

<p><b>Social Studies</b></p>	<ul style="list-style-type: none"> <li>Teachers utilize the Social Studies Department of Education units of study with trade books to support at-risk students (Gr. 3-5)</li> <li>Houghton Mifflin (Gr. K-2)</li> </ul>	<ul style="list-style-type: none"> <li>Small group</li> </ul>	<ul style="list-style-type: none"> <li>During the day</li> </ul>
<p><b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b></p>	<p>Related Services Provider</p> <ul style="list-style-type: none"> <li>Provides counseling services based on IEP goals.</li> </ul> <p>Guidance Counselor</p> <ul style="list-style-type: none"> <li>Responsive services to support students whose personal concerns put their educational development at risk.</li> </ul> <p>Psychologist</p> <ul style="list-style-type: none"> <li>Assessments September-October (46)</li> </ul> <p>Social Workers</p> <ul style="list-style-type: none"> <li>Assessments and interviews with at risk children.</li> <li>Individual counseling, meetings, observations</li> <li>Outreach – telephone, mail, Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Individual Counseling</li> <li>Group Counseling</li> <li>Small group and one-to-one <ul style="list-style-type: none"> <li>- Kindergarten – 1</li> <li>- First Grade – 4</li> <li>- Second Grade – 4</li> <li>- Third Grade – 3</li> <li>- Fourth Grade – 2</li> <li>- Fifth Grade – 6</li> </ul> </li> <li>One-to-one</li> <li>Small group or one-to-one counseling and or tutoring</li> </ul>	<ul style="list-style-type: none"> <li>During the school day</li> <li>During the school day</li> <li>During the school day</li> <li>During the school day</li> </ul>

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

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

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

**Title I Status**

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

**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.

We continue to work diligently to ensure that we have highly qualified staff members by cultivating collaborations with local universities in order to have a pool of strong candidates to fill new vacancies. Another source used to find qualified candidates is the New York City Teacher Finder. At P.S. 310 we have a robust support process in place for new teachers. We begin with a summer orientation that includes new teacher training on: classroom management, effective planning, the workshop model, balanced literacy, and school wide expectations prior to the start of the school year. At the start of the school year new teachers are assigned a mentor coach and are provided with scheduled intervisitations depending on the teacher's specific needs. Coaches model and provide teachers with planning guidance as needed. New teachers have the support of their colleagues during weekly grade level meetings, as well as Thursday afternoon professional development meetings.

All teachers have access of support from our School-Based Math and Literacy Coach. Teachers participate weekly in Grade Study meetings, Mini School meetings and Thursday afternoon Professional Development meetings to unpack Common Core standards and develop units of study. In addition, they receive the following opportunities for further support:

- Teachers meet with Administrators and Coaches to review and plan for small groups using data;
- Professional Development sessions on Monday afternoon led by coaches;
- Generation Ready Consultant working with selected teachers to provide support with literacy;
- Network Achievement Coach to support selected teachers with mathematics; and
- Training on Methodology for English Language Learners.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

P.S. 310 is committed to providing high quality ongoing professional development to all staff members to enable all students to meet Common Core Standards. Currently, we have resident literacy and math coaches to provide professional development activities which are designed to support teachers in the implementation of Common Core Standards. Coaches meet with teachers, three times a week to focus on curriculum planning and instructional strategies to meet the needs of all students. All activities are announced in monthly professional development calendar. In addition, professional development support is provided by way of in-class demonstration lessons, observation and conferencing, as well as grade level lab sites. Teachers are involved in Common Core inquiry work and are further supported in the following ways:

- Generation Ready Consultant providing literacy support on Reciprocal Reading Practices and questioning;
- Network Achievement Coach to support selected teachers with mathematics;
- Continued training on the Danielson Framework, for teachers by Administrators and Achievement Coach;
- Administrators to continue to receive embedded Danielson Frameworks Training on Feedback Collaboration by Network Liaison;
- Center for Applied Linguistics Consultant to Provide SIOP professional development;
- Reading Recovery teacher to continue to receive outside professional development;
- Selected teachers to continue to participate in citywide training on ReadyGen and Go Math Programs; and
- Pre School Professional Development Days.

**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.).

The school principal in collaboration with the School Leadership Team has the responsibility of ensuring that the federal Title I monies, state and city funds are integrated with other resources to serve all students. School personnel work to ensure all compliance documentation is kept up to date for the nutrition program. Parents participate in Saturday ESL program and our conflict resolution specialist supports with violence prevention. Students with Temporary Housing are provide with the following supports:

- Basic school supplies;
- Afterschool program for academic intervention support; and
- Counseling support.

