



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PUBLIC SCHOOL 340
DBN (i.e. 01M001): 10X340
Principal: NELLY MALDONADO
Principal Email: NMALDON@SCHOOLS.NYC.GOV
Superintendent: MELODIE MASHEL
Network Leader: LYNETTE GUASTAFERRO

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
Nelly Maldonado	*Principal or Designee	
Mary Dillon	*UFT Chapter Leader or Designee	
Janina Barriga	*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	
Germania Muñoz	Member/ Parent of ELL student	
Johanna Cochrane	Member/ Parent of SE Student	
Anel Alexis	Member/ Parent Member	
Silvia Montero	Member/ Parent Member	
Gregoria Rodriguez	Member/ Parent Member	
Anette Nieves	Member/ UFT Member	
Sinead Moffat	Member/ UFT Member	
Theresa Lunetta	Member/ UFT Member	
Aundree Noriega	Member/ UFT Member	
Faviola Sierra	Member/ Parent Member	
Lourdes Rendon	Member/ UFT Member	
	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

To improve student performance for all students especially those who are learning English as an additional language and students with disabilities in English Language Arts, teachers will craft mastery objectives with the purpose of providing appropriate and strategic feedback to students that will lead to self-adjustment. Currently in ELA 1.9 % of SWDs scored at the proficient level. As a result of the actions required by this goal, 8% percent of youngsters identified as students with disabilities will score at proficient levels. Currently 7% percent of English language learners at P.S. 340 scored at proficient levels. By June 2014, 14% of students identified as ELLs will score at proficient levels.

Comprehensive Needs Assessment

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

The school has determined a need throughout the school to increase students' ability and consistency to explain the rationale of the task/lesson objective. The following data sources were consulted in the development of this goal: The school consolidated the feedback from the 2010-2011 QR, visits from the superintendent, network staff, and administrators' observations.

Instructional Strategies/Activities

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

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

- By June 2014 all teachers will participate in professional development identifying the parts of a mastery objective. Teachers will meet bi-weekly in grade teams with consultants on-site, school-base literacy coach, school administrators, lead teachers, network support staff, and ESL Coordinator around the development of mastery objectives. Lessons aims and objectives will be "translated" into mastery objectives.

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

- Consultants on-site, school-base literacy coach, school administrators, lead teachers, network support staff

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

- Through observations and lessons plan reviews administrators will assess the effectiveness and impact on the teaching and the learning.

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

- October 2013 – June 2014

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

- During weekly common preps and consultants' weekly visits teachers will be provided with models of mastery objectives. Discussions will follow addressing the clarity and the possible work time that would satisfy the mastery objective (Wiggins, Sphir).

Strategies to Increase Parental Involvement

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

In order to provide parents with timely information the following mechanisms to communicate information are used: curriculum meetings, workshops, parent bulletin boards, parent calendar, flyers and access to student data through ARIS parent link. Parents in grades 3-6 are invited to attend several curriculum workshops. The first workshop is designed to explain the common core new aligned 2014 NYS ELA/Math exams. In addition the new ELA curriculum ReadyGen and the new Math curriculum will be explained to parents

Budget and Resource Alignment

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

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

X - Title I SWP

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
In order to improve teacher effectiveness in planning for curriculum and instruction, as well as improve student outcomes, teachers will craft questions that promote higher order thinking – such as identifying relationships and patterns, classifying, identifying errors, verifying, elaborating, etc. and use discussion techniques that ensure that all students are engage.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
The school has determined a need to increase students’ opportunity to engage in cognitively challenging and clear instruction. Our common definition of rigor within ZPD ensures that multiple entry points are embedded in instruction and discussions so that ELLs and SWDs can achieve mastery. The following data sources were consulted in the development of this goal: Administrators’ review of lesson plans, formal and informal data, curriculum planning meetings, analysis of short response questions in ELA test.

Instructional Strategies/Activities

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

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

1. By June 2014, all teachers will implement different types of discussion tools and techniques such as: simultaneous vs. sequential participation, anticipation guides, pre-writes, post-it parking, sentence stems, etc.

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

1. Consultants on-site, school-base literacy coach, school administrators, lead teachers, network support staff

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

4. Lesson plan peer-review, administrators’ visits and feedback.

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

1. October 2013-June 2014

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

1. Administrators debriefing sessions and models of pre-writers and anticipation guides (Kyleene Beers)

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).
 In order to provide parents with timely information the following mechanisms to communicate information are used: curriculum meetings, workshops, parent bulletin boards, parent calendar, flyers, and access to student data through ARIS parent link. In order to increase parent involvement, the following efforts are made:

1. Involve parents in school-wide planning and decision-making process through the SLT structure
2. Encourage parents to participate in completing parent surveys.
3. Disseminate pertinent information from the Office of Parent Engagement
4. Invite and encourage to get involved in writing celebrations, school-trips, Theatre Moves performances, Family Night, etc.
5. Provide parent information in Spanish

Budget and Resource Alignment

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

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

List any additional fund sources your school is using to support the instructional goal below.
 X- Title I SWP

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By the end of the school-year a 100 % of P.S. 340 teachers would be established in the implementation of a school-wide grade specific rubric to provide students with the conceptual language needed to assess their learning.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 The school has determined a need to increase student’s conceptual language around the attributes that help children self-assess and self-adjust their learning. Our long-term goal is for the children to reflect and become metacognitive about their learning. The following data sources were consulted in the development of this goal: The school consolidated the feedback from the 2010-2011 QR, visits from the superintendent, network staff, and administrators’ observations. In addition, the internal compass of the school: teachers, lead teachers, and coaches.

Instructional Strategies/Activities

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

- 1. Strategies/activities that encompass the needs of identified subgroups**
 1. By June 2014 all teachers will have a system in place to implement the rubric. The rubric will be posted in at least two places in the room (even at tables). Teachers will introduce the language orally 2 weeks ahead. Teachers will introduce on attribute at a time after a particular literacy or math component for students to be able to practice self-assessing. For SWDs and ELLs teachers will teach the attributes through pictures.
- 2. Key personnel and other resources used to implement each strategy/activity**
 1. Teachers, lead-teachers, coaches, consultants, and administrators
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 4. Through formals and informal observations and classroom visits focusing on: oral language/conversations with students, teacher-created opportunities to engage in self-assessment, evidence of classroom conversations around the ranking/position in the rubric, and the collection of data such as exit slips.
- 5. Timeline for implementation and completion including start and end dates**
 1. November 2013 – June 2014
- 6. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. In weekly grade-meetings teachers, with the assistance of consultants and coaches, will sort data to determine the next steps needed for the acquisition of this conceptual language.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
 Parent workshops will be provided in all grades levels to share grade specific rubrics. We will teach parents how to help their children self-assess and self-adjust their learning by providing examples and relevant practices to engage with different stages of their learning.

Budget and Resource Alignment

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

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

List any additional fund sources your school is using to support the instructional goal below.
 X – Title I SWP

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

4.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

4.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ol style="list-style-type: none"> 1. Accelerated Intervention/Reading Recovery 2. Guided Reading Tier One 3. Book Clubs 4. Small Group Writing 5. Consultant Groups 	<p>Small groups: one to one instruction</p> <p>Small Groups</p>	School Day/Before and After School
Mathematics	Small Group Skills Go Math Intervention Materials	Small Group	School Day/ Before and After school
Science	Science cluster teachers provide extra science instruction for lower and upper grade as needed	Push-in and pull-out groups	During the day
Social Studies	Social Studies cluster teacher provides additional support to upper grade students	Push-in and pull-out groups	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor provides group and individual counseling sessions throughout the day. In addition, she runs an advisory group/ Student Council group. Social Worker provides individual and group counseling to mandated and At-risk students. The IEP team participated in the RTI social emotional component as needed	Push-in and pull out	During the day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Collaboration with local colleges such as Manhattan College and Lehman College allows us to recruit student teachers after they have completed their in-service training at PS 340 and have met their NY State Certification Requirements. In addition to this, we have a rigorous interview process that all candidates must satisfy which includes: the commitment to participating in PS 340 professional development, on-site professional communities of practice and a strong commitment to participating and contributing to the betterment of the community at large. As evident by our BEDS report, 100% of our teachers are highly qualified and we have had 90% teacher retention rate over the past 14 years.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The entire staff at PS 340 has received professional development on CCLS. Topics addressed were the ELA and Math shifts, the CCLS expectations, the new ELA-ReadyGen and Math-GoMath curriculum. Staff has been involved in grade team professional development and planning sessions around the implementation of the literacy curriculum including reading for the gist, close reading, etc. Educational Assistants have been included in most professional development. Grade teams have been involved in the adaptation of curricula and strategies to facilitate that curricula. Effective teacher repertoire has been weaved into a teacher rubric to have teachers assess parts of their practice and self-adjust.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Federal, state, and local funds are used to meet their intended purpose of supporting students in temporary housing, violence prevention programs, housing programs, head start and other similar programs in several different ways. Some funds are allocated into per session programs which these students are specifically asked to participate in. We also put money into supplies and then provide these students with notebooks, pens, pencils, ect.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
Our current Pre-K children have an opportunity to visit the Kindergarten classes in June in order to observe and become familiar with the routines of the classroom. Parents are invited to a Kindergarten orientation where they receive materials and resources outlining current expectations of the new Kindergarten curricula. In addition, parents are provided resources to help prepare the children for September.

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.
Over the summer members of the staff were selected by the UFT chapter chairperson and the principal to join the Measures Of Student Learning Team. Team members decided on local and state measure of assessment for grades K-6. Once the team came to consensus the larger school community were consulted and a final decision was made the default measure for local measure and for the state measure we chose the ELA & Math Performance Assessments. Grade meetings were held to discuss how to administer the assessments and to discuss materials needed for implementation.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy of P.S. 340

To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care, home visits or other alternate forms of communication for those parents who cannot attend a regular school meeting.

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about programs via meetings (i.e. annual Title I School Wide Programs meeting(s), curriculum meetings, etc.)

