

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** THE SCHOOL FOR FUTURE LEADERS

**DBN (i.e. 01M001):** 20K310

**Principal:** YUQING HONG

**Principal Email:** YHONG@SCHOOLS.NYC.GOV

**Superintendent:** COSTANTINO, KARINA

**Network Leader:** JORGE IZQUIERDO

### 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
Yuqing Hong	*Principal or Designee	
Olivia Hui	*UFT Chapter Leader or Designee	
Wing Kam Lau	*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	
Nekesha Bynum	Member/ Teacher	
Mary Hsiung	Member/ Teacher	
Mariana Lara-Lennon	Member/ Assistant Principal	
Xiaohua Hu	Member/ Parent	
Winnie Lian	Member/ Parent	
Ping Liu	Member/ Parent	
Michelle Avila	Member/ Parent	
	Member/ Parent	
	Member/	

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

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

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

## **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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.

Refine and develop systems and structures that foster collaborative professional learning in support of the school's instructional focus and identify areas for teachers' and students' growth.

1. By June 2015, 80% of teachers will be between highly effective and effective and no one will fall into the ineffective category as measured by rubrics in the Danielson's Framework for Teaching.

### **Comprehensive Needs Assessment**

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

As an instructional leader, the principal strongly believes that high quality instruction is essential for improving student achievement. She conducts an ongoing needs assessment through survey feedback from teachers during the Summer Institute, analysis of student work and assessment data, conferencing with teachers individually during the Individual Planning Conference, frequent walk-throughs, and continuous discussions around refining pedagogy that supports student achievement. Based on these findings, the school's Core Instructional Team, working in conjunction with the SLT, decided to focus our effort in aligning one of our school's CEP goals to the 2014-15 school year Capacity Framework. Teachers work to the success and improvement of their classrooms and school, having the opportunity to participate in professional development within a culture of respect and continuous improvement. The school's administrative team provides support through a variety of professional development opportunities, such as, our Summer Institute, frequent feedback to teachers through formative observation reports and individual conversations, on-site differentiated PD sessions, study groups, lab-sites provided by network achievement coaches, teacher leaders and the school's administrative team. A year-long workshop series is planned and revised as needed to provide teachers with rigorous professional development opportunities during the designated Extended Day PD session on Mondays. Teachers also attend workshops given by the network and national conferences to further their learning in Special Education, Curriculum Mapping, and on how to move our agenda of aligning our work to the CCLS. We are looking forward to partnering with our city colleges and universities to broaden our view and knowledge of current research and promising practices nationwide.

### **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**

P.S. 310 plans to do the following to achieve this goal:

Activities/Strategies that encompass the needs of identified subgroups	Key personnel and other resources used	Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	Timeline for implementation and completion including start and end dates	Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Engage in activities that build a shared school-wide understanding of what effective teaching looks like in all content areas, working toward a smooth transition to this year's updated system of teacher evaluation and	Principal, Assistant Principal, Coach, and the whole instructional team, including teachers and paraprofessionals	PD feedback form, informal conversations, mid-year and end-of-year goal reflection	From August 2014 to June 2015 - Ongoing	Using TL Citywide Instructional Expectations money and Fair Student Funding to create a Teacher Institute during the summer and after-school sessions, as well as, hiring per diem substitute teachers to provide coverage for teacher inter-visitation and

development in the fall;				participation in citywide or network PD on quality teaching.
2. Strengthen the school's system for supervising and supporting teacher development, paying particular attention to the CCLS instructional shifts and the school's instructional focus;	Principal and Assistant Principal, Coach	Effective use of the <i>Advance</i> system, clear articulation among staff with regards to instructional focus and Common Core instructional shifts	From August 2014 to June 2015 - Ongoing	Utilizing Fair Student Funding to hire per diem teachers to provide teachers with coverage to enable vertical and horizontal planning.
3. Ensure teachers' deep understanding of the components of Danielson's Framework for Teaching included in the updated teacher evaluation and development system to help improve instruction and student learning;	Principal, Assistant Principal, Coach, and the whole instructional team, including teachers and paraprofessionals	Evidence of teacher effectiveness and practice aligned to the Framework for Teaching in <i>Advance</i>	From August 2014 to June 2015 - Ongoing	Utilizing Election Day PD and Extended Day Monday PD to focus on developing a deep understanding of the <i>Framework for Teaching</i> , and the use of <i>the Advance system</i> .
4. Align supervisory practices to the teacher evaluation and development system;	Principal and Assistant Principal	Effective use of the <i>Advance</i> system	From August 2014 to June 2015 - Ongoing	Participating in network and citywide PD.
5. Provide support to teachers through frequent classroom visits, actionable feedback, coaching, and professional development aligned to Danielson's Framework for Teaching, the Common Core, and other content standards;	Principal, Assistant Principal, Coach, Network Achievement Coach and MOSL and MOTP Coaches	System shows frequent classroom visits, as well as, timely and actionable feedback to teachers. Trends from the observation report demonstrates improvement in teacher practice	From August 2014 to June 2015 - Ongoing	Using extended day PD time to examine units that align to CCLS in all content areas as well as what best practices look like in all classrooms.
6. Support teachers with implementation of measures of student learning;	Principal, Assistant Principal, Network Achievement Coach and MOSL Coach	School wide implementation in STARS system	From August 2014 to June 2015 - Ongoing	Regulating Core Instructional Team Meeting and grade level team meetings to examine student work and analyze student progress
7. Provide teacher teams	Principal, Assistant Principal,	Evidence of high quality	From September 2014 to June	Resources in the Advance

with differentiated PD opportunities, such as, inter-visitation, study group, inquiry work, and workshop sessions through multiple levels of teacher team meetings.	Coach	practice in the classroom, student achievement, teachers' PD feedback form	2015 - Ongoing	system, Title I & III SWP.
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**B. Key personnel and other resources used to implement each strategy/activity**

See above

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

See above

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

See above

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

See above

**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).

1. Encourage parents to participate in curriculum meetings and workshops to learn about the school's educational philosophy, grading system, academic expectations and sound instructional practices so as to better understand what and how students learn;
2. Set up Open School Day to invite parents into the classroom so as to better understand the educational process and the learning experiences students have in school. Foster an interactive family-school community to support student achievements;
3. Ensure that families are aware that all students are being challenged this year to complete more difficult work to prepare them to be successful in the world beyond school. Encourage families to support their children in rising to this new challenge;
4. Continue to share evidence of student progress with families;
5. Provide parents with ARIS training so they can monitor their children's progress and better support them with the informed decisions that they make on a daily basis.

**Budget and Resource Alignment**

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

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

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## 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.

#### **To move students toward meeting higher standards through rigorous and differentiated instruction**

- By June 2015, there will be a 5% gain of students meeting or exceeding grade level standards in ELA in grade 3 and above as measured by the NYS ELA exam and 8% gain in reading in K-2 as measured by Fountas and Pinnell Assessments.

### Comprehensive Needs Assessment

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

Last year, our 3<sup>rd</sup> grade and 4<sup>th</sup> grade NYS ELA test scores indicated that 33.3% and 23.8% of the students scored at level 3 & 4 respectively, achieving a 14.3% gain (3<sup>rd</sup> and 4<sup>th</sup> grade combined), which exceeded the citywide average gain of 6.4%. However, at the district level, we performed 40.3% for the 3<sup>rd</sup> grade and 41.3% for the 4<sup>th</sup> grade ELA exam, lower than neighboring schools that had a similar population. Our K-2 Fountas and Pinnel data demonstrated that 20.7%, 32%, and 38% of the students were reading at grade level. In Math our NYS 3<sup>rd</sup> and 4<sup>th</sup> grade Math scores showed that 62.7% and 75% students reach grade level standards, achieving an average of 19.7% gain compared with those of the year before, which moved us from the 11<sup>th</sup> place to the 6<sup>th</sup> place in the district. A closer item analysis of the math test indicated that while students did very well in the multiple choice questions, they had trouble understanding word problems and explaining their thoughts in the extended answers. Finally, as per our 2013-14 NYSESLAT result, 68% of students moved up at least one proficiency level, achieving a significant gain, but only 10 students passed the test. The analysis gave us a clear picture that improving literacy skills are crucial in supporting students to achieve higher standards in reading, writing, math, and NYSESLAT exams.

In order to close the achievement gap between non ELLs and ELLs/SWD and properly prepare our students for the new demands of the Common Core Standards and for college and career readiness, we are committed to organizing our school to meet the needs of all students.

