



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DRAFT – PENDING NYSED APPROVAL

DBN: (i.e. 01M001):	10X306
School Name:	PS 306
Principal:	DARRYL HARRINGTON

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: PS306 School Number (DBN): 10X306
School Level: ELEMENTARY Grades Served: K-5
School Address: 40 WEST TREMONT
Phone Number: 718-583-5355 Fax: 718-583-5885
School Contact Person: REINA MELENDEZ Email Address: rmelend@schools.nyc.gov
Principal: DARRYL HARRINGTON
UFT Chapter Leader: GWEN DENNISTON
Parents' Association President: KAMISHA MARSHALL
School Leadership Team
Chairperson: MARTHA CANALES
Student Representative(s): _____

District Information

District: 10 Superintendent: MELODIE MASHEL
Superintendent's Office Address: 1 FORDHAM PLAZA
Superintendent's Email Address: mmashel@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: 1 Cluster Leader: _____
Network Number: 109 Network Leader: MARIA QUAIL

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 School Comprehensive Educational Plan (SCEP) 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)
DARRYL HARRINGTON	*Principal or Designee	
GWEN DENNISTON	*UFT Chapter Leader or Designee	
KAMISHA MARSHALL	*PA/PTA President or Designated Co-President	
ALISA SANCHEZ	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	
KAREENE DRUMMOND	UFT	
MELISSA NEWMARK	UFT	
MARGARET JOHNSON	PARENT	
MARTHA CANALES	UFT	
RAYSA SANTOS	PARENT	
XIOAMARA PERALTA	PARENT	
	Member/	

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

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

The School 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 SCEP 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 School Comprehensive Educational Plan (SCEP) 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

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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 SCEP Development

School Leadership Teams should engage in the following steps:

7. **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.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** 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.
10. **Step 4:** 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.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** 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: SCEP Overview

Develop a narrative summary that includes:

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.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

♦P.S. 306 is an elementary school with 758 students from Kindergarten through 5th grade. The school population comprises 27% Black, 71% Hispanic, 1% Asian, 1% White students. The student body includes 22% English language learners and 15% special education students. Boys account for 48% of the students enrolled and girls account for 52%. The average attendance rate for the school year 2014 - 2015 is 94.0%.

♦The mission of PS306 is to continue to improve student achievement in all content areas by providing high quality professional learning opportunities for teachers, aligning curriculum and assessment, integrating technology into the curriculum, and promoting positive social skills for all members of the school community. Our goal is to make PS 306 a safe haven for students by providing a caring and friendly instructional environment which will carry out into the community. We believe that every student is capable of becoming a productive member of society through the combined efforts of the school, home and community. Our school offers a welcoming, positive learning environment where students feel safe, cared for and enjoy their learning. The day begins with students reciting a "Scholar's Creed" encouraging best behavior and a focus on learning. The students are eager to share their work products and discuss how they feel about their teacher.

♦ The school's investment in Positive Behavior Intervention Systems (PBIS) ensures students are honored and celebrated for academic and personal behaviors that support self-regulation and learning. Assemblies highlight the student of the month and those with 100% attendance. In addition, there is a bulletin display of their names. We also provide an end of the year trip for students that have achieved 100% attendance and zero latenesses. Our goal at PS 306 this year is to have our daily attendance to 95%. Student participation in the Girls Scouts, Cookshop, Boy Scouts of America as well as a variety of additional after school programs ensures students have ongoing access to activities that support their social and emotional growth. As a result, our school's incidents have been reduced by more than half, referrals to special education have decreased dramatically and the school's overall feedback from the Learning Environment Survey concerning School Culture is higher in satisfaction among parents and teachers.

Our Partnerships:

1. City Harvest- Homelessness/Hunger/Poverty
2. Hats on Day -Body Image/Health/Nutrition/Self-Esteem
3. Pennies for Patients- Cancer research
4. March of Dimes Wonder Walk- Children with birth defects
5. Anti Bullying and Safety/NYPD Anti-Bullying/Diversity/School Safety/Tolerance
6. Saturday Adult ESL Classes- Adult Education (GED, citizenship classes)
7. Leave It better Gardening -School/Community Beautification
8. Buddy Student Mentoring/Tutoring/Youth Education
9. Omega Man- Anti-Bullying/Diversity/School Safety/Tolerance Assemblies
10. Author's Book Reading Literacy
11. Cookshop Classroom- Body Image/Health/Nutrition/Self-Esteem
12. Cookshop Families For Parents- Body Image/Health/Nutrition/Self-Esteem

13. Leave It better Gardening Committee- Parents
14. School/Community Beautification (painting, clean-ups)
15. Studio In a School- Arts/Self-Esteem
16. Girl Scouts- Character Development/Leadership

17. Boy Scouts- Character Development/Leadership
18. Fire Dept. & NYPD
19. Morris Heights Mental Health Clinic
20. Zaslow Foundation

♦ Our school embraces a culture of mutual respect which supports student and adult learning and cultivates a range of positive student behaviors that promotes academic achievement. Parents, students and staff describe the school as safe and welcoming. Students state they feel safe and that there are fewer incidents of bullying in the school than in the past years. School leaders' encourage students to write persuasive letters about what they feel the school may need to do in order to improve. For example, students wanted more after school programs. As a result, school leaders secured numerous collaborations to provide students with additional enrichment opportunities after school. Parents state that they enjoy the open door policy the principal has created and state that teachers are readily accessible to discuss their children's progress and any concerns that may arise. Our After school programs provide support to struggling students and enrichment learning experiences that accelerate student learning beyond grade level standards to support groups of students. During the school day, our AIS staff members provide ongoing support to our bottom 1/3 students through a push in or pull out program design model. Based on our Quality Snapshot we 'exceeded' the target for Improvement on the State English test. This work has increased shared responsibility for student outcomes and strengthened teacher's ability to increase student performance resulting in a decrease in the number of all students, including English language learners and special education students, performing at level 1 on the Common Core Benchmark assessments since the beginning of the year.

Some of our challenges are:

1. Enhance the alignment of the school's curriculum with the Common Core Learning Standards to include key standards that consistently engage students in rigorous tasks in order to promote higher order thinking. (1.1).
2. Strengthen teacher practice so that across classrooms students are engaged in high levels of discussions and appropriately challenging tasks in order to extend their thinking.(1.2)
3. Improve assessment practices across classrooms and grades so that adjustments to instruction are timely and provide students with effective feedback in order to accelerate learning. (2.2)

The DTSDE Tenet(s) in which we made the most growth during the 2013-14 school year are: Tenet 2 School Leader Practices and Decisions, Tenet 4 Teacher Practices and Decisions, Tenet 5: Student Social and Emotional Developmental Health, and Tenet 6 Family and Community Engagement. Our focus this year will be around Tenet 3 Curriculum Development and Support

10X306 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	OK,01,02,03,04,05	Total Enrollment	758	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	74.9%	% Attendance Rate		91.8%	
% Free Lunch	84.4%	% Reduced Lunch		0.4%	
% Limited English Proficient	17.6%	% Students with Disabilities		24.7%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American		25.2%	
% Hispanic or Latino	73.2%	% Asian or Native Hawaiian/Pacific Islander		1.2%	
% White	0.4%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5	# of Assistant Principals (2014-15)		3	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.1%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.52	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	9.6%	Mathematics Performance at levels 3 & 4		14.5%	
Science Performance at levels 3 & 4 (4th Grade)	55.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

Section 5: Needs Assessment, Annual Goals and Action Plans

10X306 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	758	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	74.9%	% Attendance Rate		91.8%
% Free Lunch	84.4%	% Reduced Lunch		0.4%
% Limited English Proficient	17.6%	% Students with Disabilities		24.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		25.2%
% Hispanic or Latino	73.2%	% Asian or Native Hawaiian/Pacific Islander		1.2%
% White	0.4%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		9.52
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	9.6%	Mathematics Performance at levels 3 & 4		14.5%
Science Performance at levels 3 & 4 (4th Grade)	55.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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% Hispanic or Latino	73.2%	% Asian or Native Hawaiian/Pacific Islander		1.2%
% White	0.4%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
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% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		5.1%
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ELA Performance at levels 3 & 4	9.6%	Mathematics Performance at levels 3 & 4		14.5%
Science Performance at levels 3 & 4 (4th Grade)	55.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Within Tenets 3.2, 3.4, and 3.5 we have made tremendous improvement as a school community. Frequent visits to classrooms by school leaders and New York City Department of Education (NYCDOE) talent coach provides teachers with effective actionable feedback and next steps that support the ongoing development of teacher practice. Consultants and Coaches continue to support teachers with planning units, lessons and instructional tasks resulting in cohesive teacher planning across all grades. School leaders’ normed focus on all components of Danielson’s Framework ensures teachers receive feedback on various elements of their instructional practices. The principal and assistant principals meet with teachers on a scheduled one to one basis to discuss their strengths and areas to improve. An outside consultant provides teachers with model demonstration lessons and supports scheduled inter-visitations. New teachers are paired with school coaches, talent coaches or mentor teachers to support their growth in all areas of Danielson’s Framework.

♦School leaders’ ongoing visits to classrooms effectively capture teacher strengths and areas of challenge for teacher practice. As a result of one to one goal setting with school leaders, teachers focus on a specific component of Danielson’s framework identified in need of strengthening. For example, a key component of focus for this year is questioning and discussions. Therefore, teachers planned with coaches and lead teachers, and teachers with a particular area of expertise provided professional development to staff members. School leaders’ targeted feedback, aligned teacher supports and clear expectations around planning and instruction has resulted in teacher self-reflective practice, improved teacher planning thus ensuring 50% of all students are performing on level on end of unit math tests. The principal effectively aligns resources to support instructional goals

resulting in improved student learning outcomes. Strategic school wide scheduling by the principal ensures teachers have time to meet once to twice a week to analyze student assessments and closely examine student work. Across grades teachers identify student trends and needs. In addition, academic tasks are refined and tailored to meet the needs of students. For example, the timeline for which some special education students needed to complete a task was increased to accommodate the pace at which these students were able to work. In subsequent unit tasks, these same students were able to complete the work within the specified period of time. A literacy coach, network instructional staff and additional consultants provide direct assistance to teachers in refining learning tasks so that student work products reflect high levels of rigor thus ensuring alignment to the school's instructional goals. As a result, across grades the majority of students performing at level 1 on pre-performance assessment tasks have moved to level 2 and 3.

An area that we need to improve upon is enhancing the alignment of the school's curriculum with the Common Core Learning Standards to include key standards that consistently engage students in rigorous tasks in order to promote higher order thinking. Additionally, improve assessment practices across classrooms and grades so that adjustments to instruction are timely and provide students with effective feedback in order to accelerate learning.

Our school has adopted several school wide practices to ensure that all students are doing the reading, writing, discussing and thinking in the classroom including: using quick-writes, think-pair-shares, cold-calling, a common annotation system, and hand signals as a check for understanding. We conduct instructional rounds every month to assess our instruction and implementation of our instructional focus. After our November Learning Walk we used the data we collected to provide the staff with more targeted support on Professional development Mondays. We saw a marked improvement in the quantity and quality of reading, writing and genuine discussion. As a school we have done a great job moving our "lowest third" as evidenced in our School Quality Report. Also we have provided important scaffolds for SWD that have allowed them to progress at a higher rate than any other group in our school. Our focus now needs to be on how we are challenging all of our students to work at high levels, aligned to the Common Core Learning Standards. Only **10%** of our students scored a Level 3 or Level 4 on the NYS ELA Tests and **15%** on the NYS Math Tests.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, all students in grades K-5 will be engaged in rigorous and coherent Literacy and mathematics curriculum aligned to the NYS CCLS with embedded high order thinking skills which will result in a 5% increase in student progress as measured by assessments that enhance the alignment of our Literacy and Math curriculum with the Common Core Learning Standards to include key standards that consistently engage students in rigorous tasks in order to promote higher order thinking as evidenced in our increase in student performance.

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</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>
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discussion over data, establishing trends and patterns among the grade and school-wide, researching possible strategies, interventions, resources and implementation			
Parents are invited, every Tuesday, to learn about a current unit of study and to learn how to assist their child at home in that content area.	Grade level teachers, parents	October 2014-June 2015	Grade Team Leaders, Principal, Assistant Principal, Parent Coordinator

Part 4 – Resources Needed

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

1. Grade Level leaders per grade will be the Core members of our implementation team for ReadyGen.
2. Literacy Specialist will provide support to teachers and administration.
3. Fordham Univ. Literacy Consultants will analyze students' needs and plan curriculum units with teacher teams to identify trends and areas of focus
4. Staff salaries, parent involvement, schedule adjustments for every Wednesday Grade level meetings, Monday and Tuesday professional development time and Tuesday parent engagement time

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	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside		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.

1. February Mid year assessments
2. June- End of Year Assessments
3. Monthly PD Meetings
4. Weekly Grade Level Meetings
5. We will assess our instructional program during Instructional Rounds on October, November, December, January, February, March ,April, & May. We are also monitoring unit assessments and expect an 80% mastery rate in all classes.

