

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

08X304

School Name:

THE EARLY CHILDHOOD LAB SCHOOL

Principal:

JOSEPH NOBILE

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 08X304
School Type: Elementary Grades Served: PK-5
School Address: 2750 Lafayette Avenue Bronx NY 10465
Phone Number: 718-822-5307 Fax: 718-904-0956
School Contact Person: _____ Email Address: _____
Principal: Joseph Nobile
UFT Chapter Leader: Christina McGrath
Parents' Association President: Allison Walsh
SLT Chairperson: Jennifer King and Paula Merenda
Student Representative(s): _____

District Information

District: 08 Superintendent: Dr. Karen Ames
Superintendent's Office Address: 2440 Zerega Avenue
Superintendent's Email Address: KAmes@schools.nyc.gov
Phone Number: 718-828-6653 Fax: 718 828-6239

Cluster and Network Information

Cluster Number: 607 Cluster Leader: Jose Ruiz
Network Number: 718-828-5980 Network Leader: Steven Chernigoff

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Joseph Nobile	*Principal or Designee	
Jennifer King	*UFT Chapter Leader or Designee	
Allison Walsh	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lisa Blackman	Member/ Teacher	
Jaclyn Steinberger	Member/Teacher	
Jennifer Berruti	Member/Teacher	
Paula Merenda	Member/ Parent	
Christine Lazaros	Member/ Parent	
Carolee Finnin-Omoigui	Member/ Parent	
Rita Diaz	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 304, The Early Childhood Lab School was established in September 1999. The Lab School is located in the northern part of the district, in the Throggs Neck community. The Early Childhood Laboratory School was created as an un-zoned Early Childhood School serving the East Bronx Communities of Hunts Point to Throggs Neck.

PS 304 shares the school space with two other schools: M.S. 101-The Maritime Academy of Science and Technology, a middle school; and P10x, a District 75 Special Education School. In PS 304 there are approximately 590 students and 62 school personnel (which includes specialists) assigned to this site. The facilities shared by the schools are the cafeteria, gymnasium, auditorium and schoolyards, which requires the coordination of programming and planning.

The Lab School is composed of 2 Pre-Kindergarten, 3 kindergartens, 3 first grade classes, 4 second grade, 3 third grade classes (1 ICT-Integrated Team Teaching), 3 fourth grade classes (1 ICT-Integrated Team Teaching) and 3 fifth grade classes and two 12:1 class ranging from Pre-K-5. All classes are heterogeneously grouped and supported by a pedagogical staff consisting of 42 teachers. We also work closely with P. 10, the district 75 school in the building. On each grade level 2/3 students are mainstreamed into regular education classes with a paraprofessional.

The Early Childhood Lab School was founded with the vision of creating an environment that promotes a balanced approach to literacy. It is built on an extensive research base and includes within its framework the Principals of Learning. The program values students as knowledge producers. This is evident through the academic rigor and apprenticeship using accountable talk and their writings. All grades follow the Ready Gen Reading program and the Columbia Teachers College Writing Program.

The Early Childhood Lab School was designed to implement thematic studies, cooperative learning and authentic assessments. Art, science and technology are integrated to make learning come alive and to support students as independent learners. Language Arts and Mathematics instruction combine hands-on inquiry and cooperative learning approaches with skill lessons taught individually and in small groups. Curriculum is responsive to the interests and needs of the learners.

Children are also assessed in reading and mathematics to see which students would benefit from academic intervention and SETSS. The 12:1, special education classes, follow the instructional programs of general education including Foundations in grades K-2 and Just Words for Grades 3-5.

To accomplish our goals of creating an effective learning environment, each day the students of PS 304 engage in read alouds, shared reading and writing, independent reading and writing, guided reading and writing, and phonics and word study instruction. During the independent reading and writing period, the teacher conducts student conferences. These conferences are shaped by the needs of the students and therefore are not scripted. Grades Three, Four, and Five will add book clubs and extensive Non-Fiction research. We strive to build a bridge between reading and writing development while enhancing children's enjoyment of, and confidence in their own growth in these areas. The end result is to create lifelong learners.

The balanced approach allows the teacher to make thoughtful decisions each day about the best approach to use to help each child become a reader and writer. It requires and enables our teachers to reflect on and modify instruction based on the needs of each student in their class.