### Instructional Strategies/Activities

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

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

P.S. 310 will do the following in order to achieve this goal:

<b>Activities/Strategies that encompass the needs of identified subgroups</b>	<b>Key personnel and other resources used</b>	<b>Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>	<b>Timeline for implementation and completion including start and end dates</b>	<b>Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Analyze data from 2013-2014 and baseline assessments to understand the gap between what students currently know and are able to do and the requirement of the Common	School leaders, teachers and teacher teams	Fountas and Pinnell Running Record data. Differentiated Instruction Analysis Form, ELA and Math interim assessment data, NYS ELA and Math exams	From August 2014 to June 2015 - Ongoing	Teachers will meet at a weekly teacher meeting to analyze data from running records, performance tasks, unit tests, and interim assessments.

Core standards; adjust lessons, units, and classroom assessments to address the gap;				
2. Engage in inquiry study, use specific research based strategies and tiered interventions as needed for targeted groups of students;	Teachers and teacher teams, network achievement coaches	Guided Reading Tracking Record, Differentiated Instruction Analysis form	From August 2014 to June 2015 - Ongoing	Teachers provide small group instruction by implementing Pull-Out/Push-In models to support students with academic needs.
3. Engage in professional development activities, including teacher teams that focus on close reading, multiple entry points that serve as leverage points to maximize student learning;	Network achievement coach, consultants, school leaders, coach, teachers	PD feedback forms and surveys	From August 2014 to June 2015 - Ongoing	Network special consultant provides PD sessions on higher order thinking and text dependent questioning. Teachers participate in inter-class visitations to observe their peers implementing effective questioning techniques.
4. Provide quality differentiated guided reading and writing instruction based on data analysis;	Teachers	Guided Reading Tracking forms, Differentiated Instruction Analysis form	From August 2014 to June 2015 – Ongoing	Special consultant providing professional development by using data for quality guided reading lessons.
5. Establish an instructional focus that creates coherence among multiple initiatives, clearly frame and prioritize the work to narrow the gap between non ELLs and ELLs and SWD;	School leaders, teachers and teacher team	Differentiated Instruction Analysis form, ATLAS curriculum reports, CCLS mapping tool	From August 2014 to June 2015 – Ongoing	Teams meet to plan curriculum which ensures that each unit provides multiple entries for ELLs and SWD.
6. In all grades and content areas, plan and teach lessons and units that integrate the literacy and math Common Core instructional shifts where appropriate;	Teachers	ATLAS curriculum reports, CCLS mapping tool	From August 2014 to June 2015 - Ongoing	Teams meet to plan curriculum and upload to ATLAS to ensure the alignment to CCSS.
7. Set up Title III After-School program for students in	School Leaders, Teachers, Paraprofessionals	Achieve3000 and Imagine Learning Utilization Reports	From Dec. 2014- June 2015 - Ongoing	Title III SWP and STVP budget is utilized to purchase

grades 1-5.		and Data Analysis		Achieve3000 and Imagine Learning programs, as well as, Access to Complex Text program to be used for the Title III After-School Program. Teams meet to plan differentiated instruction using Achieve 3000 for grades 2-5 and Imagine Learning for grades K-1.
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**2. Key personnel and other resources used to implement each strategy/activity**

1. See above

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

1. See above

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

1. See above

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

1. See above

**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).

P.S. 310 will do the following to continue to foster parent involvement:

1. Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress in the native language he/she speaks;
2. Provide assistance to parents in understanding City, State, and Federal standards and assessments;
3. Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
4. Provide workshop sessions to inform parents about the two online computer programs that parents can utilize to monitor their children's progress at home.

**Budget and Resource Alignment**

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

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

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### 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.

Continue to refine and develop rigorous curriculum units in all subject areas that incorporate resources, instructional shifts, and performance tasks aligned to CCLS, pedagogies and practices that respond to how students learn best, and an instructional focus that addresses the needs of students.

- By June 2015, all students will have experienced CCLS aligned curriculum units and performance tasks in all subject areas, including the arts, that prepare them for success in college and careers, as evidenced in ATLAS, student work, and classroom observations.

#### **Comprehensive Needs Assessment**

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

Based on an evaluation of the current curriculum we have used for the last few years in reading, writing, social studies, math, and science and the data analysis of the NYS ELA, Math, and Science exams, we have decided on continue to utilize the curriculum, which is a deviation from the suggested curriculum by the NYC central office. This is a joint decision made by the Principal, Assistant Principal, Literacy Coach, and teacher leaders. However, it is crucial that we develop a deep understand of the instructional shifts in both ELA and Math, work toward closing curricular gaps, and adjust the current materials so as to fully align the grade level content to the CCLS by including rigor, depth, and application of knowledge through higher order skills.

Last year we continued to develop engaging, rigorous and coherent units of study and our project-based learning units with embedded literacy, science, and math tasks that align with the CCLS for all learners. The reflection on the implementation of these units has provided us with fruitful thoughts and information on knowing where our students were and the work that is needed to be done to move our students forward in meeting the challenging demands of the CCLS. The process of designing the units indicated areas that needed to be improved regarding teacher knowledge of curriculum writing and the CCLS, as well as strengthening the communication among the teams on creating content-rich interdisciplinary units of study. In addition, ATLAS, a web-based tool for curriculum mapping, has been utilized to design and share common core aligned curriculum maps across content areas. This has improved articulations among teachers, deepened the knowledge of CCLS and unit design and improved building capacity of best practices in pedagogy. This year we will refine these existing units, with an emphasis on social studies units aligned with the new NYC social studies scope and sequence. We will ensure that rigor is in each unit and that multiple entry points, higher level questions that promote critical thinking and differentiation are employed to reach all learners and prepare them for college and careers.

#### **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**

P.S. 310 will do the following to achieve the goal:

<b>Activities/Strategies that encompass the needs of identified subgroups</b>	<b>Key personnel and other resources used</b>	<b>Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>	<b>Timeline for implementation and completion including start and end dates</b>	<b>Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Provide professional development to all teachers in planning multiple access points and	School leaders, coach, network achievement coach, and teacher leaders	Feedback from school leaders and teacher inter-visitations, Guided Reading group data, comparison and analysis of pre	From August 2014 to June 2015 – Ongoing	Provide teachers with per session money for PD and planning activities after school or during the summer by

ways of demonstrating an understanding in the units of study so that all students engage in rigorous learning experiences;		and post assessments		utilizing Tax Levy money.
2. Analyze existing curriculum units in Rubicon/ ATLAS to align performance tasks and assessments to grade level standards as described in the Common Core Standards;	School leaders, coach, network achievement coach, and teacher leaders	Teacher plans are correlated to the Rubicon/ ATLAS and Common Core Standards.	From August 2014 to June 2015 – Ongoing	Utilizing Tax Levy money to hire per diem teachers so that teacher teams can revise and develop curriculum units.
3. Optimize resources, data, and systems to support and monitor instructional work;	School leaders, coach, network achievement coach, and teacher leaders	Feedback from teachers end-of-unit reflections, teacher team planning with school leaders	From August 2014 to June 2015 – Ongoing	Utilizing Rubicon/ ATLAS, Advance, and STARS to assess and monitor instructional work.
4. Train new teachers on how to utilize Rubicon/ ATLAS, a web-based tool, to design and reflect on units of study that are aligned to the Common Core;	Rubicon/ ATLAS support, coach and teacher leaders	All grade and content area teachers will have at least one unit of study uploaded onto Rubicon/ ATLAS	From August 2014 to June 2015 – Ongoing	Coach and teacher leaders will train new teachers through the use of study group, lunch-and-learn, and during extended day PD.
5. Implement Common Core-aligned units that reflect instructional shifts in all content areas;	School leaders, coach, network achievement coach, and teacher leaders	Increased use of text based answers in their conversations and/or written responses to the text; increased use of teachers incorporating text dependent questions to reinforce close reading. Increased use of students writing and speaking about their deep understanding of core mathematical concepts	From August 2014 to June 2015 – Ongoing	The work will be infused into the day-to-day instruction by all teachers supported by school leaders, coach, and network achievement coaches.
6. Analysis of student work and the implications for pedagogical shifts and unit/lesson revisions. Identify aspects of teacher practices that could help address student gaps;	School leaders, coach, teacher teams, teachers	Teacher feedback from PD's, end-of-unit reflections and team planning, analysis of pre and post assessments	From August 2014 to June 2015 – Ongoing	Use of extended day PD time and grade level meetings to collaborate on planning and revising of unit/lesson and instructional practice.