- workshops (monthly or bimonthly)
- brochures
- parent bulletin board
- parent calendar
- flyers

To recruit, support and involve parents in school wide planning and decision making process, e.g.,

- School Leadership Team
- Parent Involvement Subcommittee

To encourage and actively involve parents in planning, reviewing and improving:

- Title I School Wide Program
- School Parent Compact
- School Parental Involvement Policy
- School Comprehensive Educational Plan
- Create a welcoming environment for parents to promote parent participation, i.e.
 - family room
 - parent lending library
 - parent or staff translators at meetings
 - childcare by volunteer parents
 - access to staff via telephone and appointments

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction.

To provide open communication between parents and staff through parent-teacher conferences, open houses and written communication

To provide on-going learning opportunities for parents and families:

- Workshops related to curriculum, student achievement, standards of
- Academic performance, promotion standards, etc.
- Math Evening/workshop(s)
- Literacy Evening
- ESL Meetings, etc.

To create a safe and supportive learning environment with well-planned instruction and materials which appropriately challenge students.

To provide extensive professional development in order to promote high quality curriculum and instruction.

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

- To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care, home visits or other alternate forms of communication for those parents who cannot attend a regular school meeting.
- To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.
- To provide parents with timely information about programs via
 - meetings (i.e. annual Title I School Wide Programs meeting)
 - Curriculum Night meeting, etc.),
 - workshops (monthly or bimonthly)
 - parent brochure
 - parent bulletin board
 - flyers
- To recruit, support and involve parents in school wide planning and decision making process, e.g.,
 - School Leadership Team
 - Parent Involvement Subcommittee
- To encourage and actively involve parents in planning, reviewing and improving:
 - Title I School Wide Program
 - School Parent Compact
 - School Parental Involvement Policy
 - School Comprehensive Educational Plan
 - Create a welcoming environment for parents to promote parent participation, i.e. family room, parent lending library, parent or staff translators at meetings, childcare by volunteer parents, access to staff via telephone and appointments.
- To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.
- To provide high quality curriculum and instruction.
- To provide open communication between parents and staff through:
 - Parent-teacher conferences, open houses and workshops related to curriculum, student achievement, standards of academic performance, promotion standards, etc.
- To provide on-going learning opportunities for parents and families:
 - Math Evening
 - Literacy Evening
 - ESL Meetings, etc.
- To create a safe and supportive learning environment with well-planned materials which appropriately challenge students.
- To provide extensive professional development in order to promote high quality curriculum instruction

II. Parent/Guardian Responsibilities:

- To become involved in developing, implementing, evaluating and revising the school-parent involvement policy.
- To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning.
- To work with his/her child/children on schoolwork; read for 15 to 30 minutes per day to kindergarten through 1st grade students; and listen to grade 2 and 3 students read for 15 to 30 minutes per day.
- To monitor his/her child's/children's:
 - attendance at school
 - homework

- television watching
- To share the responsibility for improved student achievement.
- To communicate with his/her child's/children's teacher about their educational needs.
- To make literacy development a family focus:
 - encourage his/her child to write at home for real purposes (e.g., letters to relatives, shopping lists, thank you notes, diaries, special occasion invitations)
 - read at home with each child as part of the daily routine, encourage and supervise his/her child's reading of at least twenty five books or book equivalents each year (e.g., books, magazine and newspaper articles).
 - utilize local public libraries to expand and enhance his/her child's literacy experiences (e.g., library card, storytelling).
- To make math development a family focus:
 - increase family awareness of the school's mathematics instructional program (e.g., participate in family math workshops, review math homework).
 - encourage his/her child to use math at home and in daily living to create real math experiences (e.g., playing math games, creating household and shopping budgets, comparative shopping as a math experience).
- To regularly review and sign his/her child's schoolwork at home (e.g., review notebooks, homework and special projects), curriculum meetings
 - quarterly report cards
 - reasonable access to staff
 - opportunities to volunteer and participation their child's class
 - participation in school programs, advisory and decision making
 - committees
 - scheduled observation of classroom activities
- To be aware of and monitor his/her child's daily school attendance and punctuality.
- To supervise and monitor his/her child's:
 - television watching
 - video game playing
 - internet use
- To actively participate in curriculum and informational parent meetings as well as parent-teacher conferences at the school.
- To become familiar with school, district and city-wide assessments (e.g., DRA, ECLAS, CTB, ELA, TEM) and plan to prepare his/her child for test experiences.
- To complete surveys and provide feedback so that Title I Parent
- Involvement activities meet the needs, concerns and interests of parents.
- To become familiar with and support the school dress code, discipline code and safety plan procedures.
- To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or needs to help them be more effective in assisting their child/children their the education process.

ESCUELA PUBLICA 340 – COMPACTO DE PADRES

La escuela y los padres están trabajando en conjunto para proveer una educación exitosa para sus hijos

I. ACUERDO DE LA ESCUELA

- **OFRECER** un número flexible de reuniones en diferentes tiempos, y si es necesario y los fondos están disponibles, proveer transportación, cuidado infantil o visitas a las casas para aquellos padres que se les he imposible asistir a las reuniones regulares de la escuela.
- **ENVOLVER** activamente a los padres en planificaciones, exanimaciones y progresos en el programa llamado Título I (Title I), y en la póliza de compromiso paternal/maternal.
- **PROVEER** a los padres con informaciones al día sobre todos los programas.
- **PROVEER** representación en contorno, el resultado de la evaluación individual de cada estudiante, y para aquellos individuos pertinentes proveer información educacional del distrito de la escuela.
- **PROVEER** alta calidad de currículo e instrucciones.
- **TRATAR** con los asuntos de comunicación entre los profesores y los padres a través de:
 - Conferencias de padres y profesores al menos una vez al año.
 - Reportes frecuentes a los padres sobre el progreso de sus hijos.
 - Oportunidad de participación voluntaria en las clases de sus hijos.

- Observación de las actividades del salón de clases.
- **ASEGURARSE** que los padres participen en actividades de desarrollo profesional se la escuela determina que éste es apropiado. Como por ejemplo:
 - Clases de alfabetización
 - Talleres de estrategias de lectura.

ACUERDO DE LOS PADRES / TUTORES

- **FORMAR** parte del desarrollo, implementos, evaluación y reviso de la póliza que implica a la escuela y los padres.
- **PARTICIPAR** o solicitar entrenamientos en asistencias técnicas ofrecidos por la autoridad local educacional o la escuela, do como criar y enseñar a sus hijos.
- **TRABAJAR** con sus hijos en los trabajos de la escuela; leerles de 15 a 20 minutos diario a los estudiantes que pertenecen a los grados Jardín Infantil y primero; y escuchar a los estudiantes de 2 y 3 leer de 15 a 30 minutos diario.
- **CONTROLAR** a sus hijos:
 - asistencia a la escuela
 - asignaciones
 - mirar televisión por mucho tiempo
- **COMPARTIR** las responsabilidades para mejorar el éxito del estudiante.
- **MANTENER** comunicación con los profesores de sus hijos con respecto a sus necesidades educacionales

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 10	Borough Bronx	School Number 340
School Name Public School 340		

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 Nelly Maldonado	Assistant Principal Alexie Nichols
Coach Nancy Iodice	Coach Emma Suarez-Baez
ESL Teacher Ana Henriquez	Guidance Counselor Rhonda Hughes
Teacher/Subject Area Lourdes Rendon/Bilingual/RTI	Parent Sairis Ramirez
Teacher/Subject Area Mary Dillon/Science	Parent Coordinator Maria Acosta
Related Service Provider	Other
Network Leader(Only if working with the LAP team) type here	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	4
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	4	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	632	Total number of ELLs	156	ELLs as share of total student population (%)	24.68%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	156	Newcomers (ELLs receiving service 0-3 years)	136	ELL Students with Disabilities	12
SIFE	0	ELLs receiving service 4-6 years	19	Long-Term (completed 6+ years)	1

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE		0								0
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

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
Spanish	27	27	22											76
SELECT ONE														0
SELECT ONE														0
TOTAL	27	27	22	0	76									

*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
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	5	3	22	21	20	4							78
Chinese														0
Russian														0
Bengali														0
Urdu					1	1								2
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1		1		1								4
TOTAL	4	6	3	23	22	22	4	0	0	0	0	0	0	84

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)	21	9	3	1	3	4	0							41

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)		18	14	7	14	8	1							62
Advanced (A)	7	5	5	17	5	11	3							53
Total	28	32	22	25	22	23	4	0	0	0	0	0	0	156

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	16	6	3	0	25
4	12	12	2	0	26
5	17	5	0	0	22
6	6	8	0	1	15
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	10	3	8	2	1	1	1	28
4	4	1	10	3	5	1	2	1	27
5	12	3	5		3				23
6	5		8	1	2				16
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		5		14	2	3		25
8									0
NYSAA Bilingual (SWD)									0

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	1	4	10	16				
Chinese Reading Test								

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

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

1. Several assessment tools are used to assess the early literacy skills of our ELLs. We use ECLAS-2, Fountas and Pinnell in English, and Fountas and Pinnell in Spanish to gather data to drive our instruction. In addition, teachers' observations gathered from small group instruction, guided reading, and individual conferences also inform our instructional decisions.

Our school uses some components of the ECLAS and ELSOL, Fountas and Pinnell to assess the ELLs' literacy development in English and Spanish. We use the ECLAS, ELSOL to measure the ELLs' letter identification, phonemic awareness and word recognition. The ELLs in the ESL program are administered the ECLAS to assess their early literacy skills. The ELLs in our transitional bilingual program are assessed using either the EL SOL or ECLAS depending on the language of literacy instruction. The Fountas and Pinnell are used to assess the ELLs' reading behaviors in English and Spanish.

The ELLs in Kindergarten are assessed mid-year using the ECLAS and/or ELSOL to determine whether or not they are learning letters and corresponding sounds. Towards the end of the school year, they are again assessed using the ECLAS, ELSOL, and Fountas and Pinnell in English and Spanish. The ELLs in first grade are assessed using Fountas and Pinnell in English and Spanish three times a year. Some of them might be assessed more often if they are struggling with learning to read. It is expected that students leaving the first grade achieve at least a Fountas and Pinnell level J to be considered on grade level.