On-going professional development is a priority for the staff. Weekly professional development is provided on Mondays. Staff members are offered a choices, allowing them to attend PD in an area that they would like to learn more about.

To assist with professional development, P.S. 304 uses the expertise of the Literacy coach and professional development committee. Teachers are provided with Professional Development opportunities with outside organizations and the CFN.

P.S. 304 has been selected as a Professional Development site by Lehman College. We work closely with Lehman college faculty and student teachers. We are recipients of a Lehman College FIPSE grant. Furthermore, the grant provided us with a wireless classroom and a selection of over 30 computer programs through Lehman.

The Early Childhood Lab School delivers mathematics instruction through Go Math in grades K-5. These programs allow students to discover mathematical concepts and skills through exploration with manipulatives.

In the area of Science, children are participating in the Foss program and Hardcourt Program. The Lab School follows the CCLS which addresses the New York State Performance Standards in the following areas: earth, life and physical sciences. In the curriculum area of Social Studies, the integrated Social Studies program allows the students to use their own personal experiences to discover the world around them – people, places and things. In the area of Art, an art cluster for grades K-2 exposes the students to the fundamentals of art and art appreciation. In order to reinforce art concepts learned in Art, the classroom teacher integrates art across the curriculum. Students are also taken on field trips to visit art museums throughout New York City.

Phase all changes the way in which special education services are provided to students with disabilities. Rather than special education being a separate system, isolated from general education, it must be viewed as a support for students with disabilities who are required special education services to be educated in the least restrictive environment. Our curriculum creates an environment where all students are accepted and instructional practices in general education are responsive to student diversity. In order to address the needs of students that are part of Phase 1 this fall, we will continue the Integrated Team Teaching class in 4th grade and add a new Integrated Team Teaching class in 5th Grade. The children in grades K-5 who have been assessed and evaluated as at-risk readers receive extra services. Several programs are offered to those students. During the school day at risk students receive services from the AIS teacher, the classroom teacher, parent volunteers, and the Special Education Teacher Support Services (SETSS) teacher. The SETSS teacher services mandated students and at risk students.

Small classroom size allows teachers to provide more individualized instruction to students, as well as to small groups of students. This is a goal that is desirable in order to foster better learning. Our current educational program for our lab school consists of 120-minute block for language arts and a 75-90 minute block for mathematics. An environment is created in all classrooms that make reading, writing and mathematics accessible to all students.

Special Education classes are an important part of the learning community at PS 304. There are two 12:1 special education classes of full time students ranging in grades K-5. Related service providers in speech, occupational therapy, physical education, physical therapy and counseling provided services to students as prescribed by their I.E.P.'s.

As part of its commitment to the community, The Lab School participated in several charity drives. The school collected over 20 sacks of pennies for the Common Cents Penny Harvest initiative. With the participation of students, a local organization, the Wendy Hillard Foundation, which teaches gymnastics to inner city youth receive the school's collection. The school collected pennies for patients with Leukemia and Lymphoma. Other organizations that P.S. 304 donated to were Diabetes Research, The Ronald McDonald House, St. Judes, and Earth Foundations. P.S. 304 was able to raise several hundred dollars to help children all across America.

The vision at PS 304 is to meet the needs of all students. With this in mind, the school will introduce its enrichment program. This program will be implemented through Enrichment Clusters, taking place once a week. Students in Grades 3-5 will have the opportunity to participate in this program. Enrichment Clusters exhibit a unique approach, allowing students to take on leadership roles. Teachers act as facilitators, guiding and supporting the students to achieve their goals of the cluster. Students organize their clusters, complete research on designated topics, and create a set outcome in which they would like to produce. Clusters are chosen based on student interests, enhancing involvement, interest and creativity. Each Enrichment Cluster will explore endless possibilities on the selected topics and culminate with a product to share with the educational community.