7. Engage in professional developments and curriculum developments;	Teachers and teacher teams	Implementation in classroom, turn-keying of information by staff from PDs	From August 2014 to June 2015 – Ongoing	Utilizing Tax Levy money to hire per diem teachers to cover teachers who participate in PD and conferences.
8. Provide students with opportunities to apply their knowledge and skills through their experiences in STEAM Project-Based Learning.	Teachers and teacher teams	STEAM units of study, student projects and presentations	From April 2015 to June 2015 - Ongoing	Use of Title I money to hire CBOs to collaborate with teachers to create and implement STEAM Project-Based Learning.

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

1. See above

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

6. See above

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

1. See above

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

1. See above

**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).

- Schedule a curriculum meeting for parents in the beginning of the school year and workshop sessions during the year to inform them about the school's mission in preparing students to be global citizens in the future and to teach them about how the philosophy was translated to the mission of the school and the educational program set up for the students
- Encourage and engage parents to be active learning partners in their children's education
- Provide workshop sessions to inform parents about Common Core standards and strategies on how to support their children's learning at home
- Provide parents with activities that are created in collaboration with school and community-based organizations (CBOs)
- Set up a parent volunteering program and train them to be educational partners
- Continue to provide parents with a monthly newsletter to inform them about subject goals and instructional focuses of the month
- Invite parents to participate in our students' Project-Based Learning showcase

**Budget and Resource Alignment**

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

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

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## 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.

Improve student achievement by aligning literacy instruction to the Common Core Standards

- By June 2015, all teachers will have been trained on how to conduct quality close reading instruction and on how to support the development of academic vocabulary for all students.

### 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.

During the June 2014 retreat and the Summer Institute, the instructional team utilized data collected from last year's Foundas and Pinnell assessment, the NYS ELA performance report and the NYSESLAT test report to identify the strengths and weaknesses of our students' progress in literacy. We agreed that the lack of academic language, knowledge of cultural background and language registers, difficulties in comprehending figurative language in reading fictional text, and understanding the main idea when reading through texts with density and complexity are what impeded our students in advancing in literacy. Through the summer the Principal and the coach attended a series of professional developments on Close Reading and introduced the concept to the entire instructional team. It was agreed upon that the team should be engaged in learning how to use the five access points to conduct rigorous reading instruction in the classroom across content areas. The school's Core Instructional Team decided to launch our instructional focus and school-wide initiative on quality close reading instruction by utilizing Nancy Frey and Douglas Fisher's *Rigorous Reading* as our anchor text to bring our literacy instruction to a higher level as a solution to improve student achievement in literacy.

### 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**

Activities/Strategies that encompass the needs of identified subgroups	Key personnel and other resources used	Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	Timeline for implementation and completion including start and end dates	Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Ensure that the whole instructional team receives the school-wide PD on conducting quality close reading lessons through workshop sessions, demonstration lessons, and inter-visitations;	School leaders, coach, teachers, teacher teams, literacy consultant	Classroom observations, inter-visitation feedback form, student achievement as demonstrated through summative and formative assessments	From August 2014 to June 2015 - Ongoing	Regulating the system of support through school-wide PD, inter-visitations, and teacher team meetings
2. Analyze assessment data to identify skills that students have not mastered and provide them with diverse and meaningful instruction	School leaders, coach, teachers, teacher teams	Evidence of differentiated instruction, lesson plans and incorporate multiple entry points	From December 2014 to June 2015 - Ongoing	Utilizing teacher team meetings twice a month for data analysis and planning

through the implementation of various close reading strategies during mini lessons, guided practice, and push-in guided reading;				
3. Ensure high quality Title III After-School Program by implementing innovative technology programs and the Close Reading program;	School leaders, coach, teachers and teacher teams	Evidence of student achievement measured by the online programs, high quality teaching incorporating close reading, data analysis protocol, and standard-based rubric	From December 2014 to June 2015 – Ongoing	Utilizing Title III and Title I SWP moneys to offer after school academy to ELLs and struggling learners to improve student achievement in literacy.
4. Implement research-based effective strategies to support the development of academic vocabulary.	School leaders, Coach, teacher	Evidence of student work, class discussion, classroom environment that promote vocabulary development, and classroom observations	From December 2014 to June 2015 – Ongoing	Teach team meetings, and various PD opportunities.

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

1. See above

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

1. See above

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

6. See above

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

1. See above

***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).

P.S. 310's school policy is designed to keep parents informed by actively involving them in goal setting and decision-making in support of the education of their child. Providing materials and training to help parents work with their children to improve their achievement level in literacy is also a priority at P.S. 310. The school will continue to implement the following strategies and activities:

- Provide parents with information and training as needed to effectively become involved in supporting the education of their child at home and in their native languages.
- Distribute monthly newsletters that inform parents of the goals for each subject for the month and any further announcements.
- Conduct parent/teacher conferences and curriculum meetings to communicate with parents about specific learning goals in reading and writing.
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.
- Provide parents/guardians with targeted Close Reading strategies for students to work on at home and recommended level book titles that could reinforce students' learning according to their individual levels.
- Provide assistance to parents in understanding City, State and Common Core standards and assessments.
- Provide parents with workshops to learn about developmental stages, parenting skills, strategies to support literacy skills at home and academic expectations for reading and writing at different grade levels.

***Budget and Resource Alignment***

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

<b>X</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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.
<p>Continue to foster strong family-community ties and provide the staff and students with a supportive environment where everyone thrives to their best potential</p> <ul style="list-style-type: none"> <li>- By June 2015, the school community will strengthen family-community ties as evidenced in parent communication logs, School Environment Survey and parent feedback forms and develop a system to foster student leadership through the development of our student counsel and various leadership and volunteering roles.</li> </ul>

### **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.
<p>Since the school was established five years ago, promoting a high level of parental involvement and building a strong team among faculty have been priorities at our school. The results from last year's Learning Environment survey indicated that we continue to make gains in communicating academic expectations to parents and building trust and collaboration among members in the instructional team, which resulted in an overwhelming average of 96% parental approval rate and 97% teacher approval rate. This year, in response to the five elements of the Capacity Framework we thrive to explore more activities that could foster the collaboration among our learning community as a whole, including all stakeholders, building leadership and nurturing a supportive environment where everyone can bloom to his/her potential.</p>

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

Activities/Strategies that encompass the needs of identified subgroups	Key personnel and other resources used	Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	Timeline for implementation and completion including start and end dates	Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Establish student counsel, Go-Green Student Monitoring Team, Reading Partners, and library volunteers;	Principal, Assistant Principal, Teachers, students	Sign-in sheet, meeting agenda, student achievement data, student reflection	From January 2015 to June 2015 - Ongoing	Establishing and regulating the system of various student leadership teams
2. Establish an effective system for teacher-parent communication	Principal, Assistant Principal, Teachers, parents	Parent-teacher communication log, parent survey, School Learning Environment Survey, monthly newsletter	From October 2014 – June 2015	Establishing the system of parent-communication, protocol for communication
3. Offer grade-specific parent workshops on academic expectations of various subject areas	Principal, Assistant Principal, Grade leaders, parents	Parent feedback, parent survey, meeting agenda and attendance sheet	From September 2014 – June 2015	Providing differentiated grade specific workshops to parents
4. Establish a system of class parent for each	Principal, Assistant Principal, teachers, parents	Parent feedback form, meeting agenda and class parent sign in	January 2015 – June 2015	Establishing the system of class parents, PTA funding, Title I

class. The class parents will coordinate the effort to improve communication between teacher and parents, promote cultural awareness among students, and volunteer to assist with class events		sheet		parent connection funding
5. Initiate the “Leaders in Me” program and complete phase I training	Principal, Assistant Principal, teachers, school aides, paraprofessionals, secretaries	Meeting agenda and attendance, feedback	August 2014 – June 2015	Title I SWP budget