The ELLs in second and third grades are assessed using the Fountas and Pinnell three times a year. Some of them might be assessed using ELSOL only if they are new entrants. All the other ELLs entering our school are assessed using Fountas and Pinnell to determine their reading abilities to establish a baseline reading level at the beginning of the year. The goal is to determine whether or not the ELL is on grade level in English and/or Spanish reading so that appropriate instruction can be provided. At the end of the school year, all the ELLs are assessed using Fountas and Pinnell. In English, their reading levels will vary depending on their time of entering into the TBE or ESL program.

Overall, the ELLs are at the beginning literacy level when they first enter the school in kindergarten and first grade. As they progress to the second and third grade, they start developing stronger reading skills. The ELLs in the TBE program progress faster in their native language than in English, which is their second language. Based on the early literacy assessment data, 90 % of entering ELLs in kindergarten are at the beginning stage. Furthermore, 64% of the entering ELLs in first grade are at the intermediate literacy level in the NYSESLAT. Most ELLs enter first grade with letter recognition and phonemic awareness. They also enter with early reading behaviors such as one to one matching, directionality and the ability to use pictures to make predictions. In second grade the ELLs in the TBE program start developing stronger Spanish reading skill: 26% at the beginning level, 43% at the intermediate level, 17% at the advanced level, and 14% at the proficient level. For the three ELLs in the ESL program, two are at the intermediate level and the others are at the advanced level. The total number is too low to render a significant comparison to their counterparts in the TBE programs. With the English reading levels gathered for the ELLs in the third grade ESL program, the data shows that their English reading levels are about the same: 68% of ELLs are at the advanced level of language acquisition and 32% of ELLs in the ESL program are at the beginning and intermediate levels. The students from kindergarten to 2nd grade are showing continuous progress in the NYSESLAT. In grades 3 to 6th grade, the data shows that many students are staying in the same language proficiency. This might be the result of more challenging questions as well as having more text based questions in the NYSESLAT. We, as a school, need to use these results to guide individual as well as group instruction, especially in our Core Instruction (Tier I). The administration is looking closely at this issue and sent several teachers to the OELL RTI training and they already decided on four more Bilingual and ESL teachers to go in a more intensive training to address this issue and turn key to the whole staff.

The data seem to confirm the current research that a solid L1 leads to a stronger L2 and that reading skills can be transferred from the first language to the second language. Our school builds our ELLs' native language proficiency as much as we can so that the acquired literacy skills of the native language can be transferred to the acquisition of the second language, i.e., English. Take the second grade bilingual class as an example. In the second grade bilingual class, several formative and summative assessments are used to get a clear picture of where the ELLs are in terms of their native language reading proficiency so that relevant data can be used to drive the instruction to further promote their reading proficiency. In addition to that, the current teachers' observations and previous teachers' feedback inform decisions for lesson planning to address a concept, a strategy or a skill to the whole class as well as partnership work, seating placements, small group instruction and individual conferences. For example, the Fountas and Pinnell levels in Spanish are used to form groups in guided reading to help students to be fluent readers in their native language. As soon as these ELLs become fluent readers (Fountas and Pinnell level J) in their native language, guided reading in

English with that group can be conducted so that they can transfer what they know about reading to the English language. Vocabulary and grammar are constantly instructed through the use of the ESL methodologies to help them to continue to grow as readers of the second language and to transfer what they already know to the second language.

Data on the ELLs' literacy skills constantly emerge and serve as guides to determine reading groups in appropriate languages in the second grade bilingual class. Currently, the second grade bilingual class has five guided reading groups. The bilingual classroom teacher uses data to plan instruction, support students in small groups and change student groups as they advance to the next reading level. As of now there are two groups (more than 52%) that are reading at grade level in the native language and transferring what they know in a guided reading group in English facilitated by the teacher. There is also another teacher who is providing RTI (Tier II instruction) to one of the groups. The reading groups are formed with the help of standardized and daily classroom observations.

In addition to guided reading, data guide the seating arrangement during English shared reading in the second grade bilingual class as well as the social studies curriculum. In the past several years, the teachers in the bilingual program are using a curriculum developed closely with Dr. Nancy Cloud from Rhode Island College to differentiate instruction according to stages of language acquisition. We are aligning our instruction to Common Core Learning Standards. Shared reading is also used to help ELLs as a whole class to develop literacy strategies and skills in English. The seating arrangement during shared reading is critical because the ELLs discuss texts and practice reading strategies as partners. The bilingual teacher is also informed by data as to when and where to intervene to support the readers of the second language.

Lastly, based on the assessment data that show the higher speaking and listening proficiency levels than the reading and writing proficiency levels in their native language, the second grade bilingual teacher has decided to provide more support to strengthen their oral language to facilitate their reading and writing skills in the social studies curriculum, which has been created by the Bilingual Team at our school to support English Language Learners.

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

2. Overall, ELLs of lower grades (Kindergarten through Grade 1) are mostly at the beginning and intermediate level: 67% in K, 84% in Grade 1. However, 86% in Grade 2 are at advanced and intermediate levels. Only 14% of our 2nd graders are beginners. As the grade goes up, ELLs generally cluster more at the intermediate and advanced levels: 96% in Grade 3, 86% in Grade 4, 83% in Grade 5 and 100% in Grade 6.

In general, a much higher percentage of ELLs in third grade and up are concentrated at the intermediate and advanced levels.

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](#))

Paste response to question here: As of 11/1/13, the RNMR is not available in ATS. Therefore, we cannot answer this question.

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Paste response to questions here: 4a. Transitional Bilingual Education (TBE) Program

Overall, the ELLs' English proficiency levels seem to have to do with the extent of exposure to the English language when the students first enrolled in our school. If the language spoken at home is exclusively one other than English, the student is at the beginning level of English proficiency. In other cases, there are varying proficient levels of English due to the prior language environments.

In K and Grade 1 the ELLs cluster around the beginning and intermediate levels in the NYSESLAT: 67% in K and 84% in Grade 1.

Data for the comparison between English LABR and Spanish LAB assessments are available for newly enrolled students. For the newcomer ELLs, the comparison between Spanish LAB and English LABR scores shows that most ELLs are at the beginning level in English. In their native language, Spanish, 75% of ELLs in kindergarten are at the beginning level, 25% are at the intermediate level, and at the advanced or proficient level. In Grade 1, the ELLs are mostly at the intermediate level in English but they are more proficient in Spanish. In second grade, the ELLs are also at a higher level in Spanish than in English but getting close to becoming advanced: only 14% of the ELLs are at the beginning level in English, and 86% of the ELLs are at either advanced or intermediate. 100% of these second graders are at the proficient level in Spanish.

Freestanding English as a Second Language (ESL) Programs.

In general, the ELLs in all grades but K in the ESL program have higher proficiency levels in English overall based on the NYSESLAT than their counterparts in the TBE program. However, there are not enough students in the ESL program to make a fair comparison. 25% in Grade 1, 75% in Grade 2, 100% in Grade 3, 90% in grade 4, 87% in grade 5, and 100% in Grade 6 cluster at the intermediate and advanced levels.

In addition, the proficiency levels tend to be higher as the grade goes up across the NYSESLAT. The majority of ELLs reach the intermediate and higher levels in the NYSESLAT: 96% in Grade 3, 86% in Grade 4, 83% in Grade 5, and 100% in Grade 6. As mentioned before, the new comers in different grades need more time to achieve a higher level in all modalities. In the 5th grade, the 4 students who are at a beginning level have been in the country for a year or less.

On the NYS Math, the majority of ELLs scored at Levels 2. 40% scored at a level 2 and a 15% scored at level 3. In the NYS ELA more ELLs scored at Level 1 and 2. In science, the majority of ELLs scored at a level 3 (64%).

4b. The ELL interim assessments in October 2012 included three language modalities: listening, writing, and reading. Overall the majority of the ELLs in Grade 4 and up are at the advanced and proficient levels. The patterns above are reflected in the Listening modality. The data show that in Grades 3 and 4 the ELLs are at a higher proficiency level in listening than in writing and reading.

The ELL interim assessments provide us with one part of the assessment data that guide our instruction. Based on the data, appropriate instructional focuses are rendered. The patterns described above are mostly consistent with the general patterns derived from other assessments. Usually, reading and writing proficiency levels are lower than listening and speaking proficiency levels. The ELL interim assessments reflect the similar trend. The school leadership and teachers do take into consideration the proficiency levels across modalities. Teachers of the ELLs modify instruction to meet students' language needs accordingly. The instructional implications derived from the patterns are to start instruction in all four modalities at the beginning of ELLs' school career. Since ELLs show more gains in listening and speaking than in reading and writing, listening and speaking should be nurtured continually throughout the curriculum and serve as springboards for reading and writing instruction to address ELLs' academic needs. The emerging general patterns demonstrate that basic interpersonal communication skills (BICS) are usually acquired quicker than cognitive academic language proficiency (CALP). In addition, differentiation is provided when a small group of students are higher at reading and writing instead of listening. In this fewer instances, small group instruction is provided to support them with listening and metacognitive strategies to support their listening skills so they can be successful when listening to the teaching or instruction in their classroom. In conclusion, all modalities are considered when planning instruction according to research that points to good instruction for ELLs as well as Common Core Learning Standards that need to be addressed in all instructional areas.

4c. Looking at the general patterns derived from the examination of the ELLs' performance in the Periodic Assessments in ELA and Math in 2012, we have learned that more than half of the ELLs are at the intermediate level across the grades.

As for the role of the native language, there are variations in the TBE and ESL programs. In a TBE program, the native language is an integral part of instruction. Considering second language acquisition research and our ELL population, we have put into practice the theory that strong L1 will facilitate the acquisition of L2. In our kindergarten transitional bilingual class, the ratio of native language and English instruction is 60% and 40%. As ELLs' proficiency levels in English progress in grade one, a higher percentage of English use is applied in instruction. For example, the beginning ELLs are instructed in their native language for 60% of the day, the intermediate ELLs, 50%, and advanced ELLs, 25%. In other words, the beginning ELLs receive 40% of instruction in English per day, the intermediate ELLs, 50%, and the advanced ELLs, 75%.