A challenge we are facing is incorporating technology into our NEW curriculum. We have purchased iPads, Laptops, Smartboards and supporting software to align with curriculum strategies. In addition we have purchased diverse and leveled Professional Development to support ALL teachers at all levels.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

After reviewing the results of the 2014 state ELA and Math exams, it has been determined that there was a decrease in the overall progress and performance of level 3’s and 4’s. Due to this decline, the content team will work towards creating opportunities to improve the rigor and alignment of curricula to drive instruction resulting in an increase of students receiving 3’s and 4’s.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

GOAL #1- During the 2014-15 school year, our content teams will continue to work together to increase the rigor and coherence of our curricula so that it is strongly aligned to the CCLS and the instructional shifts and which will result in a 5% increase in students meeting performance levels on the ELA and Math State exams

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Professional development will be provided by assistant principal, literacy coach, and teachers	All staff members	09/14-06/15	Assistant Principal Literacy Coach Teacher Facilitators
Blooms taxonomy/Depth of knowledge will be used to deliver a higher order thinking curriculum	All Staff Members	09/14-06/15	Assistant Principal Literacy Coach
Tasks will be collected and monitored to evaluate alignment	All Staff Members	09/14-06/15	Data Team
Curriculum units of study will be aligned to CCLS	All Staff Members	09/14-06/15	Literacy Coach

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Instructional Tasks created by Data Team
 MOSL Performance tasks
 Data team
 Literacy Coach
 Assistant Principal

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, students will have completed an initial baseline assessment and a mid-year assessment.
 By February 2015, students will have completed 3 instructional tasks to evaluate students’ progress towards increasing their ELA/Math scores.

By June 2015, students will have completed an end of year assessment to determine if there has been an increase in performance, compared to initial baseline.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

After evaluating the overall school environment , it was concluded that there was a need to improve student’s behavior and school climate by ensuring all students feel safe, supported and challenged.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

GOAL #2- By June 2015, the school will implement a positive behavior program which will result in a 5% decrease in behavioral incidents as evidenced in OORS reports.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
Students will be introduced to the C.A.R.E program by school staff	All Students and all staff	09/14-06/15	Assisant Principal
Parents will be advised of the C.A.R.E program	All Students and all staff	09/14-06/15	Principal
School will implement a reward program for classes in accordance with the program	All Students and all staff	09/14-06/15	All staff members
Students of the Month from each class will be chosen and acknowledged in assemblies	All Students and all staff	09/14-06/15	Classroom Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

C.A.R.E Coins
Tally sheets
Letters sent home to parents
Slide show for students

Rewards
award certificates
monthly assemblies
safety squad members.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 10. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, there will be a 2% decrease in incidents in the OORS report.

By February 2015, class tally sheets will be collected and monitored for improvements in behavior

Part 6b. Complete in **February 2015.**

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

As a result of the 2013-2014 Teacher Evaluations on ADVANCE, there was a need to improve HEDI ratings in domain component 3b of the Danielson Framework.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

GOAL #3- By June 2015, ongoing professional development and teacher collaboration will be implemented to improve literacy strategies within the content areas so as to improve instructional practices and promote high levels of engagement that will result in 15% of the teachers improving one HEDI rating in domain component 3b of the Danielson framework on their summative evaluation.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Teachers will attend PD on how to implement the evaluation component of questioning and discussion techniques and using assessments in instruction	All teachers	9/14-6/15	Principal, Assistant Principal, Literacy Coach
Monthly meetings/training will be offered	All Teachers	9/14-6/15	Principal, Assistant Principal, Literacy Coach
Teachers will attend off site PD	Teachers will be selected based on evaluation	9/14-6/15	Principal, Assistant Principal, Literacy Coach
Teachers will use questioning techniques to promote different types and levels of thinking (recall, critical thinking, divergent thinking)	All Teachers	9/14-6/15	Principal, Assistant Principal, Literacy Coach

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Professional development training sessions
 Review articles on best practices
 Watch videos
 Classroom intervisitations

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, principal and assistant principal will review teacher observations to determine those in need of additional support.

Part 6b. Complete in February 2015.

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

23. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Based on the 2013-2014 Parent Survey, there is a need to improve communication with parents on a regular basis.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

GOAL #4- By June 2015, the school leader will improve the communication systems by having a communication board located in the lobby and have monthly parent workshops so that parents and families feel welcomed and encouraged to engage with the school which will result in a 5% increase in parent satisfaction as evident by question 3 in the school environment survey

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust 			
School leaders will maintain a communication board	Parents	9/14-6/15	Principal, Assistant Principal, and Teachers
Teachers will offer monthly grade meetings	Parents	9/14-6/15	Teachers
School leaders will meet with various committees to turn-key information	Parents	9/14-6/15	Principal, Assistant Principal
School leaders will survey teachers for needs and concerns	Teachers	9/14-6/15	Principal, Assistant Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Parent contact information (phone numbers, emails)
 Schedule for workshops
 Informational letters to parents
 School bulletin board

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, parents will complete a mid-year survey to check for satisfaction.