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

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2.	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 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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	HE
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

5. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
6. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Parents, students and staff describe the school as safe and welcoming based on our last Learning Environment survey (95% of our parents are satisfied with the education that their child is receiving and 91% of our parents feel that we offer a wide variety of courses, extracurricular activities and services). Students state that they feel safe and that there are fewer incidents of bullying in the school than in the past. School leaders’ encourage students to write persuasive letters about what they feel the school may need to do in order to improve. We have a Student Council that is made up of 5th Grade Student Leaders who serve as Ambassadors for their peers. For example, students wanted more after school programs. As a result, school staff secured numerous collaborations to provide students with additional enrichment opportunities after school. Parents state that they enjoy the open door policy the principal has created and state that teachers are readily accessible to discuss their children’s progress and any concerns that may arise. In addition, parents feel supported with the implementation and extensive information that they received about the Common Core Learning Standards and what is now required of the school and students. Grade Level Leaders make recommendations to school leaders during their monthly meeting with the Principal. As a result, all members of the school community benefit from an inclusive environment that honors student and adult voice and ensures a communal sense of shared responsibility that supports student and adult learning. The school’s investment in Positive Behavior Intervention Systems (PBIS) ensures students are honored and celebrated for academic and personal behaviors that support self-regulation and learning. Assemblies highlight the student of the month and those with 100% attendance. Students seek advisement and counseling from the guidance counselor, parent coordinator and other key staff members.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- By December of 2014, the school will increase the number of collaborations with community based organizations to provide parental support, mental health, health care, fund raising and after school programming for students and summer camps. Through collaborative efforts with the various community based organizations, we will increase parental involvement.
- By June 2015 all students in grades K-5, through our arts program will participate in ten assemblies that are designed to build community among students, grow student self-esteem, and showcase the individual talents/abilities of students.
- By June of 2015, our average monthly attendance will increase by 5%.
- By June 2015, our school wide suspensions will decrease by 25%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Through consultants from the Ramapo For Children organization, teachers will receive professional development in the area of positive student engagement. Ramapo Training is structured, practical, and valuable for seasoned practitioners as well as those new to the field. The professional development sessions introduce educators to the Ramapo approach and provide tools and techniques for building teacher capacity in the areas of classroom and behavior management. Individualized Coaching sessions will be offered to teachers based on a needs assessment. Coaching is an integral part of the Ramapo Training program that helps teachers with their particular classroom and behavior management challenges. Ongoing coaching provides individuals and small groups of school staff with specific problem-solving techniques, objective feedback, and an opportunity to reflect on their current practice. Realizing the impact of peer pressure on students, it is important that teachers are trained in the most effective methods of building cohesive and collaborative classrooms. Additionally, we will continue to implement (year 2) our PBIS program and support our</p>	<p>Classroom teachers, Guidance Counselors, SBST</p>	<p>September 2014- June 2015</p>	<p>PBIS Committee, Grade Level Leaders, Assistant Principals, Principal</p>

students with a positive and preventive approach to social/emotional issues.			
<p>Across disciplines teachers will collaborate in the development of monthly assembly programs that show case grade level accomplishments and provide students a forum to demonstrate their talents. Classroom, grade level and school wide attendance rewards will be distributed on a monthly basis. Classroom teachers will be informed on a daily basis of their class attendance percentage. Attendance graphs will be placed outside each classroom, informing students of their class attendance percentage. Students will participate in healthy exercise assemblies, which will focus on taking responsibility, planning and being a good student. Our parent coordinator and school base support team will facilitate workshops with parents to understand their challenges and to offer support to improve their child's attendance. Our guidance counselor and school base support team members will be assigned students that have demonstrated the need for emotional support. School administrators and teachers will meet daily to proactively discuss behavioral concerns. The parent coordinator will conduct parent workshops on topics such as: building strong families, constructive habits, productive television programs, after school supervision, childcare and pro social skills. In collaboration with our parents, community outreach initiatives will take place on a monthly basis. Focusing on the need for parent support services, counseling, health care and academic tutoring, and various communities based organizations will be contacted and invited to meet with school personnel. Parent training will be provided on the use of the ARIS parent link</p>	Classroom teachers, Guidance Counselors, SBST	September 2014- June 2015	PBIS Committee, Grade Level Leaders, Assistant Principals, Principal

Part 4 – Resources Needed

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

Assistant Principals, Guidance counselors, School Based Support Team, Morris Heights Clinicians, Ramapo For Children, Teachers, Professional Development time on Mondays and Tuesdays, Parent Engagement time, including Tuesdays, Grade team leaders, PBIS Committee

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	X	Title I Basic		Title I 1003(a)		Title IIA		Title III	X	P/F Set-aside	X	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:

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.

A survey, similar to School Culture portion of the Learning Environment Survey will be given to Teachers and selected students in February so that we can assess progress toward our goals. We will identify areas where we are below 80% satisfaction and create an action plan for how to increase that amount.

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?

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. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	D
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

10. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Teacher teams use common assessments to evaluate curriculum and make instructional decisions. Teachers and students use rubrics to assess their work. Grade level rubrics are task specific and results guide instructional adjustments and student grouping for additional support. Teachers meet weekly to review student data pulled from Formative and Summative assessments and the literacy programs’ diagnostic assessments. Many structures are in place which allow for teachers to share a common language and collaborate. We have a website where Teachers share best practices, documents, etc through the use of Google docs. There is a specific unit and lesson plan template that allows for teachers to share a common language around planning. There are several school-wide instructional practices which are consistent across grades and classrooms (use of quick-writes, accountable talk, cold-calling, annotation symbols, hand signals and think-pair-share protocols). Teacher Grade teams have developed common rubrics for use with specific performance tasks that are rigorous and Common Core aligned. Changes by teachers in instructional strategies to support students in reading and writing are being implemented. For example, across classrooms this year there is a greater focus on the use of reading material that interests young males. As a result, classrooms are endowed with a variety of reading material that attract and encourage male students to read. In addition, our teachers are working towards building reading stamina amongst our students, especially males.

This year we incorporated the DEAR (Drop Everything And Read) initiative with the goal of increasing independent reading time amongst our students. Additionally, teachers and students are very excited

to be able to use MYon to support their literacy goals and interested. Myon is the world's largest interactive digital library with over 4,000 books geared for pre-K through 12th grade. Our students are provided with a wealth of reading resources to support their academic growth through the use of the Myon program.

Across classrooms teachers and school leaders have focused intently on ensuring Danielson's Framework components, specifically Questioning & Discussions, which is embedded into Teachers' practice. As a result, teachers are spending more time engaging students in rich discussions about text. Additionally, teachers are providing students with the opportunity to engage in deep conversations that promote critical thinking which will result in high level student work products. This is our school wide focus. This has created an over-all common language regarding planning, environment, instruction and professional responsibilities

Areas that we need improvement:

Student small instructional groupings that are designed to provide multiple entry points to targeted sub groups including opportunities to expand the learning experiences of higher performing students are not yet fully developed thus limiting student prospects to extend thinking and improve learning outcomes. Across classrooms teaching practices that fully address the needs of ESL students and special education students are not yet consistent, thus hindering them from participating in rigorous tasks that promotes high levels of thinking. Now that we are incorporating Instructional Shifts from Instructional Learning walks and teacher grade teams are focusing on ensuring that all students are engaged in appropriately challenging tasks during their lessons which allows for high levels of student engagement and inquiry. However, refining rubrics for students to self- assess and gain detailed actionable feedback to move work toward mastery and beyond is not yet fully developed limiting students from taking ownership of expanding their own learning.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, improve teaching practices across classrooms and grades so that adjustments to instruction are timely and strategic with an emphasis on increasing student performance.

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • 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). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	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>
Collaborative teams involved in the inquiry process will focus on instructional coherence through the collection of	Classroom teachers, Coaches,	September 2014- June 2015	Classroom teachers, Coaches, Special Education

<p>data on how well students are learning the desired outcomes. Special education and ESL teachers will look at student work, formative and summative data, lesson plans.</p> <p>Collaborative Teams will examine data that involves the school environment, student performance and progress. Teams will gather and analyze a range of data including summative (e.g. State assessments, attendance, safety and discipline, student support services, referrals) and formative assessments (student work products and classroom observations) in order to create a clear portrait of the school's grade, or sub groups' strengths and areas of need. Teams will establish and sustain a transparent and collaborative system for measuring progress toward interim goals and will make adjustments periodically throughout the year.</p> <p>Data will consistently be gathered through walkthroughs and assessments. The data will then be interpreted for meaning through analysis and discussion. A plan of action will then be implemented, reflected upon and redefined. Through the use of the Common Core standards, teachers will begin to look at the larger goal, grade-specific goals and earlier grade-level goals to understand what pathways will allow a student to eventually produce grade appropriate work. By doing so, teachers will see what a student can do and adapt their teaching to meet the needs of their students, supporting differentiated and adaptive instruction.</p>	<p>Special Education & ESL , Coordinator</p>		<p>& ESL , Coordinator, Assistant Principal, and Principal</p>
<p>Teachers will ensure that unit and lesson plans are appropriately aligned to the CCLS curriculum and introduce complex materials that stimulate higher-order thinking and develop knowledge around specific content. Teacher teams will develop lessons that are rigorous with higher order questions in instruction as well as inquiry based learning opportunities.</p>	<p>Classroom teachers, Coaches, Special Education & ESL , Coordinator</p>	<p>September 2014- June 2015</p>	<p>Classroom teachers, Coaches, Special Education & ESL , Coordinator, Assistant Principal, and Principal</p>
<p>Support teachers to develop and nurture their instructional expertise during regularly scheduled meetings with targeted agendas based on student and grade data to ensure that all unit plans across their grade subjects are appropriately aligned to the CCLS curriculum and students' needs. Provide weekly professional development and team meetings, to conduct data cycles and plan differentiated supports for students.</p>	<p>Classroom teachers, Coaches, Special Education & ESL , Coordinator</p>	<p>September 2014- June 2015</p>	<p>Classroom teachers, Coaches, Special Education & ESL , Coordinator, Assistant Principal, and Principal</p>
<p>Scheduling provides the structure that encourages teacher collaboration through a common flow of the day that supports professional development (inter-visitation, lunch-n-learn sessions). All teachers will be given time to work</p>	<p>Classroom teachers, Coaches, Special</p>	<p>September 2014- June 2015</p>	<p>Classroom teachers, Coaches, Special Education & ESL ,</p>

<p>with the collaborative teams weekly. There will be teams that are school wide and others that are grade specific. Teams will analyze relevant data, test out instructional approaches, create and refine common student tasks. Through effective accountable collaboration, teacher teams will develop goals; support the culture of data; discuss common issues, questions, and concerns; as well as support the quality of instruction, and the integration of technology and inquiry to engage students.</p>	<p>Education & ESL , Coordinator</p>		<p>Coordinator, Assistant Principal, and Principal</p>
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Part 4 – Resources Needed

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

Staff and parents, Weekly planning time, Coaches,

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	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		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:

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

Our monthly Learning Walks, Teacher Observations, and student outcomes will be reviewed and discussed monthly to monitor Instructional shifts.

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?

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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	D
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	HE
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

13. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

14. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

By June 2015, all teachers will have at least 10 instructional feedback interactions with a supervisor, including 4 written formal/Informal observations for both tenure and non-tenured teachers. The basis of the feedback will be around the work of the Danielson Framework For Teaching, Our focus for this school year will be:

- Competency 1a- Demonstrating Knowledge of Content & Pedagogy
- Competency 1e- Designing Coherent Instruction
- Competency 2a- Creating an Environment of Respect & Rapport
- Competency 2d- Managing Student Behavior
- Competency 3b- Using Questioning & Discussion Techniques
- Competency 3c- Engaging Students in Learning
- Competency 3d- Using Assessment in Instruction
- Competency 4e- Growing & Developing Professionally

The work of teacher teams is complemented by grade level lead teachers who take on significant leadership roles and work as facilitators at weekly teacher meetings.

Frequent visits to classrooms by school leaders and New York City Department of Education

(NYCDOE) talent coach provides teachers with effective actionable feedback and next steps that support the ongoing development of teacher practice. Coaches supported teachers with planning units, lessons and instructional tasks resulting in cohesive teacher planning across all grades. School leaders' normed focus on all components of Danielson's Framework ensures teachers receive feedback on various elements of their instructional practices. The principal and assistant principals meet with teachers on a scheduled one to one basis to discuss their strengths and areas to improve. An outside consultant provides teachers with model demonstration lessons and supports scheduled inter-visitations. New teachers are paired with school coaches, talent coaches or mentor teachers to support their growth in all areas of Danielson's Framework. Strategies and suggestions on ARIS Learns provide additional resources for teachers to access so that they may continue to improve their instructional practice. Cursory visits by school leaders and coaches ensure teachers are reflective about their practice and accountable for recommendations made. As a result, there has been a 20% increase of teachers moving from the developing level to the effective level in across all of Danielson's domains since the beginning of the school year. School leaders' ongoing visits to classrooms effectively capture teacher strengths and areas of challenge for teacher practice. As a result of one to one goal setting with school leaders, teachers focus on a specific component of Danielson's framework identified in need of strengthening. Therefore, teachers planned with coaches and lead teachers, and teachers with a particular area of expertise provide professional development to staff. For example, a teacher particularly knowledgeable in the area of supporting English language learners provides teaching strategies to a teacher in need of support in this area. As a result, more ESL students scored proficient on the 2014 NYSELAT. In addition, frequent teacher use of exemplars of instructional practices from ARIS Learn supports teacher practice. School leaders' targeted feedback, aligned teacher supports and clear expectations around planning and instruction has resulted in teacher self- reflective practice, improved teacher planning thus ensuring that all students are receiving quality instruction.