In our second grade transitional bilingual class, a higher percentage of English is used in instruction since our second grade ELLs become more proficient in English. The guidelines are similar to what is discussed in the previous paragraph. The school year might begin with 60% and 40% in Spanish and English. As the year progresses, the ratio will go to 50% and 50%, and eventually 25% in Spanish and 75% in English.

In the ESL program, the native language is more of a support role. Whenever the use of the native language facilitates learning, it is used through a Spanish dictionary and peer interaction as well as literature in the native language depending on the student levels of language acquisition. One example of native language use in the ESL program is providing new arrivals (0-6 months in our school system) with literature in their native language so they can use their native language to understand and apply the strategies their class is learning in the language they are most proficient in.

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

Paste response to question here: We use data to guide and improve the quality of core instruction and to make sure that our students have quality opportunities to learn and that they are thriving academically. In Tier I or Core Instruction, the school provides staff development like bringing Nancy Cloud to support teachers in the delivering of effective instructional practices for English Language Learners. Moreover, this summer, three of our teacher attended the OELL RTI professional development. Now in the fall, our principal is sending at least three more teachers to professional development provided by the Office of ELLs to strengthen Core Instruction. These teachers are going to be trained and then they will turn key to the rest of the school.

If a student or group of students is having difficulty, we either provide additional support for the teacher Core Instruction with new research-based ideas to improve the delivery of effective instruction or we provide Tier 2 or Tier 3 intervention depending on the

number of students showing difficulty by analyzing the data. We also look at other factors to be addressed like family dynamics, motivation, or health issues to provide appropriate support.

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

Paste response to question here: We analyze informal and formal assessment data in order to determine ELL progress in different content areas as it pertains to English proficiency. Furthermore, we use the NYSESLAT data to make instructional decisions. In our transitional bilingual program, students at the beginning levels of language acquisition according to the NYSESLAT receive 60% of their instruction in Spanish and 40% in English. Literacy development is primarily in the language of dominance, in this case Spanish. The ESL component is done primarily through the content areas using a differentiated curriculum by language proficiencies. This curriculum was developed the bilingual teachers at our school with Nancy Cloud's support in order to address English Language Development. As the students' language proficiency increases, more instruction is provided in the second language in addition to the ESL component in the content areas. As a result, intermediate students in the bilingual transitional education program receive around 51% of their instruction in English and 49% in Spanish. Advance students get 60% in English and 40% in Spanish to a 70% English and 30% in Spanish depending on their strengths and literacy levels by the end of the school year. Most of our students read at grade level in Spanish when they get to second grade. Thus, we consider this as well as their second language development and provide more components of our balance literacy instruction in English in addition to the content area instruction we provide using ESL methodology.

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?

Paste response to questions here: N/A

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

Paste response to question here: We make sure we are using formal and informal assessments throughout the year. At the beginning of the year, we look carefully at result of the NYS performance assessments like the ELA, Math, and NYSESLAT. We use the results to provide us, teachers and administrators, detailed information to plan instruction, staff development, as well as academic intervention instruction and RTI. In addition to NYS and NYC formal assessments, we assess our students regularly using Fountas and Pinnell and instructional unit assessments aligned with our curriculum in our subject areas.

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](#).)

Paste response to question here: In order to identify English Language Learners in our school, we follow the following steps. During the months of August and September, an licensed ESL teacher works with the pupil accounting secretary during the registration process to complete the intake of potential English language learners. This teacher is fully certified by the state of New York as teachers of English to speakers of other languages. Parents of potential ELLs are welcomed into the school by the parent coordinator and the ESL teacher. The ESL staff sits with the pupil accounting secretary during registration in the first week of school to ensure that no potential ELL is missed. To identify our ELL population, each family completes a Home Language Identification Survey (HLIS) upon registration. The ESL/bilingual coordinator reads the HLIS to determine a home language other than English. To aid the parents in filling out this form correctly only a trained pedagogue conducts an informal interview with the families. When necessary, the ESL/bilingual coordinator uses the translation and interpretation hotline to communicate with the parents. The child is also interviewed in English and in their native language (when possible) to determine

their status as a potential English language learner. Then, students are administered the LAB-R (Language Assessment Battery - Revised) on the spot. The tests are hand-scored and the results are kept on file digitally on the ESL/bilingual coordinator's computer and a hard copy is kept on file in the "Services for Pupils with Limited English Proficiency" binder in the ESL/bilingual coordinator's office. The Spanish LAB is administered when a student whose home language is Spanish receive a raw score below the cut score on the LAB-R. This assessment is used to determine literacy in Spanish. Scores on these assessments reveal at what level the student's language acquisition is and this information is passed on to the teacher. He/She uses this information to differentiate to the specific needs of the learners.

At the time of registration, once a child is determined to be an ELL, parents are offered the option of attending one of the two parent orientation sessions, offered within the first 10 school days of the year or watching the orientation video at the time of registration. The Orientation Video for Parents of English Language Learners is available for viewing on a computer located in one of the classrooms. This option will be offered to parents who are unable to attend one of the parent orientations or to those parents who register their children throughout the school year. Parents will sign-in and the ESL teacher will follow the talking points on the agenda. This sign-in sheet is kept on file in the main office. Once the parents watch the video, the ESL teacher explains the research behind the available language acquisition programs. The parents also learn that the language acquisition programs are most effective if they stay in the program until they reach English language proficiency and that a child cannot be changed from one program to another mid-year. All of those changes must be done at the beginning of the school year. Parents then have an opportunity to ask the ESL teacher any questions about the programs available throughout the city. Then, the ESL teacher works with the parents to make the best program placement for the child. The parent coordinator is present and available to the parents as an advocate. At that time, parents complete the program selection form and the parent survey. If parents are interested in a dual language program, the ESL/bilingual coordinator works with the network and parents to find a nearby school that offers the program of their choice.

For those parents who do not watch the orientation video at the time of registration, an invitation letter is sent home. This letter is translated into Spanish. The parent orientation sessions are conducted in English and Spanish. For those parents who speak a language other than English or Spanish, the ESL teacher contact the translation and interpretation hotline for an on-the-spot interpretation of the talking points in the meeting. Then, those parents can watch the video in their native language, if it is available. At these meetings, the teachers explain all the programs available to the parents so that they can make an informed decision. Parents watch the program video; the ESL staff explains the research behind the language acquisition programs. They also share the LAB-R test results with the parents and explain what types of English language acquisition programs are available in the city of New York. Although the ESL teachers are available to answer any questions and to offer advice, the parents are the ones who have the final say in their child's placement in an English language acquisition program. Once a decision has been made, parents complete the parent survey and the program selection form. All agendas, sign-in sheets, parent surveys and program selection forms are kept on file in the ESL/bilingual coordinator's office.

If parents register new students during the school year after the orientation meetings have been held, the pupil accounting secretary reviews the HLIS and informs the ESL/bilingual coordinator if a language other than English is spoken at home. Then, the ESL teacher comes to the main office to welcome the new family to the school. The ESL teacher conducts an informal interview with the parents, reviews the choices on the home language survey and makes changes if necessary. She also interviews the child in English and in their native language (whenever possible). The LAB-R is administered on the spot to determine if the child is an ELL. If the child receives a score below the cut score, the parents watch the orientation video to learn more about the available programs after the meeting has been held. Then, the ESL teacher has a conference with the parents to decide on the most effective placement and to complete the necessary paperwork. Parents complete the survey and the program selection form. The parent has the final say in the choice of their child's program. If the ESL teacher is not available or out of the building, one of the other teachers in the school who is licensed and trained in the process is called to guide the parent through the selection of a program for their child.

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.

Our school sends an invitation to parents of newly admitted students as soon as the students are identified as entitled to the Bilingual/ESL services. Sometimes, the ELL parent orientation is held immediately after the new admit has been identified as an ELL by the answers in the HLIS (Home Language Identification Survey). In addition, the ELL parent orientation meeting is held

several times at the beginning of the school year and at the times when new admits are identified as ELLs. Parents who are unable to attend the first meeting will be invited to another meeting at a more convenient time. The parent coordinator makes phone calls to parents who have not attended the orientation meetings scheduled at different times. Every effort is made to accommodate these parents' schedules.

At the meetings, the ESL teacher explains the three programs to the parents. Parents have opportunities to ask questions about educational programs and services available for their children. Parents are also provided with a brochure "A Guide for Parents: Transitional Bilingual Education Programs, Dual Language Programs, and English as a Second Language Programs." In addition, they view an Orientation Video for Parents of English Language Learners. The brochures and videos are available in different languages such as Bengali, Urdu, and Spanish. If a parent's home language is other than what is available in the brochures and videos, there is usually a parent interpreter present for assistance whenever it is possible.

Parents of the students who need continued services in the Bilingual/ESL programs are sent a Parent Choice Continuation Letter once a year to inform them of the services available for their children.

Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. Schools are required by law to notify parents of their child's eligibility for services (Appendix C, E, G and H) and provide information and service options (Appendix D). Also, schools must inform parents of their child's placement (Appendix F). Providing parents with notifications and information, and maintaining a dialogue with them

The LAB-R is given to all students who qualify based on the Home Language Identification Survey. If the child is eligible for bilingual or ESL services, the ESL Coordinator will show the parent the Orientation Video for Parents of English Language Learners that describes the program options (Transitional bilingual program or free-standing ESL). Then, the parents will select their program preferences. Paste response to question here: Our school sends an invitation to parents of newly admitted students as soon as the students are identified as entitled to the Bilingual/ESL services. The ELL parent orientation meeting is held several times at the beginning of the school year and at the times when new admits are identified as ELLs. Parents who are unable to attend the first meeting will be invited to another meeting at a more convenient time. The parent coordinator makes phone calls to parents who have not attended the orientation meetings scheduled at different times. Every effort is made to accommodate these parents' schedules.