Part 6b. Complete in **February 2015.**

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

As a result of the 2013-2014 school environment survey, there is a need to increase opportunities for parent engagement so that parents and families feel like they’re active members of the PS 304 family.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

GOAL #5- By June 2015, there will be increased opportunities for parent engagement within the school so that parents and families feel welcomed and encouraged to engage with the school which will result in a 5% increase in parent satisfaction as evident by the school environment survey

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).			
37. Strategies to increase parent involvement and engagement			
38. Activities that address the Capacity Framework element of Trust			
Parent workshops will be offered by grade	Parents	9/14-6/15	Teachers, Parent Coordinator
S.L.T. and P.T.A. will run events for families	Parents and students	9/14-6/15	S.L.T. and P.T.A.
School staff will create a school web site	Parents	9/14-6/15	Teachers and P.T.A.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Volunteers for events
 Math and ELA materials
 Schedule of events

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
---	-----------------	--	----------------------	--	------------------	--	------------------	--	---------------

List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 40. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, parent surveys and feedback, sign-in sheets for workshops will be collected and analyzed to monitor parent satisfaction.

Part 6b. Complete in **February 2015.**

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	<ul style="list-style-type: none"> Students Performing below grade level on Fountas & Pinnell, word lists, previous years ELA Exam, and Teacher recommendations 	<ul style="list-style-type: none"> Great Leaps Leveled guided reading Literacy games Foundations Grades 3-5 – Small group instruction 5x a week for 30 minutes each session Test taking skills 	<ul style="list-style-type: none"> Small group instruction One-on-one Students receive in-class and pullout services during the school day. 	During the school day
Mathematics	<ul style="list-style-type: none"> Students performing below grade level on previous years Math exam, End of Year assessments, Teacher recommendations and beginning of year test 	EDM Games Inquiry Groups/focus groups Math Drill Test taking skills	Small group instruction and one-on-one	During the school day
Science	<ul style="list-style-type: none"> Students performing below grade level on beginning of year assessments and end of year assessments. 	Thematic Units Differentiated instruction Test Prep course -Grade 4	small group instruction one-on-one	During School in Grades K-5 After school
Social Studies	<ul style="list-style-type: none"> Students performing below grade level on beginning of year assessments and end of year assessments. 	Test taking skills Thematic Units	Small Group Instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> Students mandated by IEP, Teacher recommendation 	Social Worker School Psychologist	Small Group Instruction Counseling 1-1	During the school day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. 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.

100% of the staff at PS 304 is Highly Qualified, teaching within license
 All new teachers are assigned a mentor with whom they meet on a weekly basis
 Teachers who are new to the school are assigned a “buddy teacher”
 A comprehensive, professional library is maintained, providing teachers with necessary resources.
 All teachers are provided the opportunity to attend professional development

2b. 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).

PS 304 looks for educators with a strong belief in Balance Literacy.
 Willingness to collaborate and work cohesively with colleagues.
 Desire for ongoing learning, showing an initiative for professional development.
 Self- reflective teachers, utilizing educational support and resources.
 Shares best teaching practices.
 High value of education and expectations.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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 codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated². **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	\$307,422	X	Pages 9,11,13,15,17
Title I School Improvement 1003(a)	Federal	\$0		
Title I Priority and Focus School Improvement Funds	Federal	\$0		
Title II, Part A	Federal	\$136,615	X	Pages 9,11,13,15,17
Title III, Part A	Federal	\$900	X	Pages 9,11,13,15,17
Title III, Immigrant	Federal	\$0		
Tax Levy (FSF)	Local	\$2,572,683	X	Pages 9,11,13,15,17

¹Explanation/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:

1. 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.
2. 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.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

PS 304 School-Parent Involvement Policy 2014-15

- I. School PS 304, in compliance with the Title I mandates, has implemented a parent involvement policy strengthening the link between the school and the community. School PS 304's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on school leadership teams, parents associations, and parent advisory councils, as trained volunteers and as members of the school professional development advisory council. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.
- II. The policy encompasses all parents including parents of English Language Learners and special needs students.
- III. The policy is designed based upon a careful assessment of parents' needs and the evaluation of the effectiveness of the Title I Parent Involvement Program.