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

1. See Above

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

1. See Above

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

1. See Above

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

6. See Above

**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).

See activities and strategies above

**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.

Title I SWP

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Guided reading and Strategy lessons for small groups	<ul style="list-style-type: none"> <li>• Regular small group guided practice during independent practice time;</li> <li>• Two extended-day periods of 100 minutes total every week</li> </ul>	During the school day and during Tuesdays and Wednesdays during extended day
<b>Mathematics</b>	Small group guided practice during the class and/or during extended day intervention	<ul style="list-style-type: none"> <li>• Regular small group guided practice during independent practice time;</li> <li>• Two extended-day periods of 100 minutes total every week</li> </ul>	During the school day and during Tuesdays and Wednesdays during extended day
<b>Science</b>	Small group guided practice focusing on hands-on activities and vocabulary development	<ul style="list-style-type: none"> <li>• Two extended-day periods of 100 minutes total every week</li> </ul>	During the school day and during Tuesdays and Wednesdays during extended day
<b>Social Studies</b>	Small group intervention	<ul style="list-style-type: none"> <li>• Provided scaffolded instruction and multiple entry points during small group instruction on a regular basis during the day and during extended day intervention twice a week for a total of 100 minutes.</li> </ul>	During the school day and during Tuesdays and Wednesdays during extended day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At-risk guidance and speech services are offered to students who have been approved by our school's PPT team	Pull-out individually or in small groups	<ul style="list-style-type: none"> <li>• Twice a week for a total of 60 minutes during the school day</li> <li>• Twice a week after school for a total of 90 minutes during the six-week program</li> </ul>

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

2. All elements of the *All Title I Schools* section must be completed\*.

  - A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
  - B. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
In P.S. 310 all teachers are highly qualified as verified by the network's HR Director. They hold valid NYS certification in the content area that they teach in. The BEDS survey is reviewed by the HR director who works with our school to ensure that teacher assignments are aligned with their license. We will continue to work with the network's HR Director to ensure that all new coming teachers for next year are highly qualified and assigned with mentors to receive support and professional development.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
P.S. 310 provides on-going professional development opportunities to all personnel, including the principal, assistant principal, teachers, paraprofessionals, and other support staff by encouraging them to attend workshops and conferences offered at the network, citywide, and national level. Professional development topics include, but are not limited to, the following: <ul style="list-style-type: none"> <li>• Common core standards and instructional shifts</li> <li>• Universal Design for Learning (UDL)</li> <li>• Close Reading and Text Dependent Questions</li> <li>• Differentiated instruction</li> <li>• Backward Design and curriculum design</li> <li>• Effective Strategies for working with ELLs and SWD</li> <li>• Data analysis and data driven instruction</li> <li>• Frameworks for Teaching</li> <li>• <i>Advance</i> and the new teacher evaluation system</li> <li>• ...</li> </ul>

**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 <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Being a Title I school with 90% of students who are entitled to free lunch is an indication that most of our students came from families that are not able to support them academically. Some parents lack the resources and availabilities to best assist their child's social and emotional needs due to the fact their children were cared for by baby-sitters or relatives while they work in other states.
P. S. 310 will coordinate and integrate Federal, State, and/or local funds to provide students with a mid-winter academy, after-school enrichment program, and Title I and Title III after-school programs to expose them to enriched opportunities in STEM related curriculum, projects, and various art media. In addition, through anti-bullying workshops and class discussions conducted by guidance counselor, students learned about violence prevention, strategies for anger management to better

handle challenges along the way, and internet safety tips.

### **SWP Schools Only**

#### **Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

The school has no Pre K program. However, we will offer orientation meetings to potential kindergarten parents that focus on pre K to kindergarten transition tips, child development, and social, emotional, and academic skills expected for incoming kindergarten students. Monthly newsletter outlining learning goals and school events will be also distributed to this group of parents. At the end of the year pre K parents and students are invited to visit kindergarten classes.

#### **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.

At the beginning of the school year, in an effort to identify the need for professional development and identify the appropriate assessments and measures, teachers complete a survey. Based on the survey results the core instructional team that is comprised of the grade level leaders, coach, AP, and the Principal, develops a yearly differentiated PD plan, appropriate multiple assessment measures that address school wide needs. Teachers participate in differentiated PD on Mondays to learn about the school-wide instructional focus, deepen their understanding on effective research-based strategies, and analyze data and student work in order to alter and adjust instruction. Assessment results are carefully studied periodically. This includes various summative and formative assessments, followed by an 8-week cycle of a rigorous Title I and Title III After-School programs.

### **TA Schools Only**

#### **Use of Program Resources**

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

N/A

#### **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).

N/A

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

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

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

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**Parent Involvement Policy (PIP)**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children, parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between the teacher and the home in a comprehensive format, and to the extent practicable in the languages that parents can understand.

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

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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

**4c. “Conceptual” Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$363,038.94	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$30,572.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,853,258.00	X	See action plan

**<sup>1</sup>Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be

included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## **Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

**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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: The School For Future Leaders	DBN: 20K310
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 type="checkbox"/> Saturday academy
Total # of ELLs to be served: 200
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 10  
 # of certified ESL/Bilingual teachers: 5  
 # of content area teachers: 5

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: For the 2014-2015 school year, P.S 310 will have an after school ESL program. 246 ELL students from first grade to fifth grade in all ability levels will be invited to attend. Priority will be given to students that score at the beginner and intermediate levels on the NYSESLAT and the NYSITELL.

2014-2015 ELL Break Down by Proficiency level

Grade and # ELLS	Advanced	Intermediate	Beginners
K-43	6	12	25
1-72	36	26	10
2-73	46	21	6
3-56	41	8	7
4-35	19	13	3
5-10	7	2	1

Based on the data analysis of last year's NYSESLAT, we had 9 % ELLs tested out, 10% of ELLs moved from beginning to intermediate and 24% from intermediate to advanced, resulting in a total of 43% of ELLs moving up at least one proficiency level last year. Upon further analysis of the data we found that among the students who remained ELLs, not one of them passed the speaking portion of the test and the second lowest passing rate for the four modality was writing.

For the proposed 2014-2015 Title III program, our students will focus on all English language skills with a concentration on speaking and writing.

In order to address our findings, we plan to offer our ELLs the opportunity to attend our ELL Academy, which will be operated twice a week after school. Five ESL and five content area teachers will be hired to work in this Title III program. The program will run from December 3, 2014 until February 28, 2015, for a total of 8 sessions from 2:45 - 4:30 pm. Students will be grouped into small size settings with no

## Part B: Direct Instruction Supplemental Program Information

more than 20 students per class, with an estimation of 200 participants.

In addition to teacher created lessons that will include, but are not limited to, finding the main idea(reading), writing clearly in English (writing), discussions of current events and personal stories (speaking) and listening for information (listening), our Title III program will use the Imagine Learning program for students in first and second grades and the Achieve 3000 for students in 3rd through 5th grades.

The Imagine Learning program is common core aligned and uses several instructional strategies to ensure that the students get the most out of their time in the curriculum. It consists of individualized instruction, placement tests and formative assessments that work together to provide students with individualized instruction. The instructional activities for students will include speaking and listening, phonics and word recognition, vocabulary, reading, spelling, reading comprehension, academic and basic vocabulary, with the support of rich visual support. Additionally, when needed, Imagine Learning provides native language support during instruction, which is significant in a school with a dominant population of Chinese. The program provides students with new, sound instructional technological approaches and gives immediate feedback for self-correction under low stress level conditions.

Achieve 3000 Achieve places emphasis on developing reading comprehension and writing skills - both informally and formally. It also places similar emphasis on speaking during class discussions of poll results and debates. Through differentiation, Achieve 3000 brings every student in the class together around the same topic, using interdisciplinary reading materials that are at 11 various reading levels. After students take the initial assessment, they each receive a reading passage on the same topic, on a daily basis, as per their lexile reading levels. For each passage they read and activities completed, assessment data is stored and analyzed. When a student advances a lexile level, a new level of reading material is generated and sent to him/her, as per findings.