At the meetings, the ESL teacher explains the three programs to the parents. Parents have opportunities to ask questions about educational programs and services available for their children. Parents are also provided with a brochure "A Guide for Parents: Transitional Bilingual Education Programs, Dual Language Programs, and English as a Second Language Programs." In addition, they view an Orientation Video for Parents of English Language Learners. The brochures and videos are available in different languages such as Bengali, Urdu, and Spanish. If a parent's home language is other than what is available in the brochures and videos, there is usually a parent interpreter present for assistance whenever it is possible.

Parents of the students who need continued services in the Bilingual/ESL programs are sent a Parent Choice Continuation Letter once a year to inform them of the services available for their children. They are asked to choose a program suitable for their children.

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

Paste response to question here: To ensure that all Program Selection Forms are returned, our school has numerous steps in place. Whenever the Program Selection Forms for continuing entitled students are not returned, the ESL teacher reminds these students to ask their parents to return the signed continuation forms. After two reminders, the parent coordinator places phone calls to the parents who have not returned the continuation forms. As for the parents of newly enrolled and identified ELLs, ELL orientation meetings are scheduled for them at different times. At the meetings, the Program Selection Forms are filled out after these parents are provided with the essential information regarding the three program models available in the New York City public school system. The parent coordinator makes phone calls to other parents to invite them to meetings at a convenient time to them. In cases where parents cannot be reached, certified mail is sent to them to notify them of the date and time of a new meeting. Every effort is made to reach out to parents of ELLs to inform them of the educational programs available to their children. To ensure that all Program Selection Forms are returned, our school has numerous steps in place. Whenever the Program Selection Forms for continuing entitled students are not returned, the ESL teacher reminds these students to ask their parents to return the signed continuation forms. After two reminders, the parent coordinator places phone calls to the parents who have not returned the continuation forms. As for the parents of newly enrolled and identified ELLs, ELL orientation meetings are scheduled for them at different times. At the meetings, the Program Selection Forms are filled out after these parents are provided with the essential information regarding the three program models available in the New York City public school system. The parent coordinator

makes phone calls to other parents to invite them to meetings at a convenient time to them. In cases where parents cannot be reached, certified mail is sent to them to notify them of the date and time of a new meeting. Every effort is made to reach out to parents of ELLs to inform them of the educational programs available to their children.

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

Paste response to question here: A variety of assessment tools are in place to evaluate our ELLs in their native language, Spanish. Based on the Home Language Identification Survey, the new admits are administered LABR if they are eligible for testing. The newly identified ELLs are then administered Spanish LAB to determine their language dominance to ensure proper placement in one of the two educational programs for the ELLs.

In Kindergarten and First Grade, El Sol, the Spanish version of ECLAS, is used to assess the basic literacy skills such as letter recognition, sound correspondence, sight words and so on. At the end of the school year kindergarten students are also assessed using Fountas and Pinnell in English and in Spanish. In all the other grades all ELLs in the bilingual classes are evaluated at three different benchmarks throughout the year (beginning, middle, end) in Spanish. These evaluations consist of running records with reading comprehension passages.

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

Paste response to question here: All English Language Learners are evaluated annually using the New York State English as a Second Language Achievement Test (NYSESLAT). Our Principal, Assistant Principal, the Test Coordinator, and the ESL coordinator work together to plan the procedures to administer all sections of the NYSESLAT according to the guidelines described in the Assessment Memorandum #5. The NYSESLAT is administered to all ELLs in our k-6 school to meet the federal requirements of No Child Left Behind and CR Part 154. Furthermore, at the beginning of each school year the Testing Coordinator reviews class rosters to identify returning students and new admits to ensure that students are appropriately tested and that the correct accommodations are provided. Information is gathered from various ATS reports (RLAT, RSPE, RLER) and CAP are cross-referenced for accuracy. Numerous consultations take place between the Testing Coordinator, the IEP Teacher, and the ESL Teacher prior to testing for the NYSESLAT. A testing schedule is created that groups students for administration according to their grade and accommodation(s). According to new changes, someone other than the student's teacher is assigned to individually administer and simultaneously score the Speaking subtest. If the student happens to be very shy, we have the student's teacher administer the Speaking subtest while a disinterested teacher in the room listens to and simultaneously scores the student's responses. If we are unable to have another teacher in the room, then the student's teacher administer the Speaking subtest and record the student's responses. Then the recording is subsequently scored by a disinterested teacher. The other subtests are administered in group and either by individual grades or grade bands depending on the number of ELLs in different days according to the dates that the NYSESLAT is to be given.

The testing coordinator at PS 340 has professional development for all teachers responsible for administering tests. Training includes review of proper test administration procedures and active proctoring. Teachers administering the NYSESLAT are given the Administrative Manual for review in advance of the testing period. Lists are created of the NYSESLAT-eligible students from ATS reports. They are subsequently assigned to a certified ESL or bilingual teacher (as is most appropriate to the child's placement) for the speaking portion of the NYSESLAT, which is administered on a one-to-one basis by the ESL or bilingual teacher. Records are maintained by all the teachers involved, and the teachers communicate regularly with the testing coordinator throughout the testing window. The reading, writing, and listening portions of the NYSESLAT are administered according to the same stringent procedures. Daily schedules for all three days are created and reviewed for accuracy by the Testing Coordinator, ESL Teacher, IEP Teacher, and school administration. Special education ELLs are placed according to their individual accommodations. Testing takes place within the prescribed window. Records of absent students are kept by the Testing coordinator and students' homes are called to inform the school and guarantee that they will be available for testing within the make-up window.

Our Principal, Assistant Principal, and the Test Coordinator work together to plan the procedures to administer all sections of the NYSESLAT according to the guidelines described in the Assessment Memorandum #5. The NYSESLAT is administered to all ELLs in our k-6 school to meet the federal requirements of No Child Left Behind and CR Part 154. Someone other than the student's teacher is assigned to individually administer and simultaneously score the Speaking subtest. If the student happens to be very shy, we have the student's teacher administer the Speaking subtest while a disinterested teacher in the room listens to and simultaneously scores the student's responses. If we are unable to have another teacher in the room, then the student's teacher administer the Speaking subtest and record the student's responses. Then the recording is subsequently scored by a disinterested teacher. The other subtests are administered in group and either by individual grades or grade bands depending on the number of

ELLS in different days according to the dates that the NYSESLAT is to be given.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  Paste response to question here: According to the Parent Survey and Program Selection forms for newly admitted students for the past three years, more parents of newly admitted students chose the Transitional Bilingual Program as their first choice. For the school year of 2010 to 2011, 69% of parents chose the Transitional Bilingual Education Program, and 31% of parents chose the English as a Second Language Program. For the school year of 2011 to 2012, 62% of parents chose the Transitional Bilingual Education Program, and 38% of parents chose the English as a Second Language Program. For the school year of 2012 to 2013 again more than 60% of the parents chose the TBE program, and less than 40% of the parents chose the ESL program For the current school year of 2013 to 2014 more than 70% of the parents chose the TBE program, and less than 30% of the parents chose the ESL program..

This trend of requesting the Transitional Bilingual Program as the first choice seems to correlate with the fact that many newly admitted students were more dominant in Spanish. Parents of students who were more dominant in English tended to choose the English as a Second Language Program. However, there were cases where parents requested the TBE even though their children were more dominant in English. There were also individual cases where parents requested the English as a Second Language Program even though their children had limited English proficiency.

In the past three years, Parents of fourth grade and up requested the English as a Second Language Program as their first choice. The trend for parental choice in fourth grade and up seems to opt for more English instruction.

The programs offered at our school are generally aligned between parent choice and program offerings. After the parent orientation meetings, the Parent Survey and Program Selection forms for newly admitted students are reviewed. Students are placed in the programs that their parents have requested for them.

The continuation letters for the Bilingual and ESL services are also reviewed. Parents' program choices are aligned with student placements.

Part V: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions here: Our ELL population is provided with the mandated services mostly through homogeneous and heterogeneous grouping based on their grades. In most of the bilingual classes, the students are at the beginning and intermediate levels. As for the ESL pull-out and push-in programs, the grouping is mainly based on the students' English proficiency levels and grades. The Grade 1 group is composed of ELLs at the beginning and intermediate levels. The Grade 2 group is heterogeneous. 75% of the Grades 4, 5, and 6 groups are mainly at the advanced level. When there are differences in proficiency levels, other groups are formed to make the grouping more homogeneous. For instance, the new comers in Grades 4 and 5 receive ESL instruction in a small group to meet their unique language needs. Every effort has been made to group students according to their language needs and grades so the ESL teacher can push most of the time. We also offer ESL self contained in K, 1st, 3rd, and 4th grade. The ESL teacher pushes in the classes that do not have a certified ESL teacher. Then collaboration is fundamental to plan together to benefit the students.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Paste response to questions here: . In order to ensure that all students receive the mandated instructional minutes from Part 154, all bilingual teachers incorporate ESL, ELA, and NLA into their instructional day. ESL, ELA and NLA instructional minutes are integrated throughout the content area instruction over the course of the day. The beginning ELLs receive 360 minutes of ESL per week and 60-90 minutes of NLA per day. The intermediate ELLs receive 360 minutes of ESL and 45-60 minutes of NLA per day. And the advanced ELLs receive 180 minutes of ESL and 180 minutes of ELA per day, and 45 minutes of NLA per day.

The ESL instruction in the pull-out and push-in programs is delivered following the new Common Core Learning Standards. As required by CR Part 154, the beginning and intermediate ELLs receive 360 minutes of ESL per week, and the advanced ELLs receive 180 minutes of ESL per week. The ELA instruction is delivered following the Common Core Learning Standards for each grade. As required by CR Part 154, the advanced ELLs in the TBE and ESL programs receive one unit of instruction per week, i.e., 180 minutes of English Language Arts instruction. The ELLs are receiving the required instruction in the content areas: Math, Science, and Social Studies. As required by CR Part 100 and CR Part 154, the ELLs receive one unit of instruction, i.e., 180 minutes, in each of the content areas per week.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Paste response to question here: 3. In order to ensure that contents are comprehensible, teachers use the following methods: Our literacy program for ELLs adheres to the Children First Initiative's uniform curriculum. All of the ELL programs use a balanced approach to literacy: read aloud, shared reading, guided reading, independent reading, and various writing cycles. All ELL programs are also aligned CCLS for all curriculum areas and New York State ESL Standards.