Areas of Improvement:

We need to continue to monitor and modify our systems for school improvement, especially as it relates to our Reading curriculum. Although the school has committed to the use of the NYCDOE recommended Literacy program ReadyGen and teachers plan together to design effective Units, we still need to continue to address our SWDs and ESL students. We must continue to boost the level of rigor of the program and develops teacher's expertise with the ReadyGen materials/resources. Our instructional shifts and full alignment to Common Core Learning Standards (CCLS) is still developing, therefore impacting the consistency of instructional rigor needed to ensure students are on a path to higher learning and college or career.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June of 2015, 100% of our staff will be effectively trained with the Danielson Framework with a concentrated focus around 1a,1e,2a,2d,3b,3c,3d,and 4e. Administration will provide frequent and consistent feedback to Teachers to improve student outcomes.

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</i>	Timeline <i>What is the start and</i>	Key Personnel <i>Who is responsible for implementing</i>
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<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 	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
<p>~The administrative staff will use the Danielson Framework for Teacher Development as a resource to develop their professional goals for the school year.</p> <p>~Build teacher's knowledge of the Framework through the Professional Development Mondays.</p> <p>~Use the Danielson Framework for Mid-year Conversations in December and January; anyone who is consistently below Effective will then be put on a Teacher Improvement Plan.</p> <p>~Use the Danielson Framework for End-of The year Conversations in June 2015</p> <p>~Mentor teachers will use the Framework in their work with mentees to support their development</p> <p>~The Principal and each Assistant Principals will have observed classroom teachers a total eight times by May 2015</p>	Classroom Teachers, Students	September 2014- June 2015	Classroom teachers, Coaches, Special Education & ESL , Coordinator, Assistant Principal, and Principal
<p>~All teachers will develop and use CCLS appropriately aligned lessons plans that promote higher-order thinking skills in all groups of students and develop analytical, evaluative and reflective skills across content areas by providing supports and extensions necessary for student achievement.</p>	Classroom Teachers, Students	September 2014- June 2015	Classroom teachers, Coaches, Special Education & ESL , Coordinator, Assistant Principal, and Principal
<p>~Continue to offer AIS programs for SWDs and ESL students, including After school programs, Do the Reading/Math homework help morning group, homework help for SWD and ESL students each morning, .</p> <p>Use mid- year data action plans” for teachers to plan specific strategies to help struggling students</p>	Classroom Teachers, Students	September 2014- June 2015	Classroom teachers, Coaches, Special Education & ESL , Coordinator, Assistant Principal, and Principal
<p>Parent Workshops around these focus areas:</p> <ol style="list-style-type: none"> 1. Student Achievement 2. Social Emotional Development 3. Homework help 4. Community Services 5. Parent Outreach services 	Parents, Parent Coordinator	September 2014- June 2015	Principal

Part 4 – Resources Needed

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

Administrators, Coaches, Teachers, parents, students, Learning Walks, Breakfast With Principal, Student award ceremonies, Saturday and After School Classes, AIS providers, Math Enrichment program, Parent programs

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	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		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.

Mid- year data plans will indicate a 10% drop in students not reaching grade wide benchmarks. *Advance* data indicate 50% of teachers scores moving ‘developing’ to ‘effective’ area.

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 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	HE
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

17. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

18. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (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.

Parents appreciate the school’s efforts to involve them in their children’s learning through monthly calendars, newsletters and monthly progress report. Consequently, they appreciate the high expectations that are consistently communicated and how well their children are progressing. Several parents are fully involved in the daily life of the school and its leadership team. They particularly enjoy the workshops and speakers that provide training. Consequently, they find the school welcoming and supportive, giving parents a real sense of being partners of the process to support their children’s achievement. As a school community, we recognize the importance of developing the whole child and preparing them for their role as future citizens. We continue to strive to create a warm and nurturing environment for all of our students. Our guidance counselors, social workers and school psychologists provide lessons to support the emotional and social development of the students and organize special assemblies. Additionally, our book-of-the-month selections provide school wide conversations around topics of acceptance, friendships and anti-bullying. Our campus is a very welcoming environment. When you walk in the front door, you will see the flags of the many countries that our families and staff are from celebrating Cultural diversity. The building is well maintained and teachers and students create beautiful displays to support a positive learning climate. At PS 306 we have many family-oriented events. In addition to holding the four mandatory school-wide meetings with families, we have a monthly ‘Sip & Chat’ with parents and Student Of The Month assemblies celebrating academic achievement. Staff are utilizing the Tuesday Parent Engagement time to create relationships with the families of their homeroom students. They are called each week

and invited to participate in our weekly curriculum shares. At the curriculum share, a teacher informs the parents and other teachers on the grade about their current unit of study and how everyone can assist the student to learn the material. The Principal holds regular, *Breakfast With The Principal* sessions. At these meetings parents are informed about specific topics and have a chance to ask questions and comment on anything at the school. They also visit classrooms during these sessions. The parents/guardians provide ideas for future sessions. We work in collaboration with Morris Heights Medical and Mental Health Clinic (housed in our building) to provide resources for families. Every Saturday, we hold ESL classes for parents from our school. Our students assist the parents with the computer-based portion of the class. Parents and families of students at P.S. 306 are provided with opportunities to participate in the Parents' Association, the School Leadership Team, parent education activities that relate to building strong home/school partnerships, family literacy, family math, workshops which promote an understanding of performance standards and the new promotional criteria, the parent volunteer program, and accessing the services of community resources.

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 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To increase the number of parent involvement by 15 % for the 2014-15 school year as evidenced by an increase in parent teacher conference, workshops, and special events.

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: 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. 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). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust	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>
~Parents and families of students in the P.S. 306 will be provided with opportunities to participate in school-based planning committees, and in the School Leadership Team. Parent education activities that relate to building strong home/school partnerships, family literacy, child development and accessing the services of community resources will also be available.	Parents, Teachers, Support Staff, PTA President	September 2014- June 2015	Parent Coordinator, Principal, Assistant Principals
~Offer-parent training workshops/meetings related to:	Parents, Teachers,	September 2014- June	Parent Coordinator,

<ol style="list-style-type: none"> 1. Eligibility criteria for entrance into various programs (e.g. bilingual programs); 2. Educational structure and terminology; 3. Rules and regulations regarding budget expenditures 4. Parenting skills; 5. Math, literacy, Home School Partnership , Health Education 6. Introduction to Microsoft Word, Excel, PowerPoint, and the use of the internet 7. Summer camp listings and assistance 8. Resume and cover letter development 9. Medical/health related resources in the community 10. Adult and Continuing Education program (ESL and Basic Education 	Support Staff, PTA President	2015	Principal, Assistant Principals
<p>~Provide a Parent Room in which parents will feel welcome and can coordinate activities for parent involvement.</p> <p>~Provide resources for family outreach to assist and inform parents, and involve them in the school community.</p>	Parents, Teachers, Support Staff, PTA President	September 2014- June 2015	Parent Coordinator, Principal, Assistant Principals

Part 4 – Resources Needed

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

Parent Coordinator, Supplies, Materials, Incentives, etc

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	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III	X	P/F Set-aside		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:

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.

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?

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)	A student performs below grade level on the Baseline assessments, NYS exams, etc.	INTERVENTION BY DESIGN RTI	Differentiated instruction will take place in every classroom through Tier I interventions and small group instruction. Through frequent content assessments, AIS meetings, and data analysis of student performance students will be placed in Tier II & III intervention. Students who are not benefiting from Tier I interventions will be referred to participate in the Intervention By Design program with close monitoring. Additionally those students will participate in the Young Scholars After School program	Before school, during the day, after school and Saturdays
Mathematics	A student performs below grade level on the Baseline assessments, NYS exams, etc.	ENVISIONS	For Math AIS we will be using the Math Diagnosis and Intervention System that accompanies Pearson's <i>enVisionMath</i> Program. This 4 step system is built around	During the day, after school and Saturdays

			Assessment, Diagnosis, Intervention, and Monitoring. There is an entry level assessment that is used to diagnose the areas of need students have. Students are then grouped according to similar needs. The materials provided in the program run parallel to the <i>enVisionMath</i>	
Science	A student performs below grade level on the Baseline assessments, NYS exams, etc.	Harcourt Science Program	In addition to the state mandated periods of science instruction, we have two Science cluster teachers who service students in grades K to 5. The classroom teachers also integrate Science into the literacy block via the use of Science related books and materials.	During the day, after school and Saturdays
Social Studies	A student performs below grade level on the Baseline assessments, NYS exams, etc.	Harcourt Social Studies Program	In addition to the state mandated periods of Social Studies instruction, we have two Social Studies cluster teachers who service students in grades K to 5. The classroom teachers also integrate Social Studies into the literacy block via the use of Science related books and materials.	During the day, after school and Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	A student performs below grade level on the Baseline assessments, NYS exams, etc. and requires social emotional support	PBIS At Risk Counseling Mandated Counseling	Individual counseling for students in crisis to address emotional issues. This service is scheduled during	Before school, during the day, after school and Saturdays

			<p>the school day. Small group or individual counseling to address the social and emotional needs of at risk students. This service is scheduled during the school day. Crisis intervention, individual, small group and family counseling to address behavioral, emotional and social issues. This service is scheduled during the school day and after school, including evenings</p>	
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Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. 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

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.

We have partnerships with Fordham University, Oswego, Lehman College and NYU. We assign student teachers to our most highly effective teachers, who serve as mentors. We provide mentoring and all of the professional development that is provided for all of our teachers during a mentees time in our school. All staff members will receive professional development that is targeted and specific to their license area. New Teachers will be paired with a Mentor and will be supported by the New Teachers organization. I will continue to build capacity from among my staff and train teachers for leadership positions. Our administrative team will further support teacher leaders by selecting at least one teacher per grade to participate in the 2014-15 Teacher Leadership Program (TLP). The Teacher leadership program is designed to build the capacity of teacher leaders in order to promote distributive leadership and improve student outcomes. Additionally, TLP is working with teacher leaders to ensure that the work of teacher teams is aligned to Quality Review indicator 4.2. TLP is training teacher leaders to facilitate and support their colleagues in teams to engage in learning with texts, look at teacher and student work in order to assess its alignment to the Common Core Learning Standards, visit colleagues' classrooms to give actionable feedback using the targeted competencies in Danielson's *Framework for Teaching*, and create professional learning communities focused on increasing student achievement. Teacher leaders will facilitate learning opportunities with their colleagues in three ways:

- Logistics: Teacher leaders will be implementing the logistical strategies they are learning in the program to develop a long term plan to work with their teams as well as understand how to plan agendas for and facilitate weekly team meetings.
- Learning: With their teams, teacher leaders will develop a vision for the work they will do together and tracking the progress of the team.
- Longevity: Teacher leaders will help their colleagues identify how the inquiry work of the team is related to school goals and broader DOE initiatives such as the citywide instructional expectations and special education reform (A Shared Path to Success).

There are also orientation sessions and monthly check-in's, by administrators. Student teachers are observed and viewed as possible applicants.

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).

Professional Development will be an essential component to support teachers understanding and extend best practices in all areas of instruction to bring students to grade level performance. Teachers will receive training and support from various school leaders including the Assistant Principals, Instructional Support Specialists, Grade Level Leaders, peer teachers, Network Specialist and the Department of Education on effective instructional strategies, interventions and differentiation. As written in our School Wide Professional Development Plan, each teacher will be provided with internal or external learning experiences based on their needs. The Instructional Team will monitor compliance standards and revise the systems as needed. A major initiative for the 2014-2015 school year will be our work to support and improve instruction in Reading, Writing and Math. Staff developers will work with our Administrators and Teaching staff to ensure that our instructional model supports effective strategies which includes measureable timelines, established goals, and identified resources to supports students.

Teachers will be involved in a sequence of professional development throughout the year that provides multilayered support to teachers; involving demonstration of teaching, in-class coaching, assessment support, and study-groups on lifting the level of instruction on particular units of study or on supporting students with particular needs. Professional development opportunities will encourage teachers to continuously evaluate and revise their classroom practices to improve student outcomes.

The Charlotte Danielson Framework will be used as the foundation for professional conversations among practitioners of the school's mentoring, coaching, professional development, and teacher evaluation processes. The Charlotte Danielson Framework will be used as an observational tool to enable administrators to provide consistent feedback to staff on order to improve the quality of instruction. Teachers will be supported in the use of a variety of instructional strategies, including the use of technology to encourage students' development of critical thinking, problem solving and performance skills.