In developing the School PS 304 Parent Involvement Policy, the School PS 304 PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. To increase parent involvement, School PS 304 will:

- Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.
- Support level committees that include parents such as the School Leadership Team and the Parents Teacher's Association. Provide technical support when needed.
- Maintain parent coordinators Title I funds to serve as liaisons between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site.
- These workshops may include curriculum based workshops, ESL workshops, and educational support workshops to build parents' capacity to help their children at home.
- Provide a school informational meeting on all funding programs in the school.
- Provide written translations.
- Provide an Annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs.
-

School PS 304 will encourage more school-level parental involvement by:

- Holding annual Meet the Teacher Night
- Maintaining parent participation in school leadership teams
- Encouraging parents to become trained volunteers through Learning Leaders
- Having written and verbal progress reports that are periodically given to keep parent abreast of their children's progress

Parent Compact 2014-2015

Dear Parents,

The Parent Compact is an agreement between the parents and the school. Great education relies upon a strong relationship between parents and the school. We value our collaboration with our parent community. Please read, then sign and return below

The school and parents working cooperatively for the successful education of the children agree:



The School Agrees

- To convene an annual meeting for Title I parents and the PS 304 community to inform them of the Title I program and their right to be involved.
- To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.
- To actively involve parents in planning, reviewing, and improving the Title I programs and the parental involvement policy.
- To provide parents with timely information about all programs.
- To provide performance profiles and individual assessment results for each child and other pertinent individual and school district education information.
- To provide high quality curriculum and instruction.
- To deal with communication issues between teachers and parents through:
 1. Parent-teacher conferences twice a year; 1 Meet the Teacher Night; 1 parent engagement session
 2. Frequent reports to parents on their children's progress
 3. Reasonable access to staff (e-mail, phone, conferences)
 4. Opportunities to volunteer and participate in their child's class (trips, celebrations, special events, etc.)
 5. Observation of classroom activities
- To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading strategies.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not certified within the meaning of the term in section 200.56 of the Title I.

The Parent/ Guardian Agrees

- To become involved in developing, implementing, and revising the school-parent involvement policy, and becoming actively involved in the PS 304 community by staying informed.
- To participate in or request technical assistance training that the local education authority or school offers on social emotional, teaching, and learning strategies; to utilize different opportunities offered by the district such as monthly Parents as Partners workshops.
- To work with his/her child/children on schools work; and read with/to them for 15 to 30 minutes a day.
- To support his/her child/children's learning by monitoring:
 1. Attendance
 2. Homework
 3. Television, Internet, and Video game use
- To share the responsibility for improved student achievement.
- To communicate with his/her child/children's teachers about their educational needs.
- To as parents and parent groups to provide information to the school on the type of training for assistance they would like and/or need to help them be more effective in assisting their child/children in the

educational process.

Tear Off and return to your Child's Teacher



I have read the Parent Compact and agree with the Policy.

Child's Name _____ Class _____

Parent Signature _____

**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 8	Borough Bronx	School Number 304
School Name The Early Childhood Lab School		

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	490	Total number of ELLs	11	ELLs as share of total student population (%)	2.24%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	2	2	1	1										6
self-contained				1										1
Total	2	2	1	2	0	0	0	0	0	0	0	0	0	7

B. ELL Years of Service and Programs

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

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

	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										0
Dual Language										0
ESL	11	0	0		0	0	0	0	0	11

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		
Total	11	0	0	0	0	0	0	0	0	11
Number of ELLs who have an alternate placement paraprofessional: 0										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8													8
Intermediate(I)			1											1
Advanced (A)		2	2		1									5
Total	8	2	3	0	1	0	0	0	0	0	0	0	0	14

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

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

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

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

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

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

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

4. For each program, answer the following:
- 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?

Our school does not do Periodic Assessments.