In the transitional bilingual program, all the ELLs learn the same content areas as their general education peers. The materials are made comprehensible to them through the ESL strategies. For example, in the second grade bilingual class, the bilingual teacher uses the social studies curriculum created by the Bilingual Team at our school to support our ELLs. Based on the assessment data that show the higher speaking and listening proficiency levels than the reading and writing proficiency levels in their native language, the second grade bilingual teacher has decided to provide more support to strengthen their oral language to facilitate their reading and writing skills in the social studies curriculum. Now that we are using Ready Gen, the bilingual teachers use some of the titles in Spanish using teaching strategies that support academic language development. We also understand and put into practice that ELLs benefit from preview-view-review format in mathematics and are taught explicit vocabulary in their native language first in order to promote the transfer of mathematical skills to their second language.

To support the learning of ELLs in the ESL program, a variety of instructional materials are used. The ESL component in our ELL programs is literature-based. Children's literature is used to facilitate acquisition of four language skills. Graphic organizers,

interviewing techniques, recording data, structuring information in easily accessible visual formats, audio-visual aids, SMART Board, picto-glossaries and other techniques are used to facilitate learning. Technology is also integrated into the instruction to facilitate language and content acquisition. The computer programs used to facilitate learning and language acquisition are Microsoft Word, PowerPoint, and the Smart Notebook. In addition, to address ELLs' linguistic needs in learning the conventions of the English language, World of Language published by Silver Burdett Ginn, and handbooks for writing and learning published by Houghton Mifflin are used. We also have National Geographic by Hampton-Brown to support new arrivals. In addition to the ESL instruction in the ESL programs, these ELLs also receive content area instruction from their classroom teachers and science teachers with the ESL methodologies. Every effort is made to make the contents comprehensible to the ELLs.

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

Paste response to question here: A variety of assessment tools are in place to evaluate our ELLs in their native language, Spanish. Based on the Home Language Identification Survey, the new admits are administered LABR if they are eligible for testing. The newly identified ELLs are then administered Spanish LAB to determine their language dominance to ensure proper placement in one of the two educational programs for the ELLs.

In Kindergarten and First Grade, El Sol, the Spanish version of ECLAS, is used to assess the basic literacy skills such as letter recognition, sound correspondence, sight words and so on. At the end of the school year kindergarten students are also assessed using Fountas and Pinnell in English and in Spanish. In all the other grades all ELLs in the bilingual classes are evaluated at three different benchmarks throughout the year (beginning, middle, end) in Spanish. These evaluations consist of running records with reading comprehension passages.

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

Paste response to question here: In the beginning of the year we use the NYSESLAT information. Then in the fall, we are able to use the ELL periodic assessments to inform instruction. In addition, the four modalities are part of the CCLS. We use formative assessment to evaluate in all modalities. We put a lot of emphasis in these four modalities because our motto is "Language used is language learned." We embed language objectives in the lesson that the students need to practice orally in collaboration with other students and then use in their writing. Teachers are assessing language used all the time. We also use NYSESLAT practice materials after February to evaluate students when using all modalities and to expose them to the test structures for a week or two before the NYSESLAT.

6. How do you differentiate instruction for ELL subgroups?

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

Paste response to questions here: a. Students with interrupted formal education require our special attention. Currently our school does not have any SIFE students. If SIFE students do enroll in our school in later days, we will use a similar model we currently employ with newly arrived ELLs. In addition to the small-group instruction during the school day to address their social and academic needs, these students will also receive extended instructional time. The extended instructional time can be offered through after-school classes or tutoring, Saturday programs, and/or summer programs. In all these programs, scaffolding strategies such as contextualization, modeling, and schema building will be used for significant ESL and academic development.

b. For our newly arrived ELLs who have not had any exposure to the English language and whose home language is not Spanish, we instruct them in a small group in English. These students also receive extended instructional time through after-school classes or tutoring, Saturday programs, and/or summer programs. As mentioned above, scaffolding strategies will be employed to facilitate ELLs' ESL and academic development. In our school, we have a great selection of literature in Spanish and ESL is always taught with native language support. In general, our kindergarten, grade one, and grade two ELLs fit into the category of less than three years in US schools. The CR Part 154 instructional unit requirements for the ELLs are met. The beginning and intermediate ELLs receive 2 units of ESL instruction per day, i.e., 360 minutes per week, and the advanced ELLs receive 1 unit of ESL instruction and 1 unit of ELA instruction per day, i.e., 180 minutes per week. All instruction is aligned with the New York State Learning Standards in ESL, literacy and other curriculum areas for each grade.

Furthermore, there is additional support for the ELLs. There is a reduced pupil teacher ratio for AIS. There are guided reading groups. There is also after-school extended day and tutoring. There are also push-in coaches and teachers.

c. We provide extensive support in reading and writing. We also provide scaffolding strategies to assist them with the acquisition of CALP (Cognitive Academic Language Proficiency). We also build on student's schema to enhance their conceptual knowledge and provide opportunities for students to extend their learning through extracurricular activities, AIS, Extended Day, push-in and early

morning and after-school programs.

d. Research has shown that most newly arrived ELLs need about 4-7 years of instruction before they are fully prepared to perform on a par with other native speakers of English. In general, the long-term ELLs who have been in our school for six years or more are proficient in listening and speaking in English. They have special needs in their cognitive academic language proficiency. An extensive support for their reading and writing proficiency is required. Our plan is based on Walqui's model (2003). The long-term ELLs are provided with scaffolding strategies to assist them in developing their linguistic and academic competence. For example, modeling is used extensively to walk ELLs through an academic task, to do it with them together, and to provide them with clear examples of how it can be done. The other scaffolding strategies such as bridging, contextualization, and schema building are also utilized to facilitate ELLs' acquisition of higher linguistic and academic proficiency. In addition, the long-term ELLs also receive extended instructional time through after-school classes or tutoring, Saturday programs, and/or summer programs.

e. We continue to provide support because we understand that according to research it takes 4 to 7 years to learn academic language and to become fully proficient. In the Push In model, students get group and/or individual support as needed according to data and assessment. These students are also invited to participate in after-school and Saturday programs for ELLs. In addition, AIS and RTI in the three Tiers is planned for small group instruction according to students' needs. These students also get accommodations for testing for the following 2 years after testing.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Paste response to question here: Teachers of ELL-SWDs use strategies that reinforce language development. Our teachers use the same literacy curriculum (Ready Gen) for general education classes and enrich instruction using resources from researches like Diane Haager and parts of English Development programs like Into English by Rigby. In our school, we also make sure we have an established routine for teaching vocabulary that is research based like Beck's work. We also use a lot of oral rehearsal to support students in using language in order to learn it by providing a lot of scaffolds. We use a lot of sentence stems to support oral production. Graphic organizers and understanding different learning styles become entry points for all students.

Mathematics, science, and social studies are taught according to the workshop model, which is a familiar means of presentation for students. Language and content are naturally scaffold when presented within this clear structure. Student work time includes small groups and partnerships to foster conversation among peers. Content in these subjects is presented visually on chalkboards, charts, and SMART Boards. Individual student copies of textbooks and workbooks are also provided (class sets). The Everyday Mathematics curriculum has a 'spiraling' structure that revisits concepts. This supports ELLS-SWDs who may not grasp material as readily as their classmates. Partnership work is also an integral component to the program. Science and social studies lessons focus attention on content-area vocabulary through integration of literacy skills and content. Material is often presented through a shared reading format.

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

Paste response to question here: Our school uses curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment. They receive the ESL instruction in the same classes with the general education English Language Learners. All the school programs and field trips are also conducted with their general education peers.

Additional staff has been assigned to teach both science and mathematics, increasing instructional time in both areas. Hands-on science lessons are designed for exploratory work in small-groups and partnerships. Mathematics lessons contain visual, auditory, and kinesthetic components. A recent lesson had students assigned with five-digit numbers on boards who had to organize themselves into place-value order. All lessons have the goal of creating a risk-free environment to foster student learning.

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
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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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

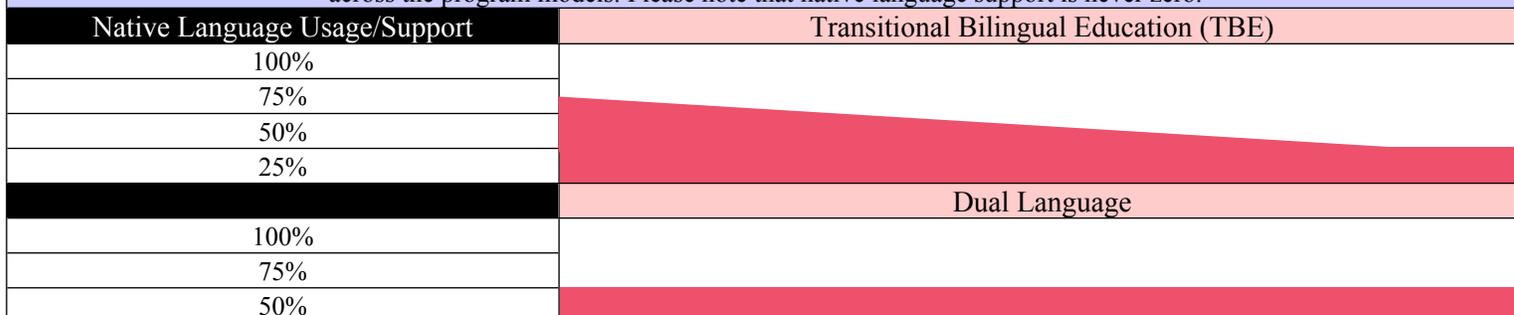
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



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

B. Programming and Scheduling Information--Continued

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

Paste response to question here: We provide targeted intervention programs during the day as well as outside the school day. An extensive school-wide intervention program for is implemented during the Extended Day block. ELLs receive small group instruction from highly qualified teachers. All instructors are NYS Certified as teachers of English to Speakers of other languages or bilingual common branches or have at least three satisfactory years of teaching experience with English Language Learners. In addition, small group intensive tutorials will be instituted with a particular focus on reading and writing during the day. This intensive AIS (academic intervention services) provides students with differentiated support in a flexible small group setting. Classroom teachers in grades three to six will get the support from three additional teachers four times a week. This provides students with quality instruction in a lower teacher to student setting. This year we also have more of a Push- In model in addition to self contain classes where students get additional support in their own classes, minimizing losing valuable instructional time. They are getting additional support with what their classroom teacher is presenting and their classmates are accountable for. The students reaching proficiency on the NYSESLAT are given transitional support during the school day and through after-school classes or tutoring, Saturday programs, and/or summer programs. ELLs that have taken or are about to take the NYS exams are targeted for morning or/and Saturdays enrichment program. There are guided reading groups conducted throughout the school day. Push-in coaches and teachers provide additional support as needed. To provide additional testing support, students are also given test modification such as extended time (time and 1/2) on the standardized tests.