**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.).

Currently, P.S 310 has an Early Childhood Center in which pre-kindergarten and kindergarten classes are housed together thereby providing a seamless transition for our preschool students entering kindergarten. Throughout the year, parent meetings are held to support literacy development and both preschool and kindergarten parents are invited. In addition, preschool and kindergarten teachers meet together once a week to discuss curriculum matters and participate in inquiry work. Also, many school activities such as trips, presentations and performances are scheduled to include both preschool and kindergarten students. For children coming from other preschools, records are forwarded to us so that we may provide any special services needed by incoming kindergarten students.

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers are involved in selection and modification of assessment tasks for both reading and math. In addition, teachers work together during grade study meetings to align tasks to standard-based rubrics and review student work together. Teachers are led in these conversations by coaches to ensure that teachers are able to use information effectively to inform instruction and establish grade-level alignment. Teachers have been trained on using TCRWP system for data entry and accessing reports regarding student progress in reading. In addition, teachers will be receiving training on the new School Net, assessment tool for monitoring progress in math and reading in grades 3-5.

**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.

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**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; and
- 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 1<sup>st</sup> 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; and
- 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; and
- 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; and
- 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 1<sup>st</sup> 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; and
- 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; and
- 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 with 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; and
- 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; and
- 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; and
- 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 <b>10</b>	Borough <b>Bronx</b>	School Number <b>310</b>
School Name <b>Marble Hill School</b>		

### 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 <b>Elizabeth Cardona</b>	Assistant Principal <b>Grissell Garcia</b>
Coach <b>type here</b>	Coach <b>Jacquelyn Salcito</b>
ESL Teacher <b>Madelyn Vargas</b>	Guidance Counselor <b>Janett Miranda</b>
Teacher/Subject Area <b>Mildred Perez/ESL</b>	Parent <b>Margarita Hernandez</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Sabina Perez</b>
Related Service Provider <b>Olga Torres</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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.	<b>5</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>2</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>708</b>	Total number of ELLs	<b>138</b>	ELLs as share of total student population (%)	<b>19.49%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
self-contained	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Push-In	0	0	6	6	3	3	0	0	0	0	0	0	0	18
<b>Total</b>	<b>1</b>	<b>1</b>	<b>6</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>20</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	138	Newcomers (ELLs receiving service 0-3 years)	59	ELL Students with Disabilities	25
SIFE	0	ELLs receiving service 4-6 years	79	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	59	0	1	79	0	24	0	0	0	138
Total	59	0	1	79	0	24	0	0	0	138

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	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

\*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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

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	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	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
<b>TOTAL</b>	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): 0      Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0      Asian: 0      Hispanic/Latino: 0  
 Native American: 0      White (Non-Hispanic/Latino): 0      Other: 0

**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	23	15	20	36	22	18	0	0	0	0	0	0	0	134
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	1	1	0	0	0	0	0	0	0	0	2
<b>TOTAL</b>	23	15	21	37	23	19	0	0	0	0	0	0	0	138

## 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)	13	4	1	3	6	6	0	0	0	0	0	0	0	33

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	2	5	7	5	5	0	0	0	0	0	0	0	24
Advanced (A)	10	9	15	27	12	8	0	0	0	0	0	0	0	81
Total	23	15	21	37	23	19	0	0	0	0	0	0	0	138

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	13	2	0	1	1	2	0	0	0	0	0	0	0
	I	0	3	1	1	3	4	0	0	0	0	0	0	0
	A	8	6	17	35	7	6	0	0	0	0	0	0	0
	P	2	8	2	3	6	6	0	0	0	0	0	0	0
READING/ WRITING	B	13	7	2	5	2	2	0	0	0	0	0	0	0
	I	0	3	6	9	1	11	0	0	0	0	0	0	0
	A	8	2	7	21	6	3	0	0	0	0	0	0	0
	P	2	8	2	3	6	6	0	0	0	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	15	2	0	0	17
4	13	2	0	0	15
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	12	0	3	0	0	0	0	0	15
4	9	0	4	0	2	0	0	0	15
5	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	8	0	8	0	13	0	4	0	33
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

**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.

A review of the October 2013 Fountas & Pinnell levels indicates the following:

Kindergarten Totals:	Below 0%	On 95%	Above 5%
First Grade Totals:	Below 92%	On 8%	Above 0%
Second Grade Totals:	Below 96%	On 4%	Above 19%
Third Grade Totals:	Below 100%	On 0%	Above 0%
Fourth Grade Totals:	Below 85%	On 15%	Above 0%
Fifth Grade Totals:	Below 100%	On 0%	Above 0%

Based on this data, P.S. 310 has created a rigorous curriculum aligned to the Common Core Standards. Pre and post unit tasks are completed by students upon completion of the literary units. Individual Teacher Maps assist in tailoring the specific needs of the students in the classroom. ESL specialists work together with the classroom teacher to ensure all ELL students are provided strong core instruction accessible to all ELL students. In addition, ELL specialists follow the same literacy, math and content calendars as the classroom teachers. ESL teachers are an integral part of grade study group in addition to meeting as a group to review student work and using ELL data to plan.