Teachers will be provided with differentiated support on specific developmental, pedagogical, and content knowledge needs (including mentoring, teacher learning, coaching, and targeted professional development opportunities) with special attention to new teachers and teachers who are new to an in/out of classroom position in the school.

All teachers working with our ELL and SWD populations will receive professional development specific to meeting the needs of our targeted students, including the use of NYSESLAT data to differentiate strategies to meet the needs of students and in the use of effective ESL strategies

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.).

The PreSchool programs in the area will be provided with a Spring Orientation for upcoming students and families. At this orientation, they will get the opportunity to learn about the Kindergarten curriculum and expectations. The Parent Coordinator along with the Assistant Principal in Kindergarten/1st grade will collaborate an ongoing partnership through the year to ensure a seamless transition for students from Preschool to Kindergarten

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.

In the Spring of 2014 a Measures of Student Learning (MOSL) committee was formed, with members from all departments and grade levels. The MOSL committee recommended the assessments that would be used at the school for SY 2014-2015. Each member decided which assessment would best meet the needs of our students Following the administration of the MOSL assessments, teachers will meet to score the assessments and to plan future instruction based upon the student results.

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 (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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 K 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 9: 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 SCEP 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.

Parent Involvement Policy (PIP) Template

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

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

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

school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 10	Borough Bronx	School Number 306
School Name PS 306		

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 Darryl Harrington	Assistant Principal John Kickman
Coach Miriam Katz	Coach Martha Canales
ESL Teacher Stephanie Torres	Guidance Counselor Betsaida Bonano
Teacher/Subject Area Brenda Diaz, Bilingual, 3rd	Parent Margaret Johnson
Teacher/Subject Area Ivelisse Perez, 4th /5th	Parent Coordinator Debra Sloan
Related Service Provider Altagracia Jorge, Speech	Other Wanda LLamas, ESL, 2nd Grade
Network Leader(Only if working with the LAP team) type here	Other Melissa Newmark, ESL, 3rd

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	3	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	3
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	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	766	Total number of ELLs	135	ELLs as share of total student population (%)	17.62%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	1	1	1								3
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Push-In	2	2	2	2	2	2								12
Pull-out	1	1	1	1	1	2								7
Total	3	3	3	4	4	5	0	22						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	135	Newcomers (ELLs receiving service 0-3 years)	114	ELL Students with Disabilities	18
SIFE	5	ELLs receiving service 4-6 years	16	Long-Term (completed 6+ years)	4

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	34	5	0	0	0	0	0	0	0	34
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	56	0	10	13	0	0	4	0	0	73

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	90	5	10	13	0	0	4	0	0	107
Number of ELLs who have an alternate placement paraprofessional: <u>3</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	14	10	14	0	0	0	0	0	0	0	38
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	14	10	14	0	38						

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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	32	21	24	9	13	13	0	0	0	0	0	0	0	112
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	2		1										5
TOTAL	34	23	24	10	13	13	0	117						

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)	12	11	2	3	4	10	0	0	0	0	0	0	0	42
Intermediate(I)	0	6	11	8	6	5	0	0	0	0	0	0	0	36
Advanced (A)	5	5	12	8	13	14	0	0	0	0	0	0	0	57
Total	17	22	25	19	23	29	0	0	0	0	0	0	0	135

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	14	7	1	0	22
4	12	10	1	0	23
5	11	12	0	0	23
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	4	10	5	3	2	0	0	0	24
4	6	11	4	1	4	0	1	0	27
5	3	10	3	1	3	0	0	0	20
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	5	6	4	7	4	1	0	29
8	0	0	0	0	0	0	0	0	0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	2	9	14	7				
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.
Several assessment tools are used to assess the early literacy skills of our ELLs. We use ECLAS-2, DRA in English, and EDL in Spanish to gather data to drive our instruction. In addition, teachers' observations gathered from small group instruction, guided reading, and individual conferences also inform our instructional decisions.

Our school uses some components of the ECLAS, DRA and EDL (Evaluacion del desarrollo de la lectura) to assess the ELLs' literacy development in English and Spanish. We use the ECLAS, to measure the ELLs' letter identification, phonemic awareness and word recognition. The ELLs in the ESL program are administered the ECLAS to assess their early literacy skills. The ELLs in our transitional bilingual program are assessed using either the Estrellita or ECLAS depending on the language of literacy instruction. The DRA and EDL are used to assess the ELLs' reading behaviors in English and Spanish.

All ELLs are assessed mid-year using the DRA to determine whether or not they are meeting the reading benchmarks. Towards the end of the school year, they are again assessed using the ECLAS, DRA, and EDL. The ELLs in first grade are assessed using the DRA and EDL three times a year. Some of them might be assessed more often if they are struggling with learning to read.

The ELLs are assessed using the DRA and EDL three times a year. Some of them might be assessed using Estrellita, a Spanish Reading Program for new entrants. All the other ELLs entering our school are assessed using the DRA and/or EDL to determine their reading abilities to establish a baseline reading level at the beginning of the year. The goal is to determine whether or not the ELL is on grade level in English and/or Spanish reading so that appropriate instruction can be provided. At the end of the school year, all the ELLs are assessed using the DRA and EDL. The majority of the ELLs in the transitional bilingual program are at or above grade level in reading in Spanish. In English, their reading levels will vary depending on their time of entering into the TBE or ESL program.

Overall, the ELLs are at the beginning literacy level when they first enter the school in kindergarten and first grade. As they progress to the second and third grade, they start developing stronger reading skills. The ELLs in the TBE program progress faster in their native language than in English, which is their second language. Based on the early literacy assessment data, 100 % of entering ELLs in kindergarten and 92% of the entering ELLs in first grade are at the beginning literacy level. Most ELLs enter first grade with complete letter recognition and phonemic awareness in their native language. With the English reading levels gathered for the ELLs in the third grade TBE and ESL programs, the data show that their English reading levels are about the same: 95% of ELLs in the bilingual program are at the beginning and intermediate levels and 100% of ELLs in the ESL program are at the beginning and intermediate levels. It seems that in this grade the ELLs in the ESL program read at a little higher level than those in the bilingual program.

The data seem to confirm the current research that a solid L1 leads to a stronger L2 and that reading skills can be transferred from the first language to the second language. Our school builds our ELLs' native language proficiency as much as we can so that the acquired literacy skills of the native language can be transferred to the acquisition of the second language, i.e., English.

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

Overall, ELLs of lower grades, Kindergarten and grade 1 are mostly at the beginning levels: in kindergarten 70% of all new admits scored at the beginning level and 30% scored at the advanced level. In grade 1, 50% of the students are at the beginning level and 50% are at the intermediate and advanced levels. In grade 2, only 8% of the students are at the beginning level and 92% are at the intermediate and advanced levels. ELLs in grade 3, 16% of the students are at the beginning level and 84% scored at the intermediate and advanced levels. In the fifth grade, ELLs 34% are at the beginning level and 66% are at the intermediate and advanced levels. Our ELL population proficiency levels are as follow: 30% are at the beginning level, 27% are the intermediate level and 43% are at the advanced level.

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

As of November 15, the RNMR has not been updated with the information necessary to address this question.

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?

Transitional Bilingual Education (TBE) Program

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

In K and Grade 1 the ELLs cluster around the beginning and intermediate levels in the NYSESLAT: 70% in K and 50% in Grade 1.

Data for the comparison between English LABR and Spanish LAB assessments are available for newly enrolled students. For the newcomer ELLs, the comparison between Spanish LAB and English LABR scores shows that most ELLs are at the beginning level in English. In their native language, Spanish, 60% of ELLs in kindergarten are at the beginning level, 40% are at the intermediate level, and at the advanced or proficient level. In Grade 1, the ELLs are mostly at the intermediate level in English as well as in Spanish. In second grade, the ELLs are at a lower level in Spanish than in English, only 8% of the ELLs are at the beginning level in English, and 92% of the ELLs are at either advanced or intermediate. 4% of these second graders are at the proficient level in Spanish. New admits in grades 3,4, 5, are at the beginning level in English, and 37% are at the intermediate in Spanish. Overall, ELLs of lower grades, Kindergarten and grade 1 are

mostly at the beginning levels: in kindergarten 70% of all new admits scored at the beginning level and 30% scored at the advanced level. In grade 1, 50% of the students are at the beginning level and 50% are at the intermediate and advanced levels. In grade 2, only 8% of the students are at the beginning level and 92% are at the intermediate and advanced levels. ELLs in grade 3, 16% of the students are at the beginning level and 84% scored at the intermediate and advanced levels. In the fifth grade, ELLs 34% are at the beginning level and 66% are at the intermediate and advanced levels. Our ELL population proficiency levels are as follow: 30% are at the beginning level, 27% are the intermediate level and 43% are at the advanced level.

Freestanding English as a Second Language (ESL) Programs.

In general, the ELLs in all grades but K in the ESL program have higher proficiency levels in English based on the NYSESLAT than their counterparts in the TBE program. Grade 1, 50% in Grade 2, 92% in Grade 3, 84% in grade 4, 82% in grade 5, 66% cluster at the intermediate and advanced levels.

In addition, the proficiency levels tend to be higher as the grade goes up across the NYSESLAT. The majority of ELLs reach the intermediate and higher levels in the NYSESLAT: 84% in Grade 3, in Grade 4, 83% and in Grade 5, 66%. As mentioned before, the new comers in different grades need more time to achieve a higher level in all modalities. In the 5th grade, the 4 students who are at a beginning level have been in the country less than two years.

On the NYS Math, the majority of ELLs scored at Levels 2. 41% scored at a level 2 and a 15% scored at level 3 and 15% scored a level 4. In the NYS ELA more ELLs scored at Level 1 and 2. In science, 45% of ELLs scored at levels 2 and 3.

4b. The interim assessments were not given to our ELLs during the 2012-13 school year. included three language modalities: listening, writing, and reading. Overall the majority of the ELLs in Grade 4 and up are at the advanced and proficient levels. The patterns above are reflected in the Listening modality. The data show that in Grades 3 and 4 the ELLs are at a higher proficiency level in listening than in writing and reading.

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).

(see [RtI Guide for Teachers of ELLs](#).)

We use data to guide and improve the quality of core instruction and to make sure that our students have quality opportunities to learn and that they are thriving academically. If a student or group of students is having difficulty, we either provide additional support for the teacher Core Instruction with new research-based ideas to improve the delivery of effective instruction or we provide Tier 2 or Tier 3 intervention depending on the number of students showing difficulty by analyzing the data. We also look at other factors to be addressed like family dynamics, motivation, or health issues to provide appropriate support. Our school uses data to guide instruction for ELLs in many ways. First, teachers look at how many ELLs are struggling in their classes, if the majority of them are showing little progress then teachers focus on improving core instruction. After, we examine achievement at the classroom level, the next step is to gather specific information about the students' classrooms experiences, and their home and community context in order to support their needs. We analyze data through a language acquisition lens to make sure the students needs are not confused with a learning disability. Then, we design and implement targeted supplemental support and we use assessments to monitor the effectiveness of the supports.

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

Our school analyze informal and formal assessment data in order to determine ELL progress in different content areas as it pertains to English proficiency

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Paste response to questions here:

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

We make sure we are using formal and informal assessments throughout the year. At the beginning of the year, we look carefully at

result of the NYS performance assessments like the ELA, Math, and NYSESLAT. We use the results to provide us, teachers and administrators, detailed information to plan instruction, staff development, as well as academic intervention instruction and RTI. In addition to NYS and NYC formal assessments, we assess our students regularly using DRA and instructional unit assessments aligned with our curriculum in our subject areas.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

1. In order to identify English Language Learners in our school, we follow the following steps. During the months of August and September, the ESL/bilingual coordinator, and a licensed ESL teacher, work with the pupil accounting secretary, Reina Melendez during the registration process to complete the intake of potential English language learners. Both teachers are fully certified by the state of New York as teachers of English to speakers of other languages. In addition, one of the teachers is a certified Spanish teacher and the other one is a certified bilingual teacher. Parents of potential ELLs are welcomed into the school by the ESL/bilingual coordinator, the parent coordinator, Debra Sloan and the ESL teacher. The ESL staff sits with the pupil accounting secretary during registration in the first week of school to ensure that no potential ELL is missed. To identify our ELL population, each family completes a Home Language Identification Survey (HLIS) upon registration. The ESL/bilingual coordinator reads the HLIS to determine a home language other than English. To aid the parents in filling out this form correctly only a trained pedagogue conducts an informal interview with the families. Normally, the ESL/bilingual coordinator conducts the interview in Spanish if this is the family's native language. When necessary, the ESL/bilingual coordinator uses the translation and interpretation hotline to communicate with the parents. The child is also interviewed in English and in their native language (when possible) to determine their status as a potential English language learner. Then, students are administered the LAB-R (Language Assessment Battery - Revised) on the spot. The tests are hand-scored and the results are kept on file digitally on the ESL/bilingual coordinator's computer and a hard copy is kept on file in the "Services for Pupils with Limited English Proficiency" binder in the ESL/bilingual coordinator's office. The Spanish LAB is administered when a student whose home language is Spanish receive a raw score below the cut score on the LAB-R. This assessment is used to determine literacy in Spanish. Scores on these assessments reveal at what level the student's language acquisition is and this information is passed on to the teacher. He/She uses this information to differentiate to the specific needs of the learners.