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

Paste response to question here: In our school, we are currently using various instructional materials. Our English Language Learners follow the same standard-based rigorous curriculum as the English Proficient students. In literacy, we use Ready Gen and in math we use Go Math. Grade level teams often meet, at least three times a week, to plan. We have highly trained bilingual and/or ESL teachers in all grade level teams. One of our priorities has always been to provide our English Language Learners with appropriate support. Our literacy coach has been a long time staff developer with tremendous knowledge and experience of effective ESL methodology. We also have professional development with Nancy Cloud, Ofelia Garcia, and Kate Kinsella. In Social Studies, we follow the scope and sequence guidelines from New York City. The early grade teachers use thematic instruction, authentic literature, chants, shared experiences as well as hands-on activities to engage students in important social studies concepts. The bilingual teachers deliver ESL through social studies and science.

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

Paste response to question here: We will carefully look at this year data to see what changes need to be made.

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

Paste response to question here: All programs offered afterschool are provided to all students, including ELLs. Invitation letters are sent out to all students in multiple languages. Follow-up phone calls are made to insure participation of all students, especially our ELL population. The programs consist of small group targeted instruction, AIS, morning program, after school and Saturday Academy.

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

Paste response to question here: Our literacy program for ELLs adheres to the Children First Initiative's uniform curriculum. All of our ELL programs use a balanced approach to literacy. All ELL programs are also aligned to the CCLS and the New York State ESL Standards. To support the learning of ELLs in ESL, a variety of instructional materials are used. The ESL component in our ELL programs is the literature-based. Children's literature is used to facilitate acquisition of 4 language skills.

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

Paste response to question here: All materials ordered are age appropriate and meet the identified needs of our ELLs. Materials are geared to address the needs of our students based on age and grade level. For example, high interest, low level texts, and books with picture support are ordered as needed. In addition, several members of our staff have been working with the OELL to look for high quality books in Spanish in grades k-5 that go with Ready Gen units of study we are using in literacy. We are implementing this new program but making sure we continue effective language development practices in the classroom. The use of technology such as SMART board, PowerPoint and WebBlender is integrated into the ESL instruction. In addition, to address ELLs' linguistic needs in learning the conventions of the English language, World of Language published by Silver Burdett Ginn,

and handbooks for writing and learning published by Houghton Mifflin are used. The school has also purchased several online literacy enrichment online resources students can use at home. The students have access to Award Reading Online in English and Spanish, Brain Pop, Brain Pop Jr., and Brain Pop ESL.

The series *On Your Way to English* by the Rigby Company is used for guided reading, while the series *Colección PM*, also by Rigby, is used for guided reading in English and Spanish. *Cancionero de canción a cuentos* is another series we use to support native language literacy development. This year the school is working with the OELL to pilot *Estrellita* to foster phonemic awareness in our bilingual kindergarten class. We also use the Award Reading program to amplify language, and provide additional visuals in literacy support. *Go Math* is used in English and in Spanish. The social studies big book series *People and Places* by MacMillan and McGraw and the series *Science* by Scott Foresman are used to teach ESL in the content area. Additionally, we also use the social studies series *We Live Together* by MacMillan and McGraw Hill and Heineman's collection *Neighborhood Walks*. We also buy trade books that are appropriate and relate to content instruction in both English and Spanish.

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

Paste response to question here: There are variations in the role of the native language in the TBE and ESL programs. In a TBE program, the native language is an integral part of instruction. Considering second language acquisition research and our ELL population, we have put into practice the theory that strong L1 will facilitate the acquisition of L2.

In our kindergarten transitional bilingual class, the ratio of native language and English instruction is 60% and 40%. As ELLs' proficiency levels in English progress, a higher percentage of English use is applied in instruction. For example, the beginning ELLs are instructed in their native language for 60% of the day, the intermediate ELLs, 50%, and advanced ELLs, 25%. In other words, the beginning ELLs receive 40% of instruction in English per day, the intermediate ELLs, 50%, and the advanced ELLs, 75%. The same principle applies in our first grade transitional bilingual class. In our second grade transitional bilingual class, a higher percentage of English is used in instruction since our second grade ELLs become more proficient in English. The guidelines are similar to what is discussed in the previous paragraph. The school year might begin with 60% and 40% in Spanish and English. As the year progresses, the ratio will go to 50% and 50%, and eventually 25% in Spanish and 75% in English. In our third grade transitional bilingual class, the school year begins with 50% of Spanish and 50% of English since 55% of the ELLs are at the advanced level in NYSESLAT. The six instructional periods are evenly divided by the two languages: three periods with the ESL methodologies and the other three in the native language in math and reading. As the year progresses, the ratio of Spanish to English will be 40% to 60%, which will gradually aim at 25% to 75%. Students receive explicit native language instruction (Spanish) in reading and mathematics.

Native Language Instruction follows the same reading and writing calendar as appropriate by grade level. The literate environment in the classroom, i.e. charts and word walls, supports their literacy work. For children at risk an AIS staff person services the children in small literacy groups.

In the ESL program, the native language is more of a support role. Whenever the use of the native language facilitates learning, it is used through a Spanish dictionary and peer interaction. In the case of new arrivals, students are encouraged to write and read in their native language until they are able to use the target language. All ELLs are allowed to use native language for support. Teachers are aware of cognates and point them out to facilitate content and language development.

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

Paste response to question here: We ensure that all our ELLs receive their required services by matching qualified teachers with students according to their appropriate age and grade levels. One way we do this is by organizing the classes so that there is at least one certified ESL or Bilingual teacher per grade. This ensures that students who are mandated to receive English development support do so at their age and grade level. In addition, there are ESL certified teachers who push in or pull out to support additional students. These students are grouped by grade and age. In a few cases, we have students from two consecutive grades serviced together to provide intensive English Language development according to their language proficiency.

Furthermore, we have highly trained staff. For example, we have three reading specialists in the school and two of them are also bilingual teachers who can support students at all grade levels. One of these two bilingual teachers is also ESL certified in addition to being a Reading Recovery teacher. In addition, we have full status personnel who are staff developers and work with small groups according to the students' needs. We also have a great collection of beautiful literature at all levels and interest in both English and Spanish.

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

Paste response to question here: During the registration process we conduct a tour of the building to all new incoming students and parents in order to "lower the affective filter" of our incoming students. We invite teachers to meet informally to have informal conversations to get to know the students (informal assessments are given at this time). In addition parents are invited to attend

orientation workshops to familiarize them with the materials, resources, and ELL programs offered by the school.

18. What language electives are offered to ELLs?

Paste response to question here: N/A

19. For schools with dual language programs:

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

Paste response to questions here: N/A

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.

Paste response to questions here: Our yearly initiatives for staff development at P.S. 340 include all teachers of ELLs. Teachers are trained to meet instructional goals set by our school, the NYC Common Core Initiatives. This year's professional development at P.S. 340 is focusing on: How does Ready Gen align with the existing structures, curricula, and practices at P.S. 340?

Our sound ELL practices remain the same. Three of them like the use of visuals, clear steps to meet expectations, and the use of sentence stems are being implemented with some new extensions. We have created picto-glossaries for some of the Ready Gen units using Google images. These have proven helpful for our ELL population. In addition, we have also created picto-rubrics for k-6. These rubrics provide visual descriptors to go from self-assessment to self-adjustment in the areas of participation. Our purpose is to provide teachers with ways to give the language necessary to promote learning by using conversation and collaboration. Furthermore, we are going deeper with the motto: "language used is language learned." With that in mind, simultaneous vs. sequential participation is being promoted to become common language among our staff. Our teachers are given full support and training to achieve these goals in literacy, math and the other content areas. There are on-going grade and departmental meetings with our literacy and math coaches and other support staff. Modifications and scaffolds for ELLs are part of the discussions at these grade and departmental meetings. Our scheduled coaching sessions for teachers in the ELL programs (with articulation afterwards) are consistent with the training and/or focus discussed at these meetings. There are also meetings/study groups held specifically to support our teachers in the transitional bilingual program. Teachers of ELLs also attend ESL/bilingual workshops offered by the Bilingual Team at our school.

We also have two consultants who come to our school twice a week to work with students in the upper elementary grades. They provide an overview of the new curriculum (Ready Gen) and its components while honoring the structures and practices of effective literacy instruction that we have in our school. Then, they support teachers with lesson templates, graphic organizers and glossaries for the grade level teams. They also coach teachers in the planning and implementation of their lessons. Furthermore, they work with students in small groups or individually on focused writing instruction.

2. In order to facilitate the transition of our ELLs from elementary to middle school, articulation is discussed between the guidance and fifth and sixth grade classroom teachers, ESL teacher, and students. In addition, middle school workshops are held for parents in English and Spanish. Data on the exam history (ELA, Math NYSESLAT) are reviewed. It is our goal to help students find the right placement for their middle school studies and ELL services in the middle schools. The needed ELL services at the time of the middle school application are pre-printed on the middle school application. Once choices are listed, matches are made to choices. Every effort is made to inform the parents of our ELLs about the middle school options that are available to their children.