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

The NYSESLAT data reveals the following:

Kindergarten:	B 13%	I 0%	A 74%	P 13%
First Grade:	0%	22%	13%	30%
Second Grade:	2%	20%	30%	5%
Third Grade:	8%	30%	50%	12%
Fourth Grade:	23%	19%	35%	23%
Fifth Grade:	23%	19%	35%	23%

The R-LAB reveals the following:

Number of students testing: 138

Levels	B	I	A
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The data indicates ELL students are increasing their proficiency levels on all grades. More students are moving towards becoming proficient.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Patterns across NYSESLAT modalities indicate students are reaching proficiency levels in listening and speaking at a more rapid pace than reading and writing. Based on the data, instructional decisions are made to ensure ELL students approach, meet or exceed standards. Information from the RLAT is used to ensure specific, targeted instruction is provided for students based on linguistic and academic needs. ESL teachers provide students with the specific skills using the appropriate ESL strategies which will support students in moving to a higher level on the ELA and Math State Exam as well as the NYSESLAT.

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?

The pattern across proficiencies for ELL's is as follows:

	2009	2010	2011	2012	2013
Math	71%	42%	31%	31%	4.8%
ELA	33%	13%	5%	5%	0%

4a.

The patterns across proficiencies indicate ELL students are not making comparable gains on the ELA and math as are native speakers. New comers are provided with the opportunity to take the math exam in their native language. Scores on native language exams for new comers indicate additional math support if necessary.

4b.

The leadership of the school uses periodic assessments to create opportunities for coaches, teachers, and ESL personnel to systematically focus on English Language Learners in an effort to study data and student work. Systematically reviewing data allows us to make any necessary revisions to instruction and intervention.

4c.

Upon reviewing the periodic assessments, the school is learning that ELL students require scaffolding based on modality strengths and areas for improvement. Thus, closely analyzing the modality data from the NYSESLAT together with the periodic assessment allows for targeted literacy and math intervention.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

The Response to Intervention framework (RTI) serves a source to better service English Language Learners who are at risk. Early intervention through a tiered system of instructional support helps our ELLs reach standards. Practices such as Guided Reading, Reading Recovery, small group instruction and one-to-one teaching are all critical in providing at-risk ELLs with learning support.

Our RTI Team meets once a month to discuss the needs of our ELL students who are experiencing academic difficulties. Present at these meetings are the Principal, Assistant Principal, ESL or Bilingual teacher, Academic Intervention personnel and classroom teacher. During these meetings, we identify ELL students who require specific supports in an effort to ensure academic progress is achieved before moving forward with an evaluation. Student specific strategies are conducted for a period of 6 weeks. We then reconvene to assess student progress. Students are discussed in cycles to ensure the full allotted amount of time is given to each student before reassessing. Struggling ELL students are provided gradually increased services based on intervals of assessments.

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

We ensure a child's second language development is considered in instructional decisions by ensuring all teachers of ELL students

are licensed. Appropriate ESL techniques are utilized throughout the instructional day. The full implementation of Part 154 is monitored. Teacher materials as well as instructional calendars and literacy and math programs contain an “ELL” component. Lesson plans are adjusted accordingly to ensure all ELL students receive and interpret all content areas.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

At this time, the program choice for parents does not indicate a need to create a Dual Language Program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Paste response to question here:

## 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](#).)  
The steps for initial identification of ELL students are:

Upon student arrival, Pupil Accounting Secretary, Ms. Sonia Colon-Meisinger, together with licensed ESL teachers, Ms. Madelyn Vargas and Ms. Mildred Perez, provide the parent of the potential ELL student with a Home Language Identification Survey (HLIS). The HLIS is provided in the native language of the parent. If the HLIS indicates that the student a potential ELL, an informal interview is conducted in English and the native language by one of our licensed ESL teachers as both Ms. Perez and Ms. Vargas are fluent speakers in English and Spanish. Our ELL students’ native language is almost exclusively Spanish. If a language other than Spanish is required for the purpose of an informal interview, phone translators affiliated with the DOE are available. If the determination is made that the student is a potential ELL, the student is then given the R-LAB and the Spanish Lab (if Spanish is the native language) within 10 days of the student’s registration date. The R-LAB is administered by licensed ESL teachers Ms. Vargas, Ms. Perez and Ms. Ortiz. The parent of the student is informed in writing as to the results of the exam. If the student passes the R-LAB, no further action is required. If the students is not proficient on the R-LAB, they then are administered the Spanish Lab if the native language is Spanish. The parent is informed in writing of the results and the student is placed in the language program of the parent’s choosing.