In addition to the ESL/bilingual coordinator, Martha Canales and the ESL teachers, Stephanie Torres and Brenda Diaz, 3th grade bilingual teacher are trained in how to conduct the interviews, how to help parents complete the HLIS, and how to administer the LAB-R and Spanish LAB. Ms. Diaz is a dually certified teacher, both in ESL and in bilingual education. Also, three additional teachers were trained in the intake and initial testing process, Wanda Pimentel, 2nd grade ESL teacher, and Yvelisse Perez, 4th and 5th grade bilingual teacher. Ms. Llamas is a certified bilingual teacher too. Ms. Perez is dually certified as a teacher of ESL and as a bilingual teacher. Ms. Feliu is a certified ESL teacher. In the event that the ESL/bilingual coordinator is not available or not in the school, the intake and testing process can take place without interruption.

At the time of registration, once a child is determined to be an ELL, parents are offered the option of attending one of the two parent orientation sessions, offered within the first 10 school days of the year or watching the orientation video at the time of registration. The Orientation Video for Parents of English Language Learners is available for viewing on a computer located in the main office. This option will be offered to parents who are unable to attend one of the parent orientations or to those parents who register their children throughout the school year. Parents will sign-in and the ESL/bilingual coordinator will follow the talking points on the agenda. This sign-in sheet is kept on file in the main office. Once the parents watch the video, the ESL/bilingual coordinator explains the research behind the available language acquisition programs. The parents also learn that the language acquisition programs are most effective if they stay in the program until they reach English language proficiency and that a child cannot be

changed from one program to another mid-year. All of those changes must be done at the beginning of the school year. Parents then have an opportunity to ask the ESL/bilingual coordinator any questions about the programs available throughout the city. Then, the ESL/Bilingual coordinator works with the parents to make the best program placement for the child. The parent coordinator is present and available to the parents as an advocate. At that time, parents complete the program selection form and the parent survey. If parents are interested in a dual language program, the ESL/bilingual coordinator works with the network and parents to find a nearby school that offers the program of their choice.

For those parents who do not watch the orientation video at the time of registration, an invitation letter is sent home. This letter is translated into Spanish. The parent orientation sessions are held by the ESL staff, Martha Canales, Stephanie Torres and the parent coordinator, Debra Sloan. They are conducted in English and Spanish. For those parents who speak a language other than English or Spanish, the ESL teachers contact the translation and interpretation hotline for an on-the-spot interpretation of the talking points in the meeting. Then, those parents can watch the video in their native language, if it is available. At these meetings, the teachers explain all the programs available to the parents so that they can make an informed decision. Parents watch the program video; the ESL staff explains the research behind the language acquisition programs. They also share the LAB-R test results with the parents and explain what types of English language acquisition programs are available in the city of New York. Although the ESL teachers are available to answer any questions and to offer advice, the parents are the ones who have the final say in their child's placement in an English language acquisition program. Once a decision has been made, parents complete the parent survey and the program selection form. All agendas, sign-in sheets, parent surveys and program selection forms are kept on file in the ESL/bilingual coordinator's office. In addition, a photocopy of the program selection form is made and placed into the child cumulative record. This is all done within the first 10 days of school. During School Year 2013-2014, the parent orientation meetings were held on September 21, 2013. One meeting was held in the morning for those parents dropping of their children and one was held in the early evening to accommodate working parents.

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

For those parents who may be missed during this extensive intake process, the ESL/bilingual coordinator, the ESL teacher, the family worker, and the parent coordinator, Ms. Sloan, make phone calls to reach out to these families. They ask the parents to come into the school to view the video and to discuss the program placement for their child. If they are unavailable to attend a one-on-one meeting, the parent survey and program selection form is then mailed home, and must be returned as soon as possible.

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.

To ensure that parents of ELLs understand all three program choices Transitional Bilingual, Dual Language, and Free Standing ESL, during the parent meetings, the ESL staff explain the three programs to the parents in parent's home language when is possible. During this time, parents have the opportunity to ask questions about educational programs and services available for their children in the school. They are also provided with with a brochure "A Guide for Parents: Transitional Bilingual Education Programs, Dual Language Programs, and English as a second Language Programs" All the literature is provided in the parent's language if is available. In addition, parents view the Parent Orientation Video for English Language Learners. The video is available in different languages such as Bengali, Urdu, Russia and Spanish. If a parent's home language is other than what is available in the brochures and videos there is usually a parent interpreter present for assistance whenever is possible or the ESL staff contact the translation and interpretation hot-line.

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

Parents of students who are entitled to ESL/ Bilingual services are notified at the beginning of the school to inform them of the services available to their children. Every September, for those students who do not receive a proficient score on the NYSESLAT,

continued entitlement letters are sent to parents. The letter tells parents what level their child scored and what program their child is currently in. At the bottom of the form is a slip to sign and return to show that parents approve of the continued placement in the selected program. The signature slips for continued entitlement are kept on file in the ESL/Bilingual coordinator's office. If parents wish to change from one English language acquisition program to another, they call or visit the ESL/Bilingual coordinator to discuss their options. During this meeting, a decision is reached. Parents complete a new program selection form, indicating the new program; the original is kept on file in the ESL/bilingual coordinator's office and a copy is placed in the child's cumulative record. To ensure that all Entitlement Letters, Parent Survey and Program Selection Forms are returned, our school has different steps in place. The ESL staff reaches out to the students to remind their parents to return the signed forms in. If parents do not send them by the second reminder, a duplicate of the form is sent home along with a phone call. The ESL staff or the Parent Coordinator, Debra Sloan, place phone calls to the parents who have not returned these forms to invite them to schedule an appointment at a convenient time for them. In cases where parents cannot be reach, a letter is sent to notify them about dates and time of new meetings. As for the parents of newly enrolled and identified English Language Learners these forms are completed and collected during the different scheduled orientation meetings with them. At these meetings parents are provided with all the information regarding the programs available in the New York City education system. Every effort is made to reach our parents of ELLs to inform them and collect all entitlement letters, Parent Survey and program Selection Forms. If a program selection form is not returned after all these steps are taken place, the student will be place in a default program for ELLs, Transitional Bilingual Program as per CR Part 154.

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.
In order to place identified ELL students in a bilingual or ESL program our ESL staff review the Home Language Survey, the LAB-R, and the NYSESLAT scores to make sure the child is eligible for bilingual or ESL services. If the child is eligible for bilingual or ESL services the Bilingual/ESL Coordinator will show the parent the Orientation Video for Parents of English Language Learners in the parent's native language if available. The video informs them about the options available. Then the parent selects his or her program preference and the child is placed based on the parent's choice.
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.
Every spring all ELLs take the NYSESLAT (New York State English as a Second Language Achievement Test) to determine the level of English achievement for that school year. To ensure that all ELLs are administered the exam, the ESL/bilingual coordinator and the ESL teacher run the RLER report from ATS to review the students that are eligible to take the NYSESLAT. The ESL team works with the testing co-coordinator, Miriam Katz, to ensure the security of the test, to uphold appropriate testing procedures and to work out a testing schedule. The Testing Coordinator/ESL coordinator sends the entire staff an email informing teachers of NYSESLAT testing. This email includes lists of students who will be tested along with testing rooms, dates, and times. The Testing Coordinator works with a team of certified teachers to administer all sections of the NYSESLAT during the annual testing window. Certified pedagogues individually test students for the Speaking Section. Students are individually escorted to the library to complete the Speaking section and then escorted back to their classes once they have completed the Speaking section. The Testing Coordinator keeps a list of student who have completed each section and coordinates with ESL and Bilingual teachers to administer sections to students who were absent during the annual make up window. When the results become available in late July of this year, administrators use this information to determine continued entitlement and class placement. At the beginning of the school year, teachers use this information to identify the level of English proficiency to facilitate grouping.
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. 
According to the Parent Survey and the Parent Selection forms for newly admitted students for the past three years, more parents have chose the Transitional Bilingual Program as their first choice. During registration this year(2013-2014), 50 % of the parents chose a bilingual program typically if their child had recently immigrated to the US within the last year for grades K-5 and the other 50% choose an ESL program. Seven out of thirty parents did not get their choice because there are not sufficient parent requests for a Transitional Bilingual Program in those grades. One parent chose an ESL program for the child in the third grade due to the fact that the family speaks French at home. For the school year of 2011-2012, in 1st grade, one parent chose bilingual, in 2nd grade seven parents chose a bilingual program for their children, in 3rd grade one chose bilingual, in 4th grade two parents chose a bilingual class and in 5th grade three parents chose a bilingual program for their children. As in grades 1 to 5, in kindergarten, most of the parents chose a bilingual program for their children. A total of 19 students were placed in a bilingual program based on parent choice and 4 students were placed in an ESL program. This was a new trend. Over the past three years, approximately half of parents choose an ESL program for their kindergartener and the other half choose a bilingual program. For Spanish-speaking new arrivals in our school, parents choose a Transitional Bilingual Program 100% of the time.

For students that score in the intermediate or advanced levels on the NYSESLAT, 4 parents selected Free Standing ESL Program. No parent requested Dual Language Program (0%). The program models we offer are aligned to parent requests and program offerings. For those students whose parents request a program not being offered will be sent to the website [ELL Program Transfers @schools.nyc.gov](mailto:ELLProgramTransfers@schools.nyc.gov). Our school will also maintain a record of those students whose parents requested bilingual education in the lower grades. If there are 15 or more students with the same home language, and in the same or two contiguous grades, then we will open a bilingual program in those grades.

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])?

Our ELL population is provided with the mandated services mostly through homogeneous grouping based on their English proficiency levels and grades. In most of the bilingual classes, the students are at the beginning and intermediate levels. 28% of the students in the third grade bilingual class are at the advanced level and the other 72% are at the beginning and intermediate levels. The three bilingual classes are formed by grade. As for the ESL pull-out and push-in programs, the grouping is mainly based on the students' English proficiency levels and grades. The Grade 1 group is composed of ELLs at the beginning and intermediate levels. The Grade 2 group is heterogeneous. The Grade 3 group is at the intermediate level. 75% of the grades 4, and 5, groups are mainly at the advanced level. When there are differences in proficiency levels, other groups are formed to make the grouping more homogeneous. For instance, the new comers in Grades 4 and 5 receive the ESL instruction in a small group instruction to meet their unique language needs. Every effort has been made to group students according to their language needs.

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)?

In order to ensure that all students receive the mandated instructional minutes from Part 154, all bilingual teachers incorporate

ESL, ELA, and NLA into their daily instructional day. ESL, ELA and NLA instructional minutes are integrated throughout the content area instruction over the course of the day. The beginning ELLs receive 360 minutes of ESL per week and 60-90 minutes of NLA per day. The intermediate ELLs receive 360 minutes of ESL and 45-60 minutes of NLA per day. And the advanced ELLs receive 180 minutes of ESL and 180 minutes of ELA per day, and 45 minutes of NLA per day.

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

Our Freestanding ESL program is a majority push-in model with co-teaching. Nearly all students in the ESL program are grouped into one heterogeneous class on the grade and the ESL teachers work with the classroom teacher to adapt and enrich instruction, creating comprehensible input. Our ESL teacher Martha Canales co-teaches with the classroom teachers Ms. Newmark 301, Bautista 401, and Ms. Hernandez of class 501. In addition, Stephanie Torres provides targeted, small-group instruction for our ELLs in class 01, 012, 013 and, class 104. ESL teachers push into class 104, 301, 401, and 501 for eight 45 periods a week. Ms. Torres pushes into class all the kindergarten classes five 45 minute periods a week, as most the ELLs in the class are at an advanced level. ESL instruction is delivered through a self-contained model in the second grade by ESL certified teacher, Ms. Pimentel. All of the lessons are adapted to plan for language, as well as content instruction.

For our ELL population in self-contained special education classes, ESL instruction is delivered through a combination push-in/pull-out model. Instruction is delivered by ESL certified teachers Martha Canales and Stephanie Torres. Students are grouped in the pull-out program based on their NYSESLAT levels, as well as their language needs. These teachers have a total of four groups, a group of newcomers, a group of first and second grade students who are beginning or intermediate, a group of third through fifth graders who are beginning and intermediate and a group of advanced students in grades three through five.