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

In our school, Tier 1 is the instructional core that is needed to incorporate high quality, rigorous and evidence based instruction for all students. The teachers do a baseline assessment at the beginning of the year and progress monitoring is done by teacher observations, "turn and talk", informal and formal assessments. The teachers do the Tier 1 Core Instruction and from the data they teach according to the students needs. Then Tier 2, the students identified as "at risk" who are performing below expected levels or needing support are provided with small group instruction, Academic Intervention Services or "Double Dose" of the Foundations program with progress monitoring, to find out how the students are responding to the instruction, in addition to the core instruction. Then, in Tier 3: students who

continue to struggle without progress after a period of 10 weeks in Tiers 1 and 2 the student is provided with individualized intervention along with the Tier 1 instruction. The classroom teacher and the service providers collaborate during their weekly meetings regarding the progress of the students and make an instructional plan for each child.

6. How do you make sure that a child's second language development is considered in instructional decisions?
The classroom teachers meet with the ESL teacher and are notified of the ELL students and the former ELL students. The ESL teacher and the classroom teacher collaborate and look at the scores the students received on the LAB R and the NYSESLAT. They look at the data from their assessments and teacher observations and make a plan of action for the instructional needs of these children. The ESL teacher gives the other content area teachers and the cluster teachers some strategies. Some of the strategies are how to speak at a slower pace, enunciate when speaking, repetition, pair the students, role play, "talk and turn" and team up with a buddy.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

This is not applicable to our school as we don't have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our programs for ELLs by doing teacher observations, "turn and talk," informal and formal assessments. The ESL teacher uses the Empire State NYSESLAT materials and phonics program to teach the foundations of reading to scaffold them and then use other materials, to address the students needs according to the data. We use the Teachers College Program and their assessments. The students are limited in their ability to meaningfully decode words and/or demonstrate more than direct comprehension. They can understand mosy common words or phrases but get lost or confused when reading becomes more challenging. In writing, the beginning and intermediate use familiar vocabulary and write simple descriptions about familiar topics. Teachers meet during a common prep and evaluate the students work. Teachers look to see what the students are using and doing correctly, to what they need to work on. Teachers also evaluate their teaching. They think about, could it be taught another way or maybe we can observe another teacher in the building and learn different strategies from their colleagues.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
During the registration process, parents of new entrants to the NYC Public School System are required to complete the Home Language Identification Survey (HLIS). The procedures we follow to identify our ELLS are initiated based on the responses to the HLIS. An informal oral interview is conducted by the ESL teacher, who has a Bilingual Common Branches License with students in English and Spanish if that is the students native language. Translaters are available for other languages. Once the HLIS is completed and the parent identifies the home language is English, the student enters a general education program. If the parent indicates the home language is other than English or the students native language is other than English, initial informal assessment procedures are implemented. All new entrants whose HLIS form indicates a language other than English on one question in Part 1: questions 1-4 and two questions in Part 1: questions 5-8 must take the Language Assessment Battery-Revised (LABR). A student who scores below the cut scores on the LABR in English and speaks Spanish is then given the LAB-R in Spanish. Any student who scores below proficiency levels at either a Beginning, Intermediate or Advanced level is considered Limited English Proficiency (LEP) or an English Language Learner (ELL) according to the NYS education regulations. All these procedures must be done within the first 10 days of school.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Mrs. Linda Gonzalez, the ESL teacher in collaboration with the Parent Coordinator, Mrs. Lisa Reilly, distribute the ELL Parent

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

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language. The criteria for placing ELL students in a Bilingual or ESL program would be to notify the parent of their child's eligibility through an entitlement letter which is distributed to the child and/or mailed. The parent is given a date and time to attend the orientation at the school to be able to view the DVD given to us by the DOE which explains the bilingual and ESL programs. The ESL teacher, Mrs. Gonzalez meets with the parents and explains how the ESL and the Bilingual programs function. The parents can view the DVD which explains the programs to them in their native language. During the consultations, the parents are spoken to in their native language. Once the parents make their choice for the bilingual or ESL program, their choice is honored. The Program Selection forms are kept in the ELL compliance binder in the ESL teachers classroom. Every Spring, the students take the NYSESLAT. In September, we receive the results from the NYSESLAT on ATS. If the student is eligible to continue to receive the services, we send home a continued entitlement letter notifying parents that their child will continue to get the ESL services. Copies of these entitlement letters are kept in the ELL compliance binder which is kept in Mrs. Gonzalez, the ESL teachers classroom.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no,

why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

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

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])?