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.  
The structures in place in our school to ensure parents understand all three program options are:

As soon as the parent of the potential ELL arrives for registration, parents are provided in their native language of the three program choices. In addition, parents are provided with reading material in the native language which explains all three programs available to them. In addition, upon registration, parents are provided with an opportunity to view the DOE program selection DVD or web link. Available at these presentations are a licensed ESL teacher, the parent coordinator and a school administrator as well. Orientation meetings for parents of ELL students are provided during pre-registration, upon registration and throughout the school year. Parents are informed of these meetings in writing through the school monthly parent calendar as well as through individual notifications sent home with each student.

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 [\[see tool kit\]](#).)

Our school ensures entitlement letters are distributed at the beginning of the school year upon review of the NYSESLAT results. If the R-LAB results indicate the student is not proficient in English, an entitlement letter is sent home. If the student has not gained proficiency on the NYSESLAT, a “continued entitlement” letter is sent home. Copies of both of these forms are kept on file in the office of Ms. Garcia, Assistant Principal. Parents complete the HLIS upon completion of ELL parent orientation. The parent selection form as well as the HLIS are kept in the student’s cumulative record.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

The criteria used are as follows: students are placed in a Bilingual program if 15 or more parents on a contiguous grade of the same native language request “Bilingual or Dual Language Program.” Students placed in an ESL program when parents select an “English only Program.” To ensure parents are informed, periodic parent ELL meetings are available in the parents’ native language. School staff such as the Parent Coordinator, Sabina Perez; and ESL teachers, Ms. Mildred Perez, Madelyn Vargas, and Minerva Ortiz; are available for parent information support.

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.

To ensure all sections of the NYSESLAT are taken every year by all ELL students the procedure is as follows:

- Ensure all ELL students are appropriately identified. Cross referencing reports on ATS such as the R-LER, R-LAT, R-LAB, REXH, RNMR, and RSPE ensures we have accounted for ELLs and ELLS with disabilities. In addition, our own data collection ensures no students are tested in error.
- A NYSESLAT testing team is created and trained on the administration of the NYSESLAT.
- Test groups of students are created and special testing accommodations are provided if necessary.
- Three separate testing days are provided for the listening, reading and writing portion of the exam and students are tested individually for the speaking.
- Letters are sent home informing parents of the NYSESLAT and a parent “NYSESLAT Orientation” is provided.
- All testing protocol followed.

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. 

Upon review of the Parent Survey and program selection forms for the past few years, the trend is as follows:

Year	# of Students Testing R-LAB	Not Entitled	Entitled	Parent Choice	
				Bil.	ESL
2010-11	164	111	53	18	35
2011-12	90	52	38	7	31
2012-13	114	64	50	4	46
2013-14	83	50	33	0	33

Yes, program models offered in the school reflect parent program selections. The school trend with respect to parent selection program indicates parents are opting for an ESL model.

## **Part V: ELL Programming**

### **A. Programming and Scheduling Information**

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

a. The organizational models in P.S. 310 are ESL self-contained and a push-in model. A licensed ESL teacher delivers instruction to ELLs within the self-contained as well as in the push-in model.

b. Program models are as follows:

  - Homogeneous grade, heterogeneous proficiency levels within a self-contained class.
  - Homogeneous grade push-in with heterogeneous proficiency levels.
  - Homogeneous grade push-in with homogeneous proficiency leveled groups.
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)?
  - a. ESL teachers received and analyze the NYSESLAT results as well as various other data to determine student proficiency levels in an effort to formulate groups. ESL student target sheets (schedules) indicate the names of the individual students served and the exact amount of minutes the student is provided with ESL services. In past Transitional Bilingual classes all students receive 180 minutes a week of Native Language Arts (NLA) including 180 or 360 minutes a week of ESL instruction depending on NYSESLAT levels. In all self-contained and push-in models, beginning and intermediate students receive 360 minutes a week of ESL instruction. Advanced students receive 180 minutes a week of ESL instruction and 180 minutes a week of English Language Arts (ELA).
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.
 

The content area in each program model is delivered as follows:

In the self-contained class as well as in push-in models, the content standards are delivered using various ESL techniques to foster language development and help students meet Common Core Standards. These techniques include but are not limited to: Total Physical Response, cooperative learning, Sheltered Instruction Observation Protocol (S.I.O.P.) techniques, visual supports and “hands-on learning.” In past Transitional Bilingual classes the content was delivered in the native language in addition to ESL techniques.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

Our first step in evaluating the native language is when a potential ELL is given the R-LAB and does not pass. The Spanish LAB is then administered. This is the third year we do not have a bilingual kindergarten program as dictated by the parent selection forms for years 2011-2012, 2012-2013 and 2012-2014. However, the student’s native language is used, should the student require academic, social or emotional support.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

In an effort to ensure that all four modalities of English acquisition are appropriately evaluated throughout the year, teachers use a combination of assessments such as the ELL periodic assessments, the cyclical use of Fountas & Pinnell every six weeks, frequent running records, regularly scheduled student conferences, teacher created assessments as well as monitoring student literacy and math portfolios. ELL students are also provided with the opportunity to set instructional goals in literacy and math and create an action plan to meet those goals.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. SIFE (Students with Interrupted Formal Education): Upon registration, the pupil accounting secretary, Sonia Colon-