The classroom teachers and ESL teachers plan together at least three times a month to have continuity during the periods that the ESL teacher pushes in. All instruction is delivered in English; however, students who are transitioning out of a bilingual class or who have literacy in their native language are encouraged to use their native language through writing journals or reading in their native language. All ELL classes have books available in Spanish. During the math period, students who are transitioning out of the bilingual program have the math text book and other materials available for their use in Spanish. Science and Social Studies are taught through inquiry-based projects in English, and are enriched through hands-on activities, such as science experiments and technology based lessons using interactive white boards. In addition, teachers use realia, modeling with guided practice, graphic organizers and role playing to make content comprehensible for our ELLs. Teachers give students ample time to engage in group work, as ELLs often need to talk about what they will write before putting pen to paper. The ESL teachers help classroom teachers of English language learners to be more thoughtful in their planning. They help them to differentiate their lessons through careful grouping, planning for language and content instruction at the same time, and developing many activities around the same subject. Thematic instruction for ELLs is one of the most effective ways to aid in English language acquisition. When children are exposed to science and social studies in various contexts, learning becomes more fluid and interrelated. "They are reading, writing and thinking about content while building different linguistic skills that help them improve their understanding of academic subject areas. (Garcia, 2008)"

In the bilingual program, bilingual common branch teachers work with a heterogeneous group of students throughout the day. The teacher is constantly grouping and regrouping students to accommodate their various language learning needs. The bilingual teachers are responsible for delivering the required minutes of weekly ESL. In the lower grades, the teacher of the kindergarten ESL class and Wanda Pimentel, teacher of second grade class deliver ESL through the content areas of science and social studies. Instruction is inquiry-based and content is made comprehensible by hands-on activities such as science experiments, the use of visual aids and interactive read alouds, and vocabulary development in context. Essentially, the bilingual teachers use the same techniques that ESL teachers use when planning and delivering content instruction. Teaching the content areas through ESL methodologies provided the bilingual students with a total of 225 minutes of ESL. In addition, the lower grade teachers do a total of 90 minutes of targeted small group ESL instruction and 90 total weekly minutes of writing through ESL. This accounts for over 360 total minutes of ESL per week. In the upper grades, the bilingual teachers, Yvelisse Perez and Brenda Diaz, deliver ESL lessons throughout the day in different subject areas in an attempt to prepare the students for the language demands of the New York State Testing Program. Many of the readings on the New York State English Language Arts exam are non-fiction in the content areas of science and social studies. A total of 90 minutes of weekly ESL are taught through the content areas of science

and social studies. In addition, several of the required weekly ESL periods are taught through the reading and writing workshop, a total of 90 minutes in reading and 90 minutes in writing. To make English language arts instruction comprehensible for the ELLs in the bilingual program, the classroom teacher uses various approaches such as extensive modeling with plenty of guided practice before students go into independent practice. Finally, once a week, the bilingual teachers in third through fifth grade teach one 90 minute period of math using ESL methodologies. This is a total of 360 required ESL minutes.

The fourth and fifth grade class is following a 50:50 model. In all bilingual classes, the reading workshop follows an NLA model three times a week. Reading instruction in English is delivered during targeted small group instruction time three times a week. The other three days a week of small group instruction are done in Spanish. The writing workshop is taught in Spanish three times a week and in English twice a week. Math instruction is delivered in Spanish four times a week and once a week in English. Finally, as stated earlier, all science and social studies instruction is done in English using ESL methodologies.

For class 317, the reading and writing workshops are taught in Spanish two times a week and in English three times a week. Math instruction is done primarily in Spanish, as the students will be tested in that language. One 45 period minute a week is done in English. Ms. Perez uses math games in English to reinforce concepts taught during the week in Spanish. Small group instruction is taught according to the students' language needs. Therefore, the schedule indicates that both native language and ESL instruction are going on in during that 45 minute period five times a week. The content areas are taught in both English and Spanish. Science is taught in Spanish one day and in English the next. As social studies is a less hands-on pursuit in the upper grades and has very specific content vocabulary, two days are taught in Spanish and one day is taught in English.

Class 547 is following a 50:50 model, as the majority of the students fall in the intermediate range. 15 total weekly periods are taught in Spanish and 15 periods are taught in English, using ESL methodologies. Reading and writing workshops are taught in Spanish three times a week and in English two times a week. Small group instruction is taught according to the students' language needs. Therefore, like class 317, the schedule indicates that both native language and ESL instruction are going on in during that 45 minute period five times a week. Math is taught in Spanish only three times a week and in English two times a week. This is to prepare students transitioning to middle school, as our community zoned middle school does not currently offer a bilingual program. Science is taught in Spanish one day and in English the next. Social studies is taught as it is in class 317, two days in Spanish and one day in English.

Transitioning to the next language breakdown normally happens in January. Teachers use the DRA results in Spanish and English in all grades, and teachers use the ELA predictive tests in the upper grades, to determine if students are prepared to make the transition to the next language breakdown. This year, we expect the students in classes 317 and 457 to be ready to transition to a 25:75 language breakdown in late January. At the time of the transition, the schedules are revamped and revised.

In addition to the work that the bilingual classroom teachers are doing, Ms. Canales and Ms. Torres also push into the bilingual classes to provide additional ESL support. Ms. Canales does targeted English guided reading instruction in the fourth and fifth grade bilingual class five times a week. Ms. Torres supports the students in the kindergarten class and the first and second grade class with small group ESL instruction.

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.

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

Additional staff has been assigned to teach both science and mathematics, increasing instructional time in both areas. Hands-on science lessons are designed for exploratory work in small-groups and partnerships. Mathematics lessons contain visual, auditory, and kinesthetic components. All lessons have the goal of creating a risk-free environment to foster student learning.

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

A variety of assessment tools are in place to evaluate our ELLs in their native language, Spanish. Based on the Home Language Identification Survey, the new admits are administered LABR if they are eligible for testing. The newly identified ELLs are then

administered Spanish LAB to determine their language dominance to ensure proper placement in one of the two educational programs for the ELLs.

In Kindergarten, first and second grade, El Sol, the Spanish version of ECLAS, is used to assess the basic literacy skills such as letter recognition, sound correspondence, sight words and so on. Kindergarten students are also assessed using EDL and EDL2, the Spanish version of DRA and DRA2. In all the other grades all ELLs in the bilingual classes are evaluated at three different benchmarks throughout the year (beginning, middle, end) in Spanish through the DRA assessment. These evaluations consist of running records with reading comprehension passages. Third, fourth and fifth grade classes ELLs in the bilingual class also take ELE in the spring of each school year. In addition, they take modified assessments in Spanish, particularly in Mathematics: quizzes, end-of-unit assessments (Invision Math Program) and state exams such as math and science.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
To ensure ELL students are appropriately evaluated across all four modalities of English acquisition throughout the year, all teachers, ESL and Bilingual included, follow our school's Language Arts and Math curricula completed under the guidance of our consultant from Learner-Centered Initiatives (LCI) and aligned to the Common Core Learning Standards (CCLS). Each unit contains embedded CCLS performance tasks, as well as a summative task. These allow us to continually assess progress and adjust our teaching to meet the needs of our students. To support ELLs in having access to these performance and summative tasks, teachers regularly collaborate during Teacher Team meetings to design lessons where students meaningfully interact with each other and texts to make meaning. Students regularly work in pairs and groups to discuss complex texts, to find and analyze text-based evidence, to create shared writings, and to analyze their own and peers' writing. Structured opportunities for student collaboration ensure our ELLs are actively using all four modalities to develop English proficiency and engage in the tasks embedded in our common units of study. Teachers use listening in during pair and group activities as a formative assessment strategy to evaluate students' progress in all four modalities.
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).

To differentiate instruction for the various subgroups, ESL and classroom teachers use a variety of methods. It is important to note that effective differentiation always begins with assessment and is content area specific. For example, it is possible to have a newcomer who has instructional needs similar to an ELL who has been here for 4-6 years. However, as a whole the various ELL subgroups do tend to have similar needs as they move along in their years of service. Scaffolding is done throughout all subgroups. The ESL teacher aids the classroom teacher in making these lesson adaptations. All ESL lessons include a language and content objective. ESL and bilingual classroom teachers work together to develop language objectives that fit into the overarching objective of the lesson. Bilingual teachers develop these objectives on their own. An effective language objective may include vocabulary instruction, grammar structures, or language forms. Continuous and ongoing explicit vocabulary instruction is essential when working with ELLs. Successful vocabulary instruction includes five essential components: intentional word instruction, direct instruction in word meaning, modeling strategies or processes for learning new words, multiple exposure to the new words and a system to track new vocabulary. Following these five components ensure a systematic approach to vocabulary instruction. In addition, teachers constantly link new learning to background knowledge. Activating prior knowledge is essential to link new learning to prior learning. Current brain research supports this fact showing "that learning is increased when the students can directly relate new concepts and skills to something they already know or have had some experience with. (Welch, 2009)" Teachers not only use shared classroom experiences to link new learning to prior knowledge, but they also tap into students' personal backgrounds and experiences.

The general needs of the newcomer ELLs focus more on oral language development. First and foremost, teacher attitude is essential when working with newcomer ELLs. Teachers must work to lower the affective filter and to create a risk free environment where the students feel comfortable and will be more willing to participate. Teachers achieve this by showing a genuine interest in their students, their language and culture. Teachers plan for plenty of structured group work where the newcomer students will have a chance to work with English proficient students or ELL students who have been in the country for more than four years. By pairing students in this manner, newcomers have an opportunity to improve the basic interpersonal communication skills, as well as develop oral academic language. In the structured group work, teachers provide students with sentence frames to lower anxiety around speaking, to give students grammatically correct language, and to encourage academic conversations. If need be, students are allowed to verbalize in their native language first and then work with in their partnership to translate their responses. Also, if the teacher speaks the child's native language, they can accept the verbalization in the native language. Grammatical and pronunciation errors are not over-corrected, allowing students to feel more confident in their productive skills. To correct spoken or written errors, teachers model appropriate language usage at all times. Students

can use gestures, pantomime or drawings to respond to questions. Teachers work with the class to encourage an atmosphere of acceptance, where students feel comfortable sharing their cultures and backgrounds.

For those ELLs who have four to six years of service, instruction is differentiated in various ways. Nearly all of the ELLs who fall into this category are in an ESL program and are at an intermediate or advanced level, with a proficient or advanced level in listening and speaking. Students receive extensive preparation for the NYSESLAT exam during the school day using the Empire State NYSESLAT materials from Continental Press. We expect this program to begin in late November once the materials have arrived in the school. In addition, like the newcomer group, students are provided with extensive opportunities for structured group interactions. Even at this level, students need to verbalize what they want to write before putting pen to paper.

Overall, ELL students with four to six years of service need extensive support in developing reading and writing skills. To support students in reading, teachers do guided reading during the literacy block. Guided reading provides time during the school day for direct reading instruction, focusing on reading strategies. During the guided reading period, students develop as individual readers as they are given the opportunity to develop and use reading strategies. They have a chance to experience success in reading for meaning and learn how to problem solve with the new text independently. Teachers also benefit from the guided reading time as they are able to observe individual students as they problem solve new texts and have a chance to assess individual students using running records.

In addition to guided writing, teachers use various reading strategies to attack tricky texts. Teachers follow the before reading, during reading and after reading model. Proficient readers use this model every time they interact with a text. Interacting with the text before reading allows readers to evoke relevant thoughts, memories, and associations which will help them to comprehend the text. Before reading activities may include activating prior knowledge through a question about a personal experience, making a brainstorming web based on a story's title, or a preview and predict strategy. An adept reader is constantly interacting with a text during reading, creating an ongoing dialog with the author to mentally paraphrase what the author is saying. They check and monitor understanding through imagining, inferring, predicting, and confirming. Finally, new information learned is linked with prior knowledge, which leads to real learning. During reading, students can use the GIST summarizing strategy, make connections, use visualization, or practice self-monitoring strategies. After reading, strategic readers summarize and reflect on what they have read. They also apply new ideas from the text to broader world perspectives. After reading activities include reflections and responses. Children can respond to a text by rewriting the ending, designing a new cover, or writing a letter to the author.

To support students with the productive skill of writing, teachers use process writing in a variety of genres. Using genres is essential when teaching writing to ELLs because each genre has its own characteristics: a specific purpose, an overall structure, and specific linguistic features. These characteristics of each genre are shared and understood by the members of the culture (Gibbons 2002). When the students are immersed in the specific genres, their understanding of the writing is enhanced, as specific writing skills are all taught within an explicit context. The writing process is used because "it puts the learner at the center of the learning process (Gibbons 2002)." The context of the writing is further embedded in the students' minds, increasing comprehension around the genre in which the students are writing.

To scaffold genre process writing successfully, teachers of ELLs use modeled, shared and guided writing practices. In these approaches the teacher and children work together to compose the specific writing piece. Children provide the ideas and the teacher supports the process as a scribe, typically writing about a shared class experience whenever possible. The teacher provides full support, modeling and demonstrating the process of putting children's ideas into written language. In this way the text becomes richer, as the entire class is working on the piece together. Then, students used the skills learned in a particular lesson to apply them to their own writing pieces.