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

They use The Go Math program in math which includes manipulatives and literacy in math. Also, in Math the students break up in groups to discuss their findings. The curriculum is aligned to the Common Core State Standards.

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

The students in each class are grouped heterogenously.

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

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

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

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

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

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

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

Teachers scaffold the students learning by reinforcing and repetition.

Small group instruction allows for differentiated instruction.

Center activities encourage language development.

In the lower grades during guided reading, students are encouraged to develop language through an extensive picture walk.

Teachers use the "Turn and Talk" method when the children share their responses and work on language development and speaking skills.

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

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

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

Teachers use real life situations, interactive role play, games, photo dictionaries and activities specifically designed to enable students in the experiences they encounter through literature. Read aloud, CDs and tapes are used for listening. Teachers model the use of language in which the students are expected to participate. Teachers use stories that are based on students interest and connect to their prior knowledge. Students participate in activities that promote academic discourse, such as accountable talk.

Teachers guide the students on how to use the "Writing Process": process of pre writing, drafting, revising and proof reading to produce a well constructed informal text. Teachers incorporate the linguistic objective/linguistic teaching point. This is done through graphic organizers, scaffolding information through schema building, the use of process charts, experience charts, shared writing, flexible partnerships and think and pair-share activities. The teachers regroup the students according to their level. The beginners are using picture cue cards to identify certain items to enhance their English. Listening and following directions is being addressed.

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

When we have new admits in our school, they are given the LAB R in english and if they do not pass the cut off score, then they are given the Spanish LAB.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ESL teacher assesses the students for speaking and listening through discussions, "turn and talk" activities, presentations, role play, playing games. In reading the student is evaluated with the Fountas and Pinnell Assessments by doing a running record for fluency, answering comprehension questions related to the text to see if the student is demonstrating the level of competency. In writing, the students are assessed in the Teachers College writing and the writing performance task.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.

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

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

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

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

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

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

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

Some of the strategies we use for the ELLs are:

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

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

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

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

Courses Taught in Languages Other than English 

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

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

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

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

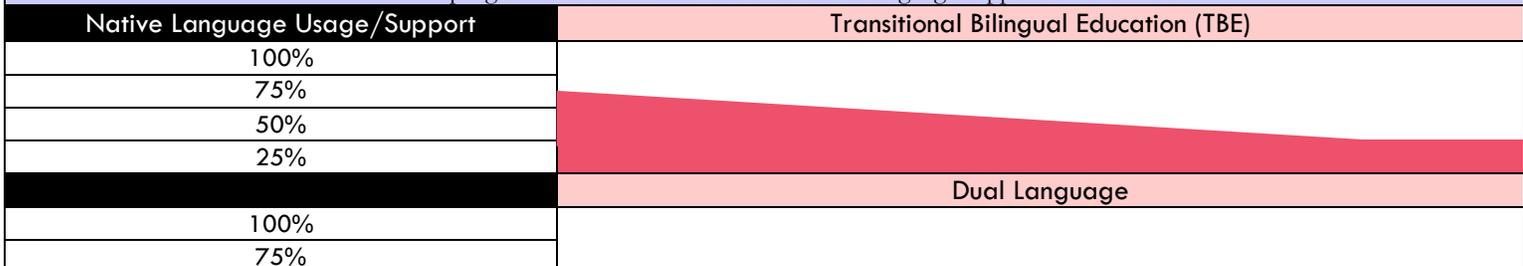
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- The language the programs are offered are in English. The targeted intervention programs we use are the Fountas and Pinnell Intervention Works, for literacy, for the students who are having difficulty with the Ready Gen Program. Just Words which is a decoding and fluency program in the upper grades 3-5. In Math, we will be using one of the components of the Go Math Program. There is an online component for the Go Math and the students and parents will be trained on this component. In grades 1-2 we offer extended day, where the teacher does small group instruction in literacy, work on literacy skills and math skills. As the state tests get closer, we offer Test Prep sessions for grades 3-5 for reading and math.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- For the past few years, we have used the Empire State NYSESLAT program. This program has been effective because it addresses the needs of the students. It has the Speaking/Social Interaction, Listening, Reading and Writing components that are aligned to prepare the students for the NYSESLAT. Using the picture cue cards and the spoken word for the picture has been effective for the newcomers to learn the language of English. We have also used the Foundations program and it has been very effective in teaching the phonics, decoding and spelling skills needed for reading and writing. Using Big Books and doing repeated readings have helped the ELL students with language, high frequency words and comprehension. Read Alouds have also been effective in listening to the English language and having discussions where the students need to participate and collaborate with their peers. In math we used Everyday Math and placed the students into groups according to their level and had group discussions on how to solve the problem and explain the process and how they got their answer.
11. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming year we will continue to use the Empire State NYSESLAT program because it has been very effective and this year the books have been aligned to the Common Core Learning Standards. Some components of the program Colorin Colorado will be used. We will continue to use the Foundations phonics and decoding program because it has been effective. The new programs we will use this year are the Ready Gen Program which addresses literacy: vocabulary and comprehension. The Ready Gen Program has high frequency words and according to our data the students were lacking in high frequency words. We will also use the Go Math Program, it addresses computation and the students use manipulatives to solve the examples. The program also has a component that students have the opportunity to meet with their peers in small groups to discuss how to solve the example.
12. What programs/services for ELLs will be discontinued and why?
- We are discontinuing the Great Leaps Phonics, Decoding and Fluency Program because we didn't have enough personnel to do the program. Also, according to the data, our students weren't showing enough progress. They used the decoding skills when using the program, however, when they were trying to decode words in the text, they were still having difficulty. We also discontinued the Teachers College Reading Program because NYC didn't approve it as a rigorous program.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All students are invited and encouraged to participate in all after school programs. The ELLs are held to the same high standards as all the other students. The ELL students have equal access to all the programs the other students are given. Ultimately, it is our goal to help ELLs achieve academically through quality, sensitive, challenging and focused instruction. In our building the after school programs we offer are, extended day. During the extended day, teachers work with small groups. On Mondays, small instruction is in literacy and on Tuesdays small group instruction is in math. We also have a Cluster Program for grades 3-5 on Friday afternoons which allows the ELLs to select a program of their choice which is an extra curricular program but involves academics.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- In grades K-2 we use the Foundations Program for phonics, decoding and writing. Concepts of print, Ready Gen will be used for literacy, Teachers College writing and Go Math. The Go Math program is specifically written to support the Common Core State Standards. It has a technology component which allows the students and the parents go online and practice the math. The students go to Social Studies and use the laptops. They are taught the language, vocabulary for using the laptops. The students are placed in small groups with students who are knowledgeable with computer skills so if the ESL student has some difficulty, the English proficient student can help the ELL student. In the upper grades 3-5 they use technology to gather information and work on projects. They learn about the different websites that can be used. In the classrooms, the students have computers or laptops to enrich the literacy and other content areas. The ESL teacher uses the Empire State NYSESLAT Program which addresses the listening, speaking, reading and writing modalities. The students use laptops and are exposed to different websites. One program which is used for grades K-2 is Starfall.com literacy program. For the Go Math program, it has an online component that will be used and parents

also have access to it. In science, the teacher uses the smart board and has the students come up and do the interactive learning.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
We offer the Free standing ESL program. During this program, if a student needs some support with comprehending the english language then the ESL teacher will translate them into their native language for understanding purposes.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
For ELLs who are newcomers, less than three years, our plan is to assess them and see what their language and academic needs are. Since they are newcomers to the U.S> schools, we would have them fill out a Home Language Identification Survey. Newcomers are in need of a lot of language and social interaction in English. For the ELLs who are receiving 4-6 years, we will look at their NYSESLAT scores and see what their academic needs are and address them. If they need speaking skills, then we will focus on speaking. We will use the Readers Theatre to get them to work on their fluency and orally perform so they can become more comfortable with speaking in front of others. The students who are academically low level will get small group instruction, Academic Intervention Services or any other services needed according to the assessments and data.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
We do not provide activities for ELLs prior to the beginning of the school year.
18. What language electives are offered to ELLs?
This is not applicable to our school.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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

C. Professional Development and Support for School Staff

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

D. Parental Involvement

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

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

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Early Childhood Lab School

School DBN: 8X607

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 08X304 School Name: PS 304

Cluster: 6 Network: 607

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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