Meisinger, will identify a SIFE student and alert the principal who will make an appropriate class determination. The student will be placed in the appropriate class and his/her literacy and math skills will be assessed. Based on student data, the school will provide Academic Intervention Services (AIS), counseling, one-to-one tutoring and family support. Student and family will be provided with access to appropriate outside agencies as needed. ESL services will be provided accordingly.

b. Newcomers (3 years or less): English Language Learners three years or less will be provided with the mandated language and instructional support. Newcomers will also be provided with opportunities to discuss, observe, and become familiar with their new environment both in the school and the community at large by working with our guidance counselor, Ms. Miranda. Instructional materials will be culturally sensitive. Newcomers will have the opportunity to recognize the value of various cultures in content-based materials used for instruction. Families of newcomers will be encouraged to enter the school community and share their knowledge and culture with students and staff. The parent coordinator, Ms. Sabina Perez, will support the families of newcomers by assisting with outreach support groups and support organizations. Parents of newcomers will be encouraged to visit and join our Parents' Association where they will become familiar with the workings and expectations of the school. The Parents' Association provides a safe haven for families unfamiliar with their new environment. ELL newcomers will have access to Extended Day as well as after school academic support in addition to mandated ESL services. In addition, Saturday ESL classes for newcomers will also be made available.

c. ELL students 4-6 years: Our 4-6 year ELLs are supported through intensive academic intervention within small group instruction. In addition, 4-6 year ELL students are also provided the opportunity to attend the Saturday ELL Academy and our after school program. Four to six year ELLs receive additional test preparation support which includes access to NYSESLAT test prep materials. All English Language Learners also have the opportunity to attend the Saturday Test Prep Academy, specifically to prepare for the NYSESLAT.

d. Ells who have completed 6 years receive AIS services throughout the week in small groups to develop their writing and comprehension skills. Long term ELLs completing six years are also participants in the Extended Day and the after school programs. In addition, ESL teachers servicing long term ELLs create opportunities to provide written as well as verbal feedback on the specific modality(s) which the student is experiencing difficulty. Opportunities are created for students to have one-to-one discussions about their next steps in language development. A "Modality tracking" system is created to help the student self-monitor progress.

e. Former ELL students 1 and 2 years after testing continue to receive support in ESL instruction in addition to the testing accommodations previously assigned. These testing accommodations include Extended Day. If the former ELL has an IEP, all IEP accommodations are provided. High quality core instruction continues to be a focus for former ELLs.

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?

ELL students with special needs will be supported through technology to differentiate instruction. This includes but is not limited to the use of SMARTBoards, ST Math, Learning A-Z for grades K-3. In addition, Inquiry work will continue to focus on ELLs including ELL students with special needs. We continue to follow an ELL RTI model to ensure all ELL students benefit with instruction that is high quality as well as culturally and linguistically responsive.

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?

ELLs with special needs participate together with their General Education peers. Our ELL-SWDs have access to all our specials such as library, dance, music, character enrichment, science labs and all school activities. Our ELL students together with their General Education peers have access to SMARTBoards, lap tops, desk tops as well as audio equipment. Our flexibility in scheduling ensures all of our ELL students are supported in reaching their IEP goals.

### 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

### 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

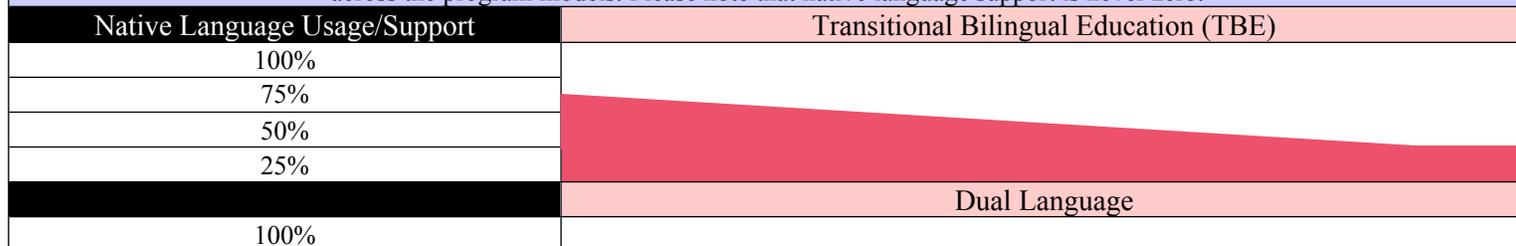
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

The targeted intervention programs for ELLs in ELA and math as follows:

To support ELL students in math and ELA, Academic Intervention specialists work with students in small group instruction. Programs such as I-Ready, Foundations and ST Math help students meet their instructional goals. In addition, ELL students have access to Readers' Theatre as well as guided reading groups. ELA and math interventions are available within our ReadyGen and Go Math instructional programs.