## 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: Since Imagine Learning and Achieve 3000 are the new innovative technology programs that we will be utilizing for the first time, teachers using the program will be trained for proper implementation, integration of our current core curriculum, data analysis of student achievement and program effectiveness. In addition, professional development will focus on research-based ELL strategies and on how to provide students with multiple entry points through Universal Design for Learning. Our school is committed to engaging our teaching staff in the development of lesson plans that consistently include language objectives in addition to content objectives and ensuring that the

### Part C: Professional Development

curriculum aligned to the Common Core Standards. Common prep periods are provided so teachers can co-plan the lessons that include academic vocabulary building, oral language development, and technology integration, strengthening the alignment to our core curriculum, and share best practices. The co-planning approach not only leverages expertise from both licensed ELL/Bilingual teachers and content area teachers, but develops the building capacity on interdisciplinary connection. Following are specifics of these professional development activities:

Topic	Schedule/Duration	Audience	Name of Provider/Facilitator
1. Imagine Learning Program Implementation	November 15, 2014		
	9:00 am – 2:30 pm	1st and 2nd grade teachers	Program Consultant
2. Achieve 3000 Program Implementation	November 15, 2014		
	9:00 am – 2:30 pm	Grade 3-5 teachers	Program Consultant
3. Scaffolding and Multiple Entry Points for ELLs	November 19, 2014		
	2:45 pm – 4:30 pm	All teachers	Nekesha Bynum, Coach
3. Intervention Program Planning and Lesson Planning	November 20, 2014		
	2:45 pm – 4:30 pm	All teachers	Yuqing Hong, Principal
4. Interim Assessment and Reflection: Data Analysis, Sharing of Best Practices, and Instructional Adjustment	January 8, 2015	2:45 pm – 4:30 pm	All teachers
			Program Consultant
5. Program Effectiveness Evaluation and Wrap-Up	February 11, 2015		
	2:45 pm – 4:30 pm	All teachers	Program Consultant

### 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: Our continuing efforts will focus on strengthening home-school relationships and increasing parental and community involvement. Parent workshops will be designed to bring the parent community (with a specific focus on reaching our parents ELL students attending Title III program). Our main goal is to have parents become involved and knowledgeable about the rich

**Part D: Parental Engagement Activities**

educational experiences that their children are being exposed to. We want them to be able to engage in meaningful conversation with their children. Parents of the participants are invited to the program orientation so that they can be provided with an overview of the schedules, learning goals, and expected outcomes of the program. Parents will be invited to attend the after school classes with their children. In this way they too can learn alongside with their youngsters. Additionally, both Imagine Learning and Achieve 3000 consist of a parent connection component where parents receive letters informing them of the units that their children's are currently in and the progress they have made. At the end of the ELL Academy, all parents are invited, through letters translated in the children's home languages, to participate in our end-of-the-program exhibit in which students reflect on what they have learned.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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



**LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013**

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

DBN: **20k310** School Name: **The School For FUTURE Leaders**

Cluster: **5** Network: **511**

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

**Part A: Needs Assessment Findings**

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

Approximately 70% of our students are English language Learners. The indicators that we have used to assess our school's written and oral interpretation needs are through ATS report, language survey form, and observation of parents who need assistance when registering their children. Other observations have been noticed during PTA meetings and school events that parents were invited to attend.

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.

Our major finding of our school's written translation and oral interpretation needs is Chinese mandarin as followed by Chinese cantonese, Spanish, and Arabic. The findings are reported to the school community via faculty meetings, the school leadership team, and during parent workshops.

## Part B: Strategies and Activities

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

Though all DOE letters are available in several languages, all school notices are translated by staff members and parent volunteers. Additionally, the signs and information in the main corridor have been translated for parents as well.

In accordance with Chancellor's Regulation A-663, the school provides critical communication in a timely manner for any of the languages other than English in which assistance is needed.

We will continue to provide parents with translations in the three most frequent languages as identified by our findings. Translation in these languages will be done by either outside vendors or in-house school staff, depending on availability. Following are some examples of school documents that are translated:

- a. Due process notices
- b. IEP notices
- c. Student intervention- letter from teachers to parents
- d. Newsletter
- e. Attendance notification
- f. Parent Orientation Meetings
- g. Parent Association Meetings
- h. Handouts from parent workshops
- i. School-wide exam notification

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.

For interpretation needs in person, we have half of our staff members who are either Chinese/English or Spanish/English bilingual. In addition parent volunteers, PA President, Parent Coordinator, Assistant Principal, School secretary, and school aids are able to assist in translation when necessary. In cases where this is not available, a staff member will utilize the Over-the Phone translation services that are available through the Translation and Interpretation Unit at the Department of Education.

In accordance with Chancellor's Regulation A-663, the school provides interpretations services to all parents in need.

We plan to provide the following oral translation services:

- a. Bilingual paraprofessionals will provide oral translation for parents at Parent Teacher Conferences.
- b. Oral translation for curriculum day meetings.
- c. Oral translation for School Assessment Team conferences held before or after the teacher work day.
- d. Telephone contact with parents before or after school hours.

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 address the above stated Chancellor's Regulation, Section VII, parents are furnished with a copy of the Parents Bill of Rights regarding translation and interpretation services, including how to obtain these services. These include the phone number, address, email and fax # to the DOE's Translation and Interpretation Unit. All signs in our main lobby are displayed in English, as well as the languages needed for our parents (Spanish and Chinese). Additionally, P.S 310 provides parents with the following translated letters in languages from the DOE website: Office of Language Learners, Parent brochure: parent survey and Program Selection Form: Placement letters: entitlement Letters; Continue Entitlement Letters; Non- Entitlement Letter; Registration Form as well as Parental Rights for IEP meetings and SWD students' placement .

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>310</b>
School Name <b>The School For Future Leaders</b>		

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

Principal <b>Ms. Yuqing Hong</b>	Assistant Principal <b>Ms. Lara- Lennon</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Ms. Olivia Hui</b>	Guidance Counselor <b>Sandy Tan</b>
Teacher/Subject Area <b>Kimbery Hung</b>	Parent
Teacher/Subject Area <b>Ms. Bynum</b>	Parent Coordinator <b>Mei Han</b>
Related Service Provider	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>4</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	<b>4</b>	Number of certified NLA/foreign language teachers	<b>2</b>	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>392</b>	Total number of ELLs	<b>267</b>	ELLs as share of total student population (%)	<b>68.11%</b>
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Mandarin
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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	24	32	28	19										103
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-In	35	63	32	19	13									162
SELECT ONE														0
<b>Total</b>	<b>59</b>	<b>95</b>	<b>60</b>	<b>38</b>	<b>13</b>	<b>0</b>	<b>265</b>							

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	267	Newcomers (ELLs receiving service 0-3 years)	263	ELL Students with Disabilities	19
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	103	0	1	0	0	0	0	0	0	103
Dual Language	0	0	0	0	0	0	0	0	0	0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
ESL	160	0	18	2	0	1	0	0	0	162
<b>Total</b>	<b>263</b>	<b>0</b>	<b>19</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>265</b>

Number of ELLs who have an alternate placement paraprofessional: 2

### 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
Chinese	24	32	28	19										103
SELECT ONE	0	0	0	0										0
SELECT ONE	0	0	0	0										0
<b>TOTAL</b>	<b>24</b>	<b>32</b>	<b>28</b>	<b>19</b>	<b>0</b>	<b>103</b>								

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): ____	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	3	5	1	1									13
Chinese	54	88	52	36	10									240
Russian														0
Bengali														0
Urdu	3	1	1	0	0									5
Arabic	1	2	2	1	2									8
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	0	1	0	0	0									1
Albanian														0
Other														0
<b>TOTAL</b>	<b>61</b>	<b>95</b>	<b>60</b>	<b>38</b>	<b>13</b>	<b>0</b>	<b>267</b>							

## 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)	51	10	3	3	2									69
Intermediate(I)	0	36	27	6	3									72
Advanced (A)	15	41	25	28	6									115
Total	<b>66</b>	<b>87</b>	<b>55</b>	<b>37</b>	<b>11</b>	<b>0</b>	<b>256</b>							

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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**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	6	3	0	0	9
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		2		3	2	1		10
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