We currently provide ESL services to five long-term ELLs with a total of seven years of service. Their instruction is adapted in much the same way as it is for the students who have four to six years of service. Particular attention is placed on writing instruction with these students. They are in an ESL pull-out group of advanced learners where the current focus is writing. The ESL teacher helps the students through the stages of the writing process, paying particularly close attention to conferring. Students' writing improves through careful writing conferences, focusing on craft and mechanics. These students also receive support and enrichment throughout the school day to effectively prepare them to meet English Language Learning Standards for the NYSESLAT.

All of our 5 SIFEs are in the bilingual program. Differentiation for the SIFEs is handled at the classroom level, by the bilingual teacher. Much like the classroom adaptations for the newcomers, teachers lower the affective filter, creating a risk free environment. Teachers also help students to adjust to school life through creating regular classroom routines. In addition to the small-group instruction during the school day to address their social and academic needs, these students will also receive extended instructional time. The extended instructional time can be offered through after-school classes or tutoring, Saturday programs, and/or summer programs. In all these programs, scaffolding strategies such as contextualization and schema building will be used for significant ESL and academic development. During our LAP planning meetings at the end of school year 2013-14, we plan to improve our SIFE education plan by examining the work

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?

ESL services for our ELLs in the special education program are adapted based on the students' needs as per their IEPs. They are provided English language services through an ESL push-in/pull-out program. Differentiated instruction includes development of listening, speaking, reading and writing skills in English through guided reading and writing groups, heterogeneous group work, and scaffolding the academically rigorous curriculum. In addition, students use the AWARD reading program. It is a comprehensive program for teaching and assessing literacy, with a strong technology component. The AWARD Reading program successfully provides individualized instruction using technology to improve the literacy of the digital native. With more than 10 years of research showing its effectiveness with students in a special education program, it is producing quantifiable gains with our population. It is an all-encompassing program that features assistive technology, differentiated instruction, and educational materials that engage students at all levels.

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In working with our Special Needs ELLs, the instruction is prescribed in a manner that accommodates the student's exceptionality. Instruction is provided within a relevant cultural context so that the students can understand expectations. Our Special Education teachers work together to develop lessons and materials appropriate to student needs, modify unit lessons and materials, evaluate the student progress, and develop individual plans and materials as needed.

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?

As per our ELL-SWDs students' needs and IEP recommendations, we offer one ICT (Integrated Co- Teaching) classes in each grade, and three self-contained classes, mixed grades. In ICT classes, Special Educators are paired with content teachers to provide support as mandated by students' IEPs, and two ESL teachers provide pull-out services to self-contained ELL-SWDs. By providing students with the instructional program recommended within their IEPs, students are ensured instruction in the least restrictive environment that also supports their English language development. ICT classes follow the same common core units as all general education, ESL and Bilingual classes. Self-contained classes, whenever appropriate, use common units as well, supplemented with texts and materials that meet ELL-SWD needs.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			

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

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.



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.

We have many subgroups of ELLs within our school. So, in order to increase the percentage of students meeting promotional standards, all ELLs that have taken the NYS exams are targeted for Academic Intervention Services (AIS), after-school and enrichment programs. Our main intervention program for our ELLs in our Title III program. We are offering four different extended day classes to meet the diverse needs of our ELL population. The students in the first and second grade ESL classes will form one group and the students in the fourth and fifth grade bilingual bridge class will form another group. Another extended day group will be comprised of newcomer students in grades 3 through 5. The last two groups will be made up of third and fourth grade students in the ESL program. They will be grouped by NYSESLAT level, one group of intermediate students and the other group of advanced students. The class will contain approximately 15 students each, for a total of 50 students to be serviced by the extended day program. Each group will meet three days a week for one hour and 45 minutes. The program will start November 4, 2013 and run until May 12, 2014, for a total of 23 weeks or a total of 63 instructional days. All instructors will be New York State Certified as teachers of English to Speakers of other languages or bilingual common branches or have at least three satisfactory years of teaching experience with English language learners.

Each day, students will participate in English language arts or English language development for approximately 55 minutes daily. The mathematics period will run for 35 minutes and will be taught in Spanish to those students in the bilingual program and taught in English to the students in the ESL program. The math period will follow a specific flow of the lesson. Students will engage in an independent problem of the day. Then, students will take part in a five-minute math skill activity, practicing essential computation to develop automaticity. Then, teachers will engage students in a 10 to 15 minute mini-lesson, followed by 10 minutes of guided practice. Then, the children will work independently or in heterogeneous groups to complete the independent practice activities. Then, the entire class will come back together to share for five minutes. The calendar of lesson will be based upon the New York State Mathematics Strands using the September-April performance indicators as a guide. Students will use Test Ready from Curriculum Associates (available in English and Spanish) to develop familiarity with the type of test questions and the test format.

During the literacy block, all of our ELLs will be instructed solely in English. The ELLs who must take the ELA test in May will participate in an ELA block to improve their literacy skills in English. Teachers will first engage students in a thematic book in the content areas from the Language, Literacy and Vocabulary guided reading program from National Geographic/Hampton Brown. The program contains thematic units built around essential key concepts in science, social studies and math. The program offers rich opportunities for learners to build background knowledge, develop vocabulary and oral language, and learn grade level-content. Working in the content areas, students will develop their academic vocabulary skills, as vocabulary development leads to improved writing skills. The teachers will select 10 of the program's 12 themes. One theme will be paced over a two week period. During the first week, on day one students and teachers will read the concept book to build vocabulary and background knowledge around the theme. Teachers will introduce concepts and vocabulary and then model and share the reading. On day two, students will reread the concept book, develop concepts and vocabulary, introduce the comprehension strategy, and participate in small group reading and modeled writing. On day three, students will read the first non-fiction book in the theme, developing concepts and vocabulary from that text. Then, they will participate in small group reading to practice the comprehension strategy and finally participate in shared writing. During week two of the theme, students will further enrich their non-fiction knowledge of the theme. On day one, students will read the second non-fiction book in the theme in a small group using the comprehension strategy and will review concepts and vocabulary. On day two, teachers will engage in individual assessment using running records. Meanwhile, students will reread the non-fiction texts and start the guided writing activity. Finally on day three, students will complete the guided writing activity and engage in various assessment activities as deemed appropriate by the teacher. This portion of the ELA block will take approximately 35 minutes.

Those students who are exempt from taking the ELA will first participate in an eight week newcomer program to develop basic English vocabulary and language structures necessary for success in school. The program from National Geographic/Hampton Brown will enable students to develop English vocabulary and concepts, language development and communication skills, and beginning writing ability to prepare them for the rigors of classroom work in English. Students will also use the supplemental program from National Geographic/Hampton Brown called Reading Basics to develop phonics, word structure skills, blending and decoding strategies. After the eight week newcomer program, the students will begin work in English in the content areas. Students will also use the Language, Literacy, and Vocabulary guided reading program to strengthen academic vocabulary and background knowledge in the content areas of science, social studies and mathematics. Each lesson includes modeling and guided practice of a comprehension strategy, academic vocabulary development and opportunities to gain reading fluency. Student in the newcomer

group will follow the same pacing of the themes as the other groups, using only six of the themes. The first part of the literacy block will take approximately 35 minutes.

Both the newcomer group and the group of ELLs who will be tested will finish their literacy block by engaging in test sophistication for the NYSESLAT. We will order Finish Line for ELLs: English Proficiency Practice from Continental Press. This program gives practice in multiple-choice, written-response, and oral-response questions across the five content areas (conversational language, academic language arts, academic mathematics, academic science, and academic social studies) through the listening, reading, writing, and speaking domains. Exposing students to the test format and the type of test question well before the testing day helps minimize test-day anxiety, allowing students more opportunity to display their content knowledge and language proficiency. The program is carefully designed so that the proficiency levels of the questions increase within each lesson to promote advancement. The books are broken into a total of 34 lessons. The reading, listening and speaking lessons will be done one per day and the writing lessons will be broken down into two days. Each lesson will take approximately 20 minutes.

We also offer intervention services during the extended day period. During 37.5 minutes, our ELLs work in small groups of 10 or less students to improve literacy and math skills. In kindergarten through second grade, the ELLs in the ESL program are using the Foundation program from Wilson reading, as well as phonemic awareness. Foundations lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. The phonemic awareness component is systematic instruction that teacher children to analyze words at the phoneme level. Each lesson contains teacher modeling followed by independent student practice. Students are allowed frequent practice with blending, segmenting and manipulating phonemes. The phonic component aids student in relating letter to sounds, blending sounds to form words, manipulating sounds to learn the relationship between letter, sounds and word meaning, an encoding tasks that have children break spoken words into sounds.

Bilingual students in the extended day program use the Estrellita program and phonemic awareness program. Estrellita is an accelerated, systematic, explicit phonics program which aids to accelerate students through the decoding process. Students practice the initial sounds, followed quickly by blending of consonant and vowels. Then, students begin to use syllables to form words. Then, during native language instruction students learn how to hear, identify and manipulate the sounds in spoken words. They do activities with the syllables in Spanish, including isolation, identity, categorization, blending, segmentation, deletion, addition and substitution. During phonics instruction, students work on letter-sound association, word blending and building, reading decodable text, and spelling.

In third through fifth grade, both ESL and bilingual students are working in shared reading activities in English and guided math practice in the appropriate language. One month has a reading focus and the following month has a math focus. During the months where reading is the focus, teachers are using shared reading strategies. Shared reading is a collaborative reading experience in which the teacher and the students join in reading together. It is a widely used technique that allows students to engage in the reading process, regardless of ability. Shared reading builds experience with written text, makes challenging text accessible, and strengthens problem-solving abilities. Not only does the teacher model fluency during these sessions, she also stops periodically to think aloud. Engaging students in strategies that proficient readers are always using aid students in applying these strategies to their own reading.

During those months where the students are engaged in a study of mathematics, students are focusing on various problem solving activities. To reinforce the most effective way to use these strategies, we follow a gradual release model, or "I do, we do, you do." the gradual release of responsibility "emphasizes...instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise" (Buehl 2009). During this three step process, teachers first provide direct instruction, establish goals, model, and think aloud, while the student actively listens and asks for clarification. Then, during guided instruction the teacher provides interactive instructions, works with students providing checks, clues, and prompts, and provides additional modeling if necessary. Meanwhile, the students are asking and responding to questions, while completing the task alongside their classmates. Finally, during independent practice, teachers provide feedback and evaluate, while students work alone relying on classroom learning to complete the task. By systematically following this process during the extended day period, students will become independent learners and problem solvers.

ELL students who are designated at-risk because of hold-over status participate in a special program where a team of faculty meets to discuss each child's specific case. The team works together to develop a personalized intervention plan for each child. According to the plan, the child may receive different types of small group instruction during the school day, like guided reading. Typically, they also receive reading intervention through the Intervention by Design Program. This program is a highly-structured

intervention program that directly teaches the structure of the language to students who have struggled with other teaching strategies.

Our fourth and fifth grade ELL classes, both ESL and bilingual participate in the ST Math program. The ST Math K-5 courseware is a research-proven, comprehensive, grade-level math instructional software program that utilizes Spatial-Temporal (ST) reasoning to teach math concepts that aligned with state standards. Spatial-Temporal reasoning is the innate ability to visualize and manipulate images through a sequence of steps in space and time - a process critical to solving problems in math, science and other curriculum

Support our former ELLs as they move from an advanced to a proficient level is considered on a case-by-case basis. Our former ELLs in the ESL program complete one more year in the heterogeneous ELL class on their corresponding grade. It is in this way that the push-in ESL teacher, either Ms. Canales or Ms. Torres can support that student with whatever language learning issue that they may experience. Students in the bilingual program transitioning from English learner to English proficient are moved from the bilingual class to the ELL class on their corresponding grade. In this setting, students are offered more instructional scaffolding and additional support from push-in personnel. Materials for math instruction are provided in Spanish. In addition, some students require a little extra support when transitioning from math instruction in Spanish to instruction in English. These students go to the bilingual class for their math instruction. As students feel more comfortable with math instruction in English, they can transition fully into the English program.

All former ELLs are provided with testing accommodations for the first two years of their proficiency. The testing accommodations include a time extension, the use of bilingual dictionaries and glossaries, the simultaneous use of English and alternative language editions, third reading of listening selection, writing responses in the native language and oral translations of lower incidence languages. We also proctor exams to ELLs in the optimal testing environment.

When the LAP team meets in May and June, the efficacy of our current programs will be reviewed. Team members will use formal and informal assessments, student and teacher reflections, and first hand experience with the program to determine what programs shall continue and which programs will be discontinued.

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

In our school, we are currently using various, enriching curricula and instructional materials. Our ELLs follow the same curricula as the English proficient students. In math, we currently use Envision Math Common Core program, available in English and Spanish. This is a fully research-based program, designed and compiled by an experienced authorship team and is completely aligned with the New York Core Curriculum Standards. The proven effectiveness of Scott Foresman's previous math programs provided a longitudinal research base that spans more than 100 years. Longitudinal classroom studies further validated the efficacy of the program. Starting in kindergarten, the program develops and extends mathematical thinking through stories, games, and center activities. Students grow to understand the concept of numbers, numeracy, and equality. The program includes daily assessment, differentiation for all learners, extensive problem solving, customized intervention and interactive activities.