Science intervention includes access to a grade specific science Lab (K-2 & 3-5). Students practice lessons taught in class through hands-on activities to support comprehension. ESL teachers support classroom teachers by incorporating books with high interest visuals which support the current theme. The Lab teachers were trained in SIOP (Sheltered Instruction Observation Protocol) in spring of 2013 and used methodologies accordingly.

Social studies intervention consists of allowing students to participate in historical presentations. Guest speakers and project-based lessons afford ELL students the opportunity of multiple entry points for lessons.

The native language is primarily Spanish. Students who require support through their native language are assisted by teachers who are familiar with the language. Students are encouraged to share their native language, and peers are encouraged to help students in a comfortable group setting. For students of other languages, we work with the parent coordinator, Sabina Perez, to make contact with individuals in the community as well as family members to lend their culture and language.

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

We evaluate the effectiveness of our program by reviewing multiple data sources. We review the NYSESLAT exam which includes a review on how students fared across modalities. We review ELL interim assessments to determine student tiers and plan accordingly. In addition, test simulations and Fountas & Pinnell reading levels are tracked to determine student progress. Student literacy and math portfolios are also analyzed. Student goals are revisited to determine completion. Also, student tasks are analyzed to determine progress.

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

New programs this year include ReadyGen and Go Math which includes targeted interventions for ELLs and students with disabilities.

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

None of the prior ELL student support services have been discontinued.

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

Equal access to all school programs is ensured through flexible, comprehensive scheduling which ensures all ELLs have access to all school programs. After school and supplemental programs include ELL students who have required additional supports to achieve success. During the after school program, intervention kits such as Comprehension Strategies Kit and Essential skills are used to support students.

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

Instructional materials used to support ELL students are: the ESL Component of ReadyGen and Go Math, authentic literature, Readers' Theatre, Foundations as well as on-line-based ST Math. Through ReadyGen, students are provided with fiction and nonfiction authentic literature. In addition, we incorporate a vocabulary tracking system to ensure students are exposed to Tier II and III words. Classrooms are equipped with listening centers ensuring students are able to experience additional language support. Classrooms with ELL students contain SMARTBoards to support ELL instruction.

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

In previous years parent program selection forms called for the implementation of a bilingual class. At that time the native language was supported through the use of Reading Firsts' "Trofeos" program. The Moving Into English ESL portion of reading first supported teachers in implementing ESL and NLA as per Part 154 language allocation. At this time, as indicated by the parent selection forms for 2013-2014, we have ESL program models. In the ESL program models the native language is used to

support newcomers, provide clarification when necessary as well as to provide social and emotional support. Additional supports include glossaries, dictionaries, technology, support personnel and Extended Day instruction.

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

Required services and resources support our ELL population as follows:

Our ESL staff is evenly assigned to service students fully as per Part 154. Early language intervention is implemented in our pre-kindergarten program. Programs such as Brain Pop, Ticket to Read and Voyager support students in all grades. Title III program for our ELL students will be implemented after school and on Saturdays. These programs will also service beginners.

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.

Activities to assist newly enrolled ELL students before the start of the year includes:

Parents as well as students participate in a school orientation. During this time, parents and newly enrolled ELLs are provided the opportunity to obtain information about the school as well as the curriculum. Parents and students are then given the opportunity to spend the morning in classrooms to experience a portion of the day observing routines as well as instruction. Parents and students are also provided with informational packets in English and Spanish as well as children's books in English and Spanish parents can read with their children.

18. What language electives are offered to ELLs?

P.S. 310 is a pre-kindergarten to 5th grade school which does not offer a language elective at this time.

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)?

P.S. 310 does not have a dual language program at this time.

## 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. Our professional development plan includes training all teachers of ELL students in the Sheltered Instruction Observation Protocol (S.I.O.P.). The S.I.O.P. training will be conducted by a certified trainer. In addition, teachers of ELL students are trained on how to use ELL data to plan and implement effective ESL lessons.

2. Professional development offered to teachers of ELLs to support them in engaging in Common Core Learning Standards include:

Participation in grade study meetings on a weekly basis which address the Standards. These meetings are grade specific and allow our teachers of ELLs to tailor their planning to the specific grade they teach. In addition, after school professional development around the Common Core Standards is available to all teachers of ELLs. School wide common prep periods where Common Core Standards are addressed are also available to teachers of ELLs

3. ELL students and their families preparing for middle school work closely with the school guidance counselor to prepare for the transition. ELL students have the opportunity to apply for specialized middle schools which provide high quality course work. ELL students together with their classmates have the opportunity to visit the various middle schools. During the orientation process, various members of the middle school staff inform students about academic expectations and tour students through the facility as well. In addition, middle school personnel representatives have visited P.S. 310 for scheduled parent meetings to inform parents about middle school options and expectations.