**NYS Science**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- 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.  
All students in grades k-4 are assessed using the Fountas and Pinnell as well as DIBELS three times a year. Teachers also use running records to track and monitor students' progress. Teachers use the findings of this data to drive their instruction and differentiate based on the needs of the students. Teachers also meet weekly to disseminate data and plan future instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
 In Kindergarten students score at the following level 15 are Advanced, 0 Intermediate and 51 beginning level. For the most part, their strongest modality was speaking .  
 Our 1st grade score at the following level 41 are Advanced, 36 Intermediate and 10 beginning level. For the most part, their strongest modality was also speaking .  
 Our second grade students score at the following level 28 are Advanced, 6 Intermediate and 3 beginning level.  
 In the third grade score at the following level 28 are Advanced, 6 Intermediate and 3 beginning level. For the most part, their strongest modalities were was speaking and reading .  
 We had 6 students score proficient last year and hope we will have more students exit out of the program this year as we continue to focus on their areas of weakness.
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](#))  
 As a school, we have put an enormous focus on writing to address the area of weakness for our ELL. Classroom teachers and ESL teachers work together to plan units of study that promote multiple entry points for ELLs so they have access to the common core curriculum. The goal is to support ELLs to meet the CLSL.
4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
- We did not take the ELL interim assessment last year. We used the F and P and other formative assessment data to adjust instructional grouping and focus for ELLs. This year we will implement ELL periodic Assessment as part of the data to drive instruction.
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](#))  
 Through the use of informal assessments teachers are able to track the ongoing progress of students regularly. Teachers are able to target student's specific problems area adapt instruction and assist students within a short period of time. Students requiring more intensive direct instruction are grouped in a small guided reading group, usually 4-5 students, and receive intensive instruction an identified area of need. ELLs also receive native language support with use of the bilingual library and during their foreign language class. Our library contains many books in Chinese. The lowest 20% of ELLs receive level II RTI during extended days. Interventions are carried out to help a student master a specific skill. Teachers develop specific content learning goals for these students and use DIBELS and Math in Focus unit assessment/checklists as progress monitoring tools. Data is constantly analyzed to ensure students' progress and reach the end-of-year goals. As permitted by budget an AIS service provider will be hired to provide more intensive RTI to the lowest 10% ELL's several times per week. PS 310 strives to provide student support before referring students for special education evaluation.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
 Teachers use native language and various media to assess ELL's content knowledge and skills. ELL's are also encouraged to express their ideas and understanding in their native languages, acting out, and through pictures. Assessments are differentiated based on their language proficiency levels and learning styles.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?

- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A.

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

N/A

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
 Upon entering the New York City public school system all parents/guardians are required to complete a Home Language Identification Survey (HLIS). The HLIS survey is administered and overseen by our school's ESL coordinator and the pupil accounting secretary in the families' native language. Parents are provided a Spanish or Chinese translator when needed. Our ELL coordinator reviews each student's HLIS, and determines Language Assessment Battery-Revised (LAB-R) eligibility. All eligible students are then administered the LAB-R within ten days after enrollment. The results of the LAB-R exam determine our school's ELL student body. Students who are classified as proficient (per the LAB-R) are not eligible to receive ELL services.  
 Parents will receive entitlement letters and placement letters. After parents have attended an informational meeting about their child's options children will be placed in appropriate classes. Students are placed in appropriate programs within 10 days of their entrance to school. ELL students are assessed each year using the New York State English as a Second Language Achievement Test. Based on those scores students will be placed in appropriate groups and classes. Teachers will use multiple data points to drive instruction.
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.  
 Once a student is identified as an ELL, parents will be given an entitlement letter that is sent home inviting them to attend an information meeting. The ELL coordinator and the principal review the three English language programs. Parents are also given an information pamphlet in their home language. Then they watch an orientation video in the parent's native language in which Chancellor Walcott discusses the options available in depth (Transitional Bilingual Education, Dual-Language, and Free Standing English as a Second Language.) . After they are given opportunities to ask questions they complete the parent selection form. If parents are not available for the meeting they will be called to set up an appointment or to send the parent selection form home. Default program for any ELLs whose program selection form is not returned is bilingual.
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 [\[see tool kit\]](#).)  
 Based on LAB-R scores entitlement letters are sent home. Parent choice forms are only filled out at the orientation meeting to ensure that we get all of them. ATS and ARIS reports are used to check who are entitled as well. Students who are entitled have been highlighted in an ELL roster sheet to make sure all students entitled are being serviced.
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.  
 Based on the Parent Selection Survey the instructional program for ELL students are either Free Standing ESL program or Chinese Bilingual program. The school staff consistently communicates with parents in their native language concerning their child's education. The school has a Free Standing ESL program, three Chinese Bilingual, and four ICT classes in kindergarten through third grade. The Free Standing ESL and ICT classes give the student an opportunity to interact with English proficient students and students with individual educational plan in a rigorous supportive setting for language acquisition through the modalities (listening, speaking, reading and writing). English service is provided through content areas implementing ESL strategies. The ESL licensed content area

teacher also pushes in during the week to support ELLs in early literacy development during ELA and social studies periods. All of this information is communicated in parents' native languages. All classes and programs are aligned with parent selections.

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.

We at Ps 310 take the administration of NYSESLAT very seriously and take every step to ensure that students are placed in the best testing conditions in order to ensure accurate results. All security procedures are strictly observed and instructions and schedules are adhered to. The testing coordinator ensures that all teachers administering the test are aware of the testing security procedures. For the speaking portion of the test and for all grades a teacher other than the child's ESL teacher is assigned to administer and simultaneously score the test. Teachers' schedules are revised to ensure that there is little to no disruption during the testing periods. Additionally, the schedules are revised in order to have two teachers in the classroom during the reading, writing and listening components of the test. All of these procedures are followed for all of the grades. Students with disabilities are provided with the testing accommodations specified in their IEPs or 504 Plans when taking the NYSESLAT, with two exceptions as noted in the NYSESLAT 2013 School Administrator's Manual. Non-ELLs students follow a special schedule to ensure that there is not disruption to ELL students while taking all modalities of the NYSESLAT.

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. [i](#)

At P.S. 310. A review of the Parent Survey and Program Selection forms indicates 2/3 of all ELL families prefer the bilingual and dual language programs while others requested Free Standing ESL. Since PS 310 has only Bilingual and Free Standing ESL programs parents who chose Dual Language program are given the information and choice of schools citywide schools that offers their preferred choice. P.S.310K strives to align school programming with Parent Choice Forms.

## 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])?
 

In the Free Standing ESL program, students are grouped heterogeneously in proficiency level with English proficient children. ESL instruction is delivered using push in and through content instruction. The Math/Science teacher who has an ESL license pushes in three times a week with a total of 150 minutes with the homeroom teacher during ELA and Social Studies periods and teaches science and math implementing ESL strategies with a total 450 minutes a week. Our Bilingual classes have certified bilingual teachers for science and math for a total of 450 minutes. Bilingual teachers also teach native language arts for 250 minutes a week. Additionally an ESL teacher with a common branch license teaches the students literacy, social studies and technology for a total of 550 minutes a week. All ELLs in PS 310 are served with a minimum of 450 minutes a week. In the CTT classes, ELLs are served by a content area teacher with an ESL license. Science and math are taught 450 minutes a week using ESL strategies. Additionally, an ESL teacher pushes in during ELA classes three times a week for a total of 150 minutes.
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)?
 

At P.S. 310 all ESL lessons are core curriculum based, grade appropriate and standard based. The ESL classes encourage language development, cultural adjustment, and literacy development. The ESL licensed content area teacher uses both for assessments to guide instruction and form differentiated instructional groups. Instruction integrates ESL best practices across subjects using ESL methodologies. All teachers are encouraged to co-plan during common planning periods. ESL teachers also have periods of team teaching, to support students in content and language. They consistently use scaffolding techniques such as modeling, implementing TPR, using realia, engaging students in accountable talk, activating prior knowledge, having students rotate around learning centers, and using manipulatives. Journeys, a very hands-on and visual literacy program, provides a much differentiated set of lessons for all learners, especially ELLs. Every day the program focuses on phonics, vocabulary, sight words, grammar, a reading skill and writing. The program allows teachers to teach the same idea or skill but in different ways to accommodate learners of all levels to build phonics, phonemic awareness, fluency, vocabulary, and comprehension skills in reading. Additionally, native language support is provided to all students. ELLs are encouraged to express themselves using their native language, bilingual dictionaries are provided in all classes, and books in both Chinese and Spanish are available for students to build background knowledge. Finally, our technology program, leveled books, various hands-on club activities contextualize the instruction and make content assessable to all learners.

ESL instruction for all ELLs as required under CR Part 154  
 Beginning: 360 minutes per week  
 Intermediate: 360 minutes per week  
 Advanced: 180 minutes per week

ELA instruction for all ELLs as required under CR Part 154  
 Advanced: 180 minutes per week

\*However our students receive above the minimum requirement in order to inspire growth, understanding and progress. Here are the ESL service minutes that different program models provide for all our ELLs:  
 Bilingual Classes: Receive all day service 5 days a week  
 Free Standing ESL Class: 585 minutes per week the breakdown is as follow :  
 Literacy/Social Studies Push in- 150 min/wk Math- 300 min/wk  
 Science- 135 min/wk)  
 CTT/ESL Class: 440 min/wk  
 ELA push in: 100 min/wk  
 Math- 300 min/wk  
 Science- 135 min/wk

The Special Education teacher is bilingual and provides native language support.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning

Standards.