For the past two years, our reading and writing workshop was taught through the use of the research-based developmental literacy program Storytown and Villa Cuentos. Now we are following ReadyGen. The Storytown and Villa Cuento programs reflect current, confirmed research by prioritizing and sequencing essential skills and strategies into an organized model for instruction. Lessons include explicit, systematic instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension and writing. The foundation of the program is its high-quality children's literature and informational texts. Students are regularly exposed to a variety of genres, allowed for ample practice and application of skills, using a variety of meaningful tools and activities. All instruction and activities are adaptable to accommodate all types for learners. All materials are available in both English and Spanish. There are extensive components for intervention, differentiation and reteaching. Through the use of these elements, ESL and classroom teachers are able to reach all learners.

Our content areas are delivered using the core curriculum materials from the Department of Education. For science, we currently use the Delta FOSS kits and science modules and Harcourt Science text books in fourth and fifth grade. FOSS engages students in the inquiry process allowing students construct an understanding of scientific concepts through their own investigations and analyses. Students use laboratory equipment, readings, and interactive technology to exercise logical thinking and decision-making skills appropriate to their age level. The FOSS kits are available in both English and Spanish. Bilingual classes are doing science instruction in English, adapting the lessons to make them as hands-on as possible. In four through fifth grade, instruction in science is

delivered both in English and in Spanish. The English lessons are taught using ESL methodologies.

In social studies, we follow the scope and sequence guidelines from New York City. In kindergarten through second grade, students begin to develop awareness about self, family, neighborhoods, and communities large and small. In third through fifth grade, they are introduced to the diversity of world communities, the historic development of New York State, and the similarities and differences among the nations that make up the Western hemisphere. The early grade teachers use authentic literature, songs and chants, shared experiences and hands-on activities to engage students in higher order thinking about important social studies concepts. The bilingual teachers deliver ESL through social studies.

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

Our school Instructional team and the SLT team will carefully analyze our school data to see what changes need to be made.

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

None. Our school will continue to provide programs and services as per ELL population, parent choice, and student needs.

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

We have many subgroups of ELLs within our school. So, in order to increase the percentage of students meeting promotional standards, all ELLs that have taken the NYS exams are targeted for Academic Intervention Services (AIS), after-school and enrichment programs. Our AIS program is designed for students who are at risk of academic failure, as well as SIFE students or those students performing at Levels 1 and 2 on English or mathematics state standardized exams. Teachers identify and provide individualized instruction to the targeted population. AIS services are also offered to ELLs, where an ESL teacher works with students approximately one period per week in either a push-in or pull-out model. Our after-school program is offered through an extended school-day program designed for all ELLs and Special Needs students. The program provides extra support to our students in the areas of reading comprehension, vocabulary and word analysis. It also provides our students with test sophistication skills.

In addition to AIS intervention and push-in and pull-out support, all ELLs are invited to attend the Title III Saturday program. This program is held for 15 Saturdays in late fall, winter and spring for 4.5 hours each Saturday to engage students in intensive literacy and math instruction to supplement their regular school day academic program. Students use supplemental materials ordered with Title III funds to practice literacy and math skills needed to succeed on NYS ELA and Math exams, as well as the NYSESLAT. All programs are provided in English, with the exception of AIS and pull-out, which may to some degree require the use of Spanish as per ELL needs and proficiency levels.

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

Instruction in all these curricula is enhanced through the use of technology. ELLs have access to the same technology as the rest of the school population. Collaboration and interactivity with digital technology help improve student learning outcomes. Currently, all classes with ELLs have an interactive whiteboard in their classroom. The use of SMART boards with ELLs enhances instruction, making it more interactive and engaging. Our Invision Math Program, Storytown, and Villa Cuentos all contain an interactive whiteboard component in their programs. In addition, students in second through fifth grade have access to notebook computers. The technology specialist, also has many other technological enhancements available to teachers of ELLs in the school's technology lab. Teachers can use ELMO projectors, Flip cameras, digital cameras, camcorders and iPods to add technology into lessons and student projects. Also we were able to add 20 ipads in our bilingual classrooms through the CUNY-New York State Initiative Bilingual Grant. In addition, our school has purchased a Rosetta Stone language program that allows students to use technology and work independently on building vocabulary and basic sentence structures in English.

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

In our school, Native language support, which reinforces the development of oral and written fluency, content knowledge, and the ability to communicate, is delivered in each program model. First, standards-based literacy instruction is provided in the native language and in English for the duration of our students' education in the TBE program. The native language and English are also used consistently to teach core academic content areas for the duration of our students' in the TBE program. Further, since ongoing assessments of students in academic content areas, as well as language development, inform teaching and learning, we assess content-area learning and language development in the language of instruction and analyze this data to set goals and identify areas for improvement. Materials used include textbooks in the native language and technology enrichments in the native language.

In freestanding ESL, language development and content instruction are supported in the native language in order to enrich comprehension. This type of support includes bilingual dictionaries, glossaries, native language classroom libraries, and technology enrichments. ESL teachers provide students with regular access to dictionaries and Spanish-English dictionaries, and students are

paired and grouped strategically to meet students' needs. In addition, teachers with Spanish proficiency help ELLs develop bilingual glossaries, and ESL teachers seek support from Spanish-literate colleagues to develop bilingual instructional materials, especially bilingual glossaries and picture glossaries, to support the needs of beginner ELLs. These classrooms are provided with libraries that contain books in Spanish, French, and Arabic.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All materials ordered are age appropriate and meet the identified needs of our ELLs. Materials are geared to address the needs of our students based on age and grade level. For example, high interest, low level texts, and books with picture support are ordered as needed.

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.
When the ELL students arrives at our school, the ESL staff and the Parent Coordinator, Ms Sloan, and the school staff welcome the students and their families to our school. The students and parents are given a brief tour of the school and uniforms and school supplies are provided. Also the parents are introduced to the school nurse, who registered them in the clinic. Parents are provided with the Orientation Video and assisted to complete schools forms if necessary. Parents and students usually have the opportunity to meet the Assistant Principals of the grade. They are also given information about additional programs which are in our school such as AIS, Extended-day program for at risk students, Saturday programs, Title III programs, SES and After-school programs.

18. What language electives are offered to ELLs?
N/A

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

Paste response to questions here:

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.

Our professional development program will be extensive and ongoing. All teachers of English language learners will be included in the professional development opportunities. The team of ELL teachers and administrators will meet on a monthly basis for an hour and 45 minutes each time. During school year 2013-2014, we will hold total of 20 meetings. The first two meetings will focus of adjusting and improving the language allocation policy. The last eighteen meetings will focus on instructional strategies, such as writing, academic vocabulary development, higher-order questioning strategies, effective instruction for ELLs using an RtI approach, developing and expanding oral language to support literacy learning and content knowledge and additional topics as the teachers feel needs arise. Our teachers of ELLs will also participate in various workshops on the New York State Bilingual Common Core Initiative offered through the Office of English Language Learners and the BETACs at our nearby universities, including Fordham University, Hunter College and New York University. Teachers will attend workshops on their own and then turnkey the information with all of the teachers of ELLs.

In addition, our teachers of ELLs will continue our partnership with CUNY-New York State Initiatives on Emergent Bilinguals, a collaborative project of the Research Institute for the Study of Language in Urban Society. Through this project, our teachers of ELLs will receive Professional Development on the topics of translanguaging, curriculum planning with emergent bilinguals, developing student's academic language proficiency, differentiating instruction, and assessment with emergent bilinguals.

Our teachers are trained to meet instructional goals set by our school, the NYC Children First Initiative and NYS Common Core Learning Standards. Our ELLs are challenged to meet the academic demands expected of the other general education students. Their teachers are given full support and training to achieve these goals in literacy, math and the other content areas. There are on-going grade and departmental meetings with our literacy and math coaches and other support staff. Modifications and scaffolds for ELLs are part of the discussions at these grade and departmental meetings. Our scheduled coaching sessions for teachers in the ELL programs (with articulation afterwards) are consistent with the training and/or focus discussed at these meetings. There are also meetings/study group held specifically to support our teachers in the transitional bilingual program. Teachers of ELLs also attend ESL/bilingual workshops offered by the Bilingual Team at our school.

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

To ensure that all of our staff received the minimum 7.5 hours of mandated ELL training, all teachers will be surveyed to discover who has already been given training. For those who still require training, annual professional development about best strategies for English language learners will be offered during two dates of our Monday faculty conferences (final dates to be determined) and during the June 9th professional development date in 2014. Teachers will be furnished with a certificate upon the completion of the 7.5 hours.

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. Parents are members of the PTA and they serve on the School Leadership Team. They participate in school-led workshops, volunteer in classrooms, and assist with school initiatives. Parents including the parents of ELLs are involved in school events/activities. The majority of the workshops/orientations are bilingual (Spanish/English). In the instances when a workshop may only be presented in one language, it is shortly after offered in the other dominant school language. For parents that speak limited English and their second language is not Spanish, if there is not an individual in the building that speaks their language, the Parent Coordinator sits with them one-on-one and contacts the Language Interpretation Unit for over-the-phone translation.
 2. The school does partner with other agencies or Community Based Organizations to provide bilingual workshops or services to ELL parents. The Community Morris Height Health Center comes to the school to conduct workshops on asthma, healthy homes and financial planning. Parents of Pre-K students participate bilingual Jump Start activity affiliated with the Davidson Community Center. The CPR classes for parents are offered in Spanish and are presented by the Fire Department. Cornell University is also scheduled to present a series of Nutrition Workshops presented in a bilingual setting (Spanish/English). ELL Orientations are offered in a bilingual setting (Spanish/English) and when there is a parent whose primary language is not English or Spanish, the appropriate presentation is shown to them and the handouts are given to them in their native language. Also, if needed the Language Interpretation Unit is contacted for over the phone translation. Parents are also referred to Office of Adult Education for free ESL classes as well as the Fordham Library Center for ESL and computer classes. There are ARIS Link workshops and Curriculum workshops with pointers on how to work with students at home. Various bilingual workshops are offered to parents based on their needs.
 3. Parents participate in the citywide parent survey and complete surveys send by our Parent Coordinator. They submit their concerns and ideas to the Leadership Team. The needs of the parents are evaluated through surveys and one-on-one conversations between parents and the Parent Coordinator. The Parent Coordinator also takes into consideration the needs of the students to present workshops to the parents offering techniques on how to better assist their children with their schoolwork at home.
 4. Parent survey results are used to determine workshop topics. The activities parents are offered are activities they can use with their families at home. For example, parents are always asking for ways they can assist their children with math or reading for the State Exams. As a result a series of workshops is scheduled for the parents to teach them games they can play at home with their children so that they may reinforce the skills the children have learned at school. Another example is the nutrition workshop, CookShop, which teaches parents and students to cook healthier meals. As part of our work with the CUNY-New York State Initiative on Emergent Bilinguals, the teachers will be holding a series of workshops for parents regarding parents rights and responsibilities. The topics will include helping with homework, state testing, school volunteerism, using ARIS and Common Core Standards. The meetings will be held monthly from December 2013- to April 2014, beginning with helping with homework in December.

In addition, for the first time, we will start a study group for parents. It will be limited to 20 participants and will be facilitated by two ESL teachers. The study group will meet once a month, from December to May, for an hour each time for a total of six meetings. It will be done bilingually to accommodate as many parents as possible. We will order 5 English copies and 15 Spanish copies of *The Ten Basic Principles of Good Parenting* by Laurence Steinberg. This book will serve as the foundation for our study group. For one hour each session the facilitators will focus upon one of the principles of the book, starting with a synopsis and then following a protocol to engage the parents in a discussion. The goal is to encourage parents to come up with practical strategies to incorporate the principles into all the good ways they are already rearing their children. Another book the facilitators will refer to as a reference is *Parenting with Love and Logic/Ser Padre con Amor y Logico* by Foster Cline and and Jim Fay. This book will be used in a few meetings to reinforce specific important points that we want parents to understand, such as teaching children to take responsibility for their own education and helping their children to develop their self-esteem. As it is only a reference guide, not the foundation of the group, we will only order 2 copies in English and 2 copies in Spanish. We will also order 5 English copies and 15 Spanish copies of *Help Your Children Succeed in School/Ayude a su hijo tener exito en la escuela* by Mariela Dabbah to use as a guide for directing parents when it comes to becoming more involved in the school community and academic issues their children may face.

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:

School Name: 306

School DBN: 10X306

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/15/13
	Assistant Principal		11/15/13
	Parent Coordinator		11/15/13
	ESL Teacher		11/15/13
	Parent		11/15/13
	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		11/15/13
	Coach		11/15/13
	Coach		11/15/13
	Guidance Counselor		11/15/13
	Network Leader		11/15/13
	Other _____		11/15/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **10X306**

School Name: **306**

Cluster: _____

Network: **CFN 109**

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

Part A: Needs Assessment Findings

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

The methodology used to assess our school's written translation and oral interpretation begins during the registration process of all our students. Each family is asked to complete the "Preferred Language