4. Jose P training for teachers of ELL students, Special Education teachers as well as non-ELL teachers was conducted during a Saturday all day workshop and continued during a professional development day. The professional development delivered by certified personnel includes but is not limited to topics such as:

- Strategies for developing literacy skills
- Supporting ELL writing
- Supporting ELL reading
- Supporting ELL speaking
- Supporting ELL listening
- Sensitivity training
- Differentiation
- Assessment
- Accountable talk
- Vocabulary development
- Lesson planning

Records will be maintained as evidenced by agendas and sign-in sheets. In addition, formal and informal observations will determine teacher implementation of training.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
  1. P.S. 310 provides a comprehensive approach to parent involvement. Parents are provided with a monthly calendar outlining the array of workshops which are developed to support parents' life skills, academic support to help parents support their children academically. Parents are encouraged to become volunteers as well as join the Parent Association. Workshops provided at P.S. 310 are led by school personnel or outside specialists. The workshops offered are designed to meet the needs of our ELL families. These workshops included but are not limited to:
    - Making reading fun
    - Meeting your child's social and emotional needs
    - Preparing for the ELA
    - At home science activities
    - Preparing for the Math State exam
    - Cooking with your children
    - Child abuse prevention
    - Help your child stay healthy
    - Childhood obesity
    - Breast cancer awareness
    - Fire prevention
  2. English Language Learner parents in need of extra support are referred to the Welcome Center at P.S. 9. Parents can participate in ESL classes, computer classes as well as receive immigration services at the center. In addition, by way of the Kingsbridge Heights Community Center, parents have been able to receive Family Day Care training and family counseling. Additionally, bilingual counseling is also made available to parents by way of Good Shepherd and the Jewish Board.
  3. We evaluate the needs of our parents through our Parent Survey. With the support of the P.A. President and the Parent Coordinator, we ensure we meet parent needs by providing life skills as well as strategies to meet their child's academic, social, emotional and health needs. In addition, our Instructional Support Team review special cases with respect to student academic, emotional and social needs to determine what parental supports will help families of ELL students.
  4. Our parental involvement activities address the needs of our parents by providing services and workshops which address specific requests from our parent constituency or from trained staff observations of our student population. A monthly "workshop calendar" is created by the parent coordinator and sent home with students. An inviting atmosphere is created. We provide breakfast, and translators are always present. Parent participation has increased over time as indicated by sign-in sheets.

## 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: Marble Hill School**

**School DBN: 10X310**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elizabeth Cardona	Principal		11/21/13
Grissell Garcia	Assistant Principal		11/21/13
Sabina Perez	Parent Coordinator		11/21/13
Mildred Perez	ESL Teacher		11/21/13
Margarita Hernandez	Parent		11/21/13
Olga Torres	Teacher/Subject Area		11/21/13
Madelyn Vargas	Teacher/Subject Area		11/21/13
Jacquelyn Salcito	Coach		11/21/13
	Coach		1/1/01
Janett Miranda	Guidance Counselor		11/21/13
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 10x310 School Name: Marble Hill

Cluster: 1 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**

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

The following systems have been established to to ensure parents are provided with timely information in a language they can understand:

1. Parent coordinator serves as liaison with parents in identifying translation needs.
2. Parent surveys provide furthur information on language preference.
3. Parents from the community who are members of our School LeadershipTeam provide specific language needs information to the team members.

In addition, We review the Home Language Surveys to inform us on parent perferred language. Languages needs are also reviewed by accessing the RBOP report on ATS to check for home language.

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.

All written communication at the home is translated by the secretary into Spanish as 18% of our population is Hispanic. Our findings are:

1. Parents appear to be well satisfied with the written communications in Spanish.
2. Translation is provided in all school meetings and conferences.
3. The availability of translation for all meetings and conferences are regular.
4. The Parent Coordinator works together with the PA President to communicate information to parents.
5. Assistant Principals, Guidance Counslors and School-Based Support Team also provide translation services during conferences as needed.

**Part B: Strategies and Activities**

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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.

1. All memos and letters will continue to be translated by school staff. Translated memos are distributed in a timely manor in accordance with all our school parent information. Parent memos are translated by school secretaries and the parent coordinator.

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.

1. Oral translation will be offered at all school meetings by bilingual parents, school aides, Assistant Principals, Guidance Counselors and School-Based Support team.

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>.

1. Informational posters were placed in strategic entrance locations in areas throughout the building informing parents about translation and interpretation services.
2. Flyers are available in an information display in the school's lobby in multiple languages.
3. The school ensures all parents have access to school administrative offices regardless of language barriers.
4. When required, our district interpretation unit will assist parents who speak a language that is neither English nor a covered language
5. Parents are advised of parent DOE websites available that support linguistic needs..