The ESL teachers plan their lessons with the general education teachers to make sure all the content areas are covered. The principal has provided each teacher with a schedule to follow. Within that schedule each ESL class must be provided with 5 periods of literacy, 5 periods of math, 3 periods of science, 3 periods of social studies and 3 periods of art, and foreign language in either Chinese or Spanish. The bilingual class is provided with the same schedule, except the bilingual class is given 5 days of native language studies in Chinese. In both the ESL and bilingual classes social studies is integrated with the literacy program. Science and math are also integrated when possible. Twice a week all classes take a technology class integrated math on one day and literacy on the other. When possible in the ESL classes students are provided native language support to further understanding. When native language support is not available TPR and manipulatives are used. The bilingual class has instruction 60% of the day in Chinese and 40% in English.

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

Teachers use native language and various media to assess ELL's content knowledge and skills. ELL's are also encouraged to express their ideas and understanding in their native languages, acting out, and through pictures. Assessments are differentiated based on their language proficiency levels and learning styles.

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:

6. How do you differentiate instruction for ELL subgroups?

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

a. SIFE As our school serves only pre-K, to fourth grade students this year and will not serve fifth grade until next year, we don't have any SIFE students as of yet. However, when we do, we will have plan in progress to ensure SIFE students' needs are met. P.S.310 will make sure every SIFE child receives additional services and interventions needs to help the student perform on standard. (b) Newcomers enjoy how welcoming our school is for them. Many of our teachers speak Chinese and Spanish. This is very comforting for new children who do not yet speak English. These newcomers are given the opportunity learn content specific subjects in English and Chinese. Both in the bilingual and ESL classes newcomers read books in Chinese. Native language libraries provide students with opportunities to build background knowledge and learn about content knowledge while they are still in the early stage of English language proficiency level. Students also have access to language technology programs such as Starfall. In order to help newcomers teachers provide as much scaffolding as possible. We provide phonics every day to promote decoding. Our use of the word wall, Read-Alouds and guided reading all help develop academic language for our newcomers. Everyday classes begin with a morning message or informal conversation to improve the students' social and survival oral language skills. We use rhymes, songs, and poems to develop phonemic awareness and phonics skills, accelerate letter identification, doing read-alouds shared reading, and a peer-language buddy to develop early literacy and English language skills. We also have books on tape to promote listening and fluency skills. In addition our students use Award Reading integrated with their technology periods. This program promotes shared learning experiences and small group work focusing on reading fluency, comprehension, phonics, visual literacy and technology. We believe that if we give our students a strong background in English and native language skills through phonics and literacy starting in Pre-K our students will be ready to perform and meet the standard on the 3rd grade state exam.(C) ELL students receiving 4 to six years of service. In addition to of the above mentioned for new-comers, student receiving ESL services also receive after school intervention services two times a week, on Tuesday and Wednesdays. Students are grouped according to reading and ESL levels and provided with additional support. Student's weakest areas are identified by formal and informal assessments, including Fountas and Pinnell and periodic assessments. (d)Long Term ELLs. We will not have any possible Long-Term ELLs until 2015-2016. We strive to implement a rigorous curriculum for all students including ELLs to best prevent them from becoming long-term ELLs. However, in three years, we will have plan in progress to ensure SIFE students' needs are met. P.S.310 will make sure every ELL receives additional services and interventions needs to help the student perform on standard. (E) Former ELLs Students who have passed the NYSESLAT are transitions for the next two years. These students continue to receive ESL services in order to support their academic growth. These students also continue to receive extended time on state exams. Additionally, these students continue to receive native language support through the use of native language books to strengthen their skills in acquiring and using academic language.

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?

Students with IEPs receive ESL services through content instruction with a total of 450 minutes per week. Students who are at the beginner level receive extra small group support through push-in ESL teacher during ELA periods three times a week for a total of 100 minutes. The IEP is used to set individual goals for each student and differentiate instruction and focus on child's needs.

Instruction is delivered using best practices, such as, scaffolding, building on prior knowledge and native language support. The ESL teacher and Special Education teacher monitor the child's progress through their SMART goals. Individual plans and goals are created to meet the needs of each child. Their curriculum is as the same as the other classes. However, their tasks are broken down into small steps and need more scaffolding with more attention to details or with a different focus. Some of the students in the CTT class receive speech therapy. Besides receiving the service, the special education teacher provides rhymes, songs and chants to develop stronger oral language.

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?

At P.S 310 ALL ELL-SWD students receive appropriate education in the least restrictive environment. All students and staff work together in an encouraging way while working towards common classroom goals. All stake holders, teachers, staff and administrators differentiate curricular, instruction. Administrations work to ensure that flexible schedule is made available to meet the diverse needs of ELL-SWDs within the least restrictive environment. All teachers have common planning time, grade conferences, and team meetings to collaborate and plan instruction. Curriculum is modified, when necessary, to accommodate and meet students' needs according to their IEP. Teachers write and know all goals and objectives of the students are they are working with and ensure that all students to master and meet their needs.

### Courses Taught in Languages Other than English

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

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

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

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

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

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

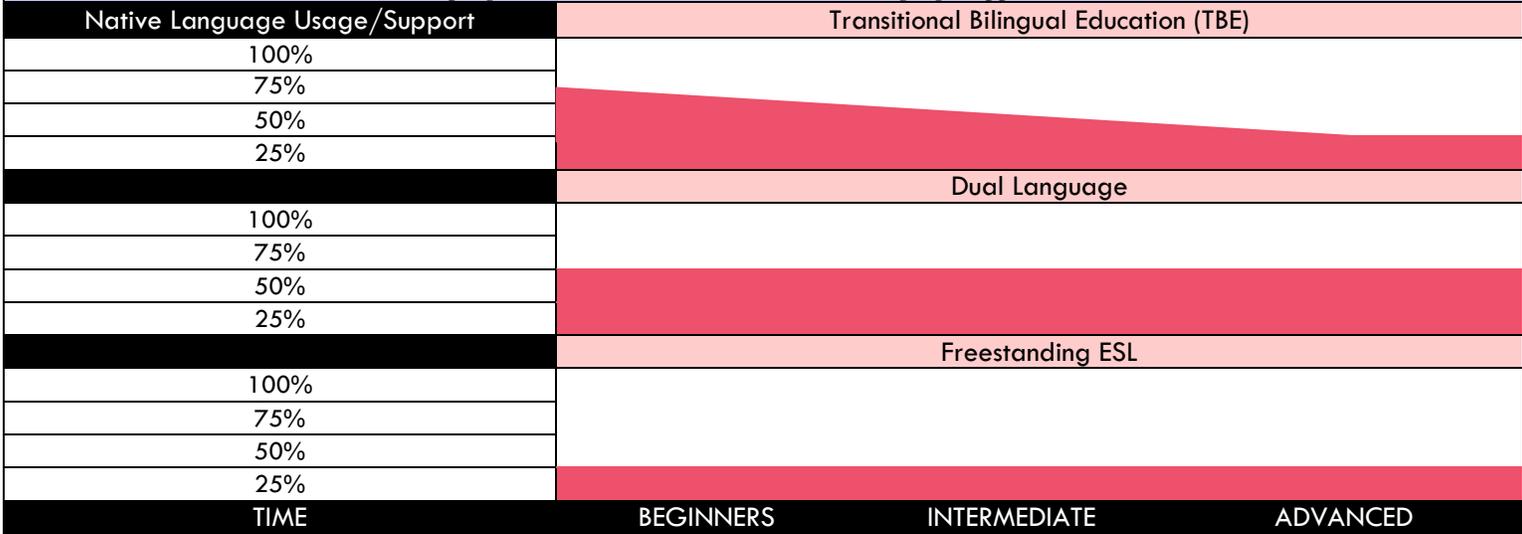
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Usage and Supports**

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



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.

P.S. 310 uses data for targeted ELL interventions. Classes are based on this data. ESL teachers and bilingual teachers plan and co-teach with content specific teachers. Students receive small group instruction such as guided reading, skills groups, listening centers and work stations. ELLs receive native language support with use of the bilingual library. Our library contains many books in Chinese and Spanish. In addition the lowest 20% of ELLs receive level II RTI during extended days. Teachers develop specific content learning goals for these students and use DIBELS and Everyday Math unit assessment/checklists as progress monitoring tools. Data is constantly analyzed to ensure students' progress and reach the end-of-year goals. As permitted by budget an AIS service provider will be hired to provide more intensive RTI to the lowest 10% ELL's several times per week.