3. The Bilingual/ESL Team at our school is providing on-site training to all staff members on effective ESL strategies. Over the course of the year, all new staff or staff in need of Jose P. training will receive a total of 7.5 hours of required ELL training. The training records are kept by the literacy coach.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions here: 1. Parents are members of the PTA and they serve on the School Leadership Team. They participate in school-led workshops, volunteer in classrooms, and assist with school initiatives. Parents including the parents of ELLs are involved in school events/activities. The majority of the workshops/orientations are bilingual (Spanish/English). In the instances when a workshop may only be presented in one language, it is shortly after offered in the other dominant school language. For parents that speak limited English and their second language is not Spanish, if there is not an individual in the building that speaks their language, the Parent Coordinator sits with them one-on-one and contacts the Language Interpretation Unit for over-the-phone translation.

2. The school does partner with other agencies or Community Based Organizations to provide bilingual workshops or services to ELL parents. We have partnered with Cornell University who has provided workshops on nutrition, Save Energy, Save Dollars, and Making Ends Meet. Bronx Health also comes to the school to conduct workshops on asthma, healthy homes and financial planning. Parents of Pre-K students were recently invited to a bilingual Jump Start activity affiliated with Lehman College. The first CPR class for parents was offered in Spanish and was presented by the Fire Department. The English CPR class is scheduled to be held in December. P.S. 340 has also joined with the Montefiore Medical Center - Women's Center for a bilingual workshop on The Real AIDS Prevention Project (R.A.P.P.). Cornell University is scheduled to present a series of Nutrition Workshops presented in a bilingual setting (Spanish/English). ELL Orientations are offered in a bilingual setting (Spanish/English) and when there is a parent whose primary language is not English or Spanish, the appropriate presentation is shown to them and the handouts are given to them in their native language. Also, if needed the Language Interpretation Unit is contacted for over the phone translation. Parents are also referred to Lehman College for free ESL classes as well as the Fordham Library Center for ESL and computer classes. There are ARIS Link workshops and Curriculum workshops with pointers on how to work with students at home. Various bilingual workshops are offered to parents based on their needs.

3. Parents participate in the citywide parent survey. They submit their concerns and ideas to the Leadership Team. The needs of the parents are evaluated through surveys and ne-on-one conversations between parents and the Parent Coordinator. The Parent Coordinator also takes into consideration the needs of the students to present workshops to the parents offering techniques on how to better assist their children with their schoolwork at home.

4. Parent survey results are used to determine workshop topics. The activities parents are offered are activities they can in turn use with their families at home. For example, parents are always asking for ways they can assist their children with math or reading for the State Exams. As a result a series of workshops is scheduled for the parents to teach them games they can play at home with their children so that they may reinforce the skills the children have learned at school. Another example is the nutrition workshop, which teaches parents to cook healthier meals.

All the workshops, flyers, and notices to parents and parent outreach are provided in English and Spanish. Staff is made available for translation at PTA meetings and parent teacher conferences, and in all school events and celebrations.

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: We believe that we are all teachers o ELLs. In addition, most of our students are learning academic language. Therefore, for the past four years, we have been working closely with Nancy Cloud to strengthen English language development instruction in all classes. Dr. Cloud provided feedback to units of study developed in the bilingual classes to support teachers in scaffolding appropriate support for all students depending on their language proficiency levels. She also visited bilingual classrooms and provided feedback to improve instruction for ELLs. Another year, she visited monolingual classrooms and provided tailored staff-development in response to her observations in order to support teachers and administrators. Later on, she modeled lessons in several classroom s for all teachers in our school. This year we are continuing to use and improve the strategies we have learned about what works for English Language Learners. In brief, we prioritize the needs of ELLs and understand that English Language development instruction is beneficial for all our students.

Part VI: LAP Assurances

School Name: P.S. 340

School DBN: 10X340

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nelly Maldonado	Principal		12/18/13
Alexie Nichols	Assistant Principal		12/18/13
Maria Acosta	Parent Coordinator		12/18/13
Ana Henriquez	ESL Teacher		12/18/13
Sairis Ramirez	Parent		12/18/13
Lourdes Rendon	Teacher/Subject Area		12/18/13
Mary Dillon	Teacher/Subject Area		12/18/13
Emma Suarez	Coach		12/18/13
Nancy Iodice	Coach		12/18/13
Rhonda Hughes	Guidance Counselor		12/18/13
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 40 **School Name:** PS 340

Cluster: 5 **Network:** 571

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

Part A: Needs Assessment Findings

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

The data we use to assess our schools written and oral translation needs is based on the Parent Guardian Home Language Identification Survey results that all new registrants complete during the initial registration period. The results of this data is entered by the Pupil Accounting Secretary in the Parent Preferred Language Indicator in ATS. This is how the schools knows what languages written notices should go home in in addition to what oral translation are needed.

In addition we have a Parent Coordinator that consistently speaks and reaches out to parents. If we are unable to provide oral or written translation in a parents native language we reach out to the DOE Translation and Interpretation Unit. we also have a variety of staff members who speak the native languages identified in ATS.

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

The data from the Home Language Survey and the parent language indicator in ATS shows that there are 12 different languages represented in the school. We have a total of 654 students. The specific languages that our parents speak are as follows: 1 Arabic, 1 Amharic, 7 Albanian, 8 Bengali, 3 Chinese, 1 Khmer, 3 Twi, 3 Urdu, 2 Vietnamese , 1 Farsi(Persian Language), the rest speak Spanish and the majority speaks English) .We shared this data with staff at a staff conference, with the School Leadership Team, and the PTA during the monthly PTA meetings.

Part B: Strategies and Activities

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

Based on the data described in part A , all notices sent are translated before being sent home. If translation services are not able to be provided in the native language the Parent Coordinator reaches out to Staff members who can translate documents or serve as interpreted where needed. In addition, the PC contacts the Translation and Interpretation Unit for assistance.

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.

Translation Services are provided in house by the Parent Coordinator and staff members who speak either Spanish, Arabic, Chinese, Vietnamese or Urdu. For Languages that we cannot provide translation services for , we reach out to the Language Interpretation Unit. During Parent Teacher Conferences and workshops translation services are provided on an as need basis.

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>.

In order to provide parents with meaningful opportunities to participate and access to programs and services critical to their child's education all letters, posters and flyers are sent home or posted in inside and outside the school in multiple languages based on the identified language groups in Section A.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PUBLIC SCHOOL 340	DBN: 10X340
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: Grades to be served by this program (check all that apply): <input checked="" 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 checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 9 # of certified ESL/Bilingual teachers: 9 # of content area teachers:

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: Saturday Program /After school Program- The Title III allocation will be used to implement a Saturday Program and an After School Program for English Language Learners at P.S. 340. Instruction in the Title III program will be conducted in English, with native language support, as needed. In addition to the 131 ELLs, fifteen former ELLs who tested out on the NYSESLAT in the last two years will be invited, since they still need support with their academic English and with content area achievement.

Saturday Title III Instructional Program - The instructional program that will be offered during the Saturday Program will be: Nonfiction reading and writing using ESL methodology. Content area instruction will also be addressed through Mathematics problem solving. Content areas support will be offered to support ELLs achievement in Math, Social Studies and English Language Arts. This program will be offered on Saturday from 9-11am and will be offered for 11 weeks in winter 2011, Nov 2011 – May 2012. Approximately 80 students, mostly grades 3, 4 and 5, will be serviced through this program in 4 separate classrooms. Two ESL teachers and 2 bilingual teachers will provide direct instruction in English for our English Language Learners. Instructional materials purchased from Title III funds will include: Scholastic Magazine (Bilingual) and Weekly Reader Magazine – to support content area vocabulary and concepts.

After School Title III Instructional Program - In addition to the Saturday Program, an After School program for 'New Arrivals' to the country as well as our low performing ELL's (total of 30-45 ELLs) will be implemented from January through April 2012, two times (Thursdays & Fridays) for a one hour period (3:25-4:25pm) for 15 weeks. The instructional focus for this program will be to build the academic language of our ELL population through the use of ESL methodology in literacy and content area instruction. Bilingual Spanish-English Picture Dictionary, Richmond Publishing by Santillana will be used to support instruction and Getting Ready for the NYSESLAT.

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: A bilingual/ESL study group will take place every Monday for a period of 6 weeks after school on Mondays, 3:25pm-4:25pm. Seven Title III teachers will engage in critical literacy conversations to discuss how best practices for ELL students can be applied in the classroom setting. The goal is always to provide rigorous instruction coupled with scaffolds necessary to have ELL students

Part C: Professional Development

achieve at high levels (equal to if not greater than monolingual students). As in prior years, professional development will be needs driven and tailored to aid teachers in improving classroom practice. Professional text/journals being used for the study group are as follows Academic Language for English language Learners and Struggling readers-how to Help students Succeed across Content areas and Literacy Instruction for English Language Learners by Nancy Cloud. Emphasis will be placed on cognitively comprehensible instruction for children who are acquiring proficiency in English.

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: A series of five workshops will be provided for parents of ELLs from October 2011 to March 2012 on the first Monday of the month (3:15 to 4:45), for one hour and a half sessions. Thirty parents are expected to participate in each session. These workshops will be facilitated by 2 teachers of ELLs. Topics will include: Supporting ELLs success on assessments, Literacy Blocks support for Newcomer ELLs, Helping your ELL child in the Title III program, Supporting ELLs Literacy and Academic English needs at home, Technology for ELL Parent and Child and Supporting Literacy bilingually, in English and Spanish. Parents will be provided with snacks. Materials provided will include: brochures for parents, colored paper, chart paper, etc. Parents will be informed of the workshops by flyers, and a monthly parent calendar. Translation services will be provided by staff. The above workshops will be provided by Certified Bilingual/ESL Teachers.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials		

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">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		