## 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: P.S. 310	DBN: 10X310
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 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: 120 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: 7 # of certified ESL/Bilingual teachers: <u>2</u> # of content area teachers: 5

## 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:

P.S. 310 is committed to supporting our English Language Learners to further develop their literacy skills. A review of our NYSESLAT data for 2012 indicates that we have 179 ELL students in grades 1-6. 25.6% beginner students, 24.5% Intermediate students, 35.1% Advanced students and 14.5% Proficient students. Our NYSESLAT data reflects that our students have deficiencies in the areas of reading and writing. Last year in the New York State ELA only 18.9 % of our ELLs were on grade level with the majority of our ELLs being on levels 1 & 2. In mathematics 27.3% of our ELLs were at above grade level. In mathematics we need to continue to support our ELL students to articulate their mathematical thinking, particularly in writing. To support our students to meet grade level standard, we will create an after school program for beginner and intermediate students in grades 1 and 2. Saturday program for our intermediate and advanced students in grades 3, 4 and 5.

The after school program will service 30 Beginner and Intermediate ELL students from grades 1-2. Three classes will be formed (Gr.1 & 2 ). The goal of our after school beginner class will be to support students with their language development. Students will be involved in activities to strengthen all four strands of communication: listening, speaking, reading and writing (bilingual teachers recruited).

- Read Aloud – mini lesson (30 minutes) – comprehension storytelling with vocabulary development
- Guided Reading - (25 minutes and Independent Reading)
- Homework Help - (30 minutes)

Program start date: November, 27, 2012 through April, 24, 2013 (two days a week: Tuesday & Wednesday, from 3:30-5:00 p.m.) for our beginner and intermediate students.

Starting January 26, 2013 through April 20, 2013 from 8:30-11:30 a.m. the Saturday program will focus on increasing students' English Proficiency using ESL strategies to build students' listening, speaking, reading and writing skills with special attention to preparation for the New York State English Language Arts Test. Students will be involved in listening, vocabulary development, guided reading and test preparation work in English. 90 English Language Learners in grades 3-5 will be invited to participate. (Bilingual teacher will support Common Branch teachers with planning and small group push-in language development support.)

Students will receive a 2-hour Literacy Block:

- Read Aloud – Listening with Purpose

## Part B: Direct Instruction Supplemental Program Information

- Mini Lesson
  - Small Group Work (Guided Reading)
  - Sharing
  - Test Sophistication
- Writing for the ELA, use of graphic organizers to develop writing pieces
- Preparing for the NYSESLAT

Students will also receive one hour of intensive math instruction using the following workshop model:

- Mini Lesson – with active engagement and opportunity for accountable math talk and vocabulary development
- Small Group Work (Guided Practice and Independent Work)
- Sharing

Teachers will use ESL strategies to develop students' mathematics skills by way of focusing on accountable talk and writing in this content area. Math literature and math manipulatives will be used to support the further development of all four communication strands and to support students with explaining their mathematical thinking. Students will work on explaining the process of their mathematical thinking and writing as well as in writing using Empire State Mathematics materials. Approximately 90 English Language Learners in grades 3-5 will participate in the Saturday program and will be supported by two bilingual staff members.

## 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:

Many of our ELL students have deficiencies in reading and writing. In order to address this we will be providing teachers with professional development on shared reading, guided reading and writing. We will also provide professional development on the use of scaffolding strategies to support beginning writers. This three-part professional development series will be open to all teachers. The two-hour session will be held after school for a total of 6 hours of professional development, for teachers involved

**Part C: Professional Development**

in any afterschool programs.

In addition, we will be providing a 2-hour session on the stages of language acquisition.

Shared Reading k-2 November 26, 2012- 2:30 -4:30 p.m

Guided Reading k-2 December 3, 2012- 2:30-4:30 p.m.

Understanding the Stages of Language Acquisition to Support ELL learners December 6, 2012 -2:30- 4:30 p.m.

Also, we will be scheduling training on the SIOP Model (Sheltered Instruction Observation Protocol) provided by the Center for Applied Linguistics, in February for all staff members able to participate in weekend training.

**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: Parent workshops will be provided to encourage parents to encourage story telling at home with students. Parents will be provided with bilingual books and word games to support vocabulary development. Parents will be informed by way of flyers and phone calls.

Topics: Reading to your child and telling stories to support language development

Word Games to support your child's vocabulary (all communication sent is translated)

Two workshops for one hour and a half, dates: January 29, 2013 and January 31, 2013

Introduction ESL class (every Saturday, February through April, all classes are translated)

Parent Meeting: Understanding the NYSESLAT Test (March - 2 sessions)

??????

**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"> <li>• Per session</li> </ul>		

**Part E: Budget**

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

Allocation Amount: \$

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