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

The majority of our population is ELL's therefore curriculum in all subject areas is developed with ELLs in mind to meet their needs and accelerate their learning.

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

P.S 310 has no plans to add any additional programs. We will work in improving our guided reading practice by providing all teachers, including those working with SDW and ELLs, professional development on building vocabulary for ELLs, and how to conduct guided reading for ELLs who have very limited language proficiency, but might not be so behind in literacy skills in their native language.

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

P.S. 310 has no plans to discontinue any programs.

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

All of our ELL students are offered equal access to all school programs. They are held accountable to the same performance levels and standards as the mainstreaming students. The majority of the school population are ELLs, therefore curriculum in all subject areas is developed with ELLs in mind to meet their needs and accelerate their learning.

Our after -school programs are open to all ELL students and are designed to enhance their learning.

Students scoring at level 1 and 2 attend our two extended day program. This program is designed to assist students in moving forward academically in Math and ELA. Our enrichments programs, also open to all ELLs, and are designed to give our students the opportunity to experience learning as well as cultural activities that they may not otherwise have the opportunity to. The enrichment program includes the following :

BRIC Arts and Crafts-The program is to provide the students with interdisciplinary experiences through visual arts. Students will study different artists and their work and learn how to make puppets, masks, print making, etc.

Team sports- Students will engage in different team sports. The goal is for students to learn to set goals, accomplish it through collaboration, communication, and strategizing while playing team sports.

Reader's Theatre-Children learn to write skit from their favorite stories. They then use vocal expression to help the audience understand the story through sets, costumes, and intricate blocking. These activities foster the development of language skills, presentational skills, and collaboration.

Dance -Born to Jive -The class introduces students to various styles and basic Jive dance. The students develop ability to focus, sequence, transitions and recall through enjoyable movement activities. The class teaches the fundamentals footwork, rhythmic hand positions that can be applied to all other dances.

Chorus- Students learn to make connections between different styles of music, language arts, and music history. They have the opportunity to engage in activities that develop skills such as a natural singing, freedom of breath, intonation, diction and ease of personal vocal production.

Drum- Students participating in the afterschool drum program will learn to play the instrument. Emphasis is placed on learning proper drumming technique as well as improvisation, soloing and rhythm. Additionally, students will be introduced to different drums and percussion instruments play throughout the world.

Games Club-Students will learn how to play board games such as Pictionary, Scategories, Scrabble, Boggle, Apple to Apples, Charades and Cranium. Besides having fun, Games Club will help students develop memory, attention, and problem solving skills. Students will also learn how to incorporate different content knowledge in creating their own games.

Robotic Club- Students in the Robotic after school program will work in the areas of Science, Technology, Engineering, and

Mathematics (STEM). Robot Club gives the students opportunity to create moveable robots through designing, assembling, and programming.

Salvadori STEM program – Animal Habitat-Through project-based explorations involving concrete and real-world challenges, students learn about different animal habitats around the world. They will apply what they learn in different content areas to develop sustainable environments for animals that are endangered.

We are also having a mid-winter ELL academy. Studentst will be evited to attend four instrctional days.

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

There are a variety of instructional materials used to support ELLs. The school has ordered many leveled books and decodable readers to help ELLs acquire language and build early literacy skills. Manipulative in Math, ELA and Science provide ELLs with the opportunities to explore concepts in differentiated ways and thus enhance their learning. Students also receive 100 minutes a week of technology instruction focusing on language arts and math. Children engage in interactive activities while reading electronic books through Award Reading. They may watch brief video clips or use visual aids to stimulate visualization based on the class lesson, or to build background knowledge. Technology is also used in the classroom as the children learn through interactive computer programs on a variety of topics. These programs include workbooks, picture cards, songs, charts and graphs as well as learning computer skills.

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

Native language support is encouraged in each of the program models. In the Transitional Bilingual classes students receive 250 minutes per week of Native Language Arts, which is spread throughout 5 days. In addition, Bilingual teachers preview and review strategies, skills and concepts during the NLA periods to enable transferring of skills and knowledge in English. Students are encouraged to use native language to communicate their learning and clarify understanding. The ESL and CTT/ESL classes are able to receive native language support when the ESL or Bilingual teacher pushes into the classroom, using a bilingual dictionary and books in the children's native language. As a strategic plan the school has hired many teachers who have dual licenses and with bilingual skills to team up with those who are monolingual common branch teachers

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

All our programs are designed to build the reading fluency and comprehension of the ELL students. Instruction is conducted in English for these programs. The Balanced Literacy program involves having the children learn to read via shared, guided, and independent reading models, as well as word study and phonemic awareness.

Ps 310 provides ESL services to all our students for the required hours according to NYSESLAT levels. Additionally, instructional materials, such a Journeys by Houghton Miffling used for all our grades; provide extra ELL support and instruction that promote language development.The certified ESL teachers for all our grades utilize a variety of instructional techniques, strategies and ESL methodologies to enhance the academic performance of all our students.

PS. 301 teachers use instructional techniques that include, but are limited to; modeling, scaffolding, bridging, contextualization, schema building, text representation and metacognitive development. Through a thematic approach to teaching, students are taught the four modalities of language: reading, writing, listening and speaking; using the aforementioned instructional techniques

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

We provide a nurturing environment in our school and classrooms to assist newly enrolled ELL students. We make sure translators are provided for parents and students are paired up with a buddy who speaks their language. This way the newly enrolled ELL students feel comfortable and if they need help they can ask their buddy. Additionally, half of our teachers are bilingual which results in providing ample support to both students and parents.

18. What language electives are offered to ELLs?

We offer foreign language to all ELLs in our school including SWD students, 5 days a week for a total of 250 minutes a week. Students can choose to learn Chinese or Spanish during the foreign language instructional periods

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- 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:

### 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.

All of the teachers at P.S. 310 have completed 7.5 hours professional development in ESL methodologies. Teachers are also encouraged to attend PD sessions during the summer. Faculty conferences address classroom concerns, such as helping newcomers catch up, or promoting literacy and social emotional development. Our principal sends us emails of available PDs and professional reading. Teachers can sign up for trainings pertaining to their interest and needs. This past summer our entire staff attended a Common Core Curriculum PD to align literacy with the National Standards to ensure rigor. In addition, ELL teachers prep with other teachers to ensure that there is alignment to core curriculum. (3) Our school is only Pre-K to Fourth grade right now. Our students are not ready to transition to middle school yet, but when they do we will provide the necessary support through faculty meetings, parent-teacher conferences and PDs to help our students transition. (4) All teachers are encouraged by the principal to attend out-side professional development to meet a minimum of 7.5 hours of ELL training in their first year training. Additionally, P.S 310 provides many professional development opportunities for teachers of ELLs.

Teachers will also be given assistance and professional developments and support from ESL teachers in the school.

### D. Parental Involvement

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

1-4. The parental involvement in our school is strong. Over 300 of our parents attended the curriculum orientation, ELL program selection, PTA meetings, and Autumn Festival. Our PTA and SLT and hold monthly meetings to discuss how PTA and SLT will work in collaboration with school to provide enriched educational experience for our youngsters. Our school is working with community based organizations such as, BCA, Fidelis Care and neighborhood clinics. The clinics have shown interest in wanting to host meetings on hygiene and health care. We have also set up Family Fun Night as school where students can come a night with their parents to learn about developing literacy skills at home, playing math games and art activities. Recreational activities will also be available such as" Movie night. " This will allow families to come together and have fun at an affordable and in a safe environment. Parental involvement activities address the needs of parents because parents are always wondering how they can help their children at home with school. By providing them with Family Fun Night we will provide the necessary resources for them to help their child. In the beginning of the year parents are invited to visit classrooms and talk to teachers about the current year's curriculum. Twice a year parents will attend Parent-Teacher meetings to discuss student progress. We evaluate the needs of parents through the Parent Survey, formal and informal conversations and feedback from parents. There is regular, two-way meaningful communication involving student academic learning and other school activities ensuring that parents play an integral role in assisting their child's learning. All communication is done in the parent's native language. Translation services are available via the Assistant Principal, Parent Coordinator, Spanish Teachers, ESL Teachers and paraprofessionals. We also send home a monthly newsletter with all pertinent information regarding school activities. A goal setting sheet is sent to families three time a year.

Forms are sent home to parents in both English and Spanish.

### **E. Additional Information**

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

Paste response to question here:

## **Part VI: LAP Assurances**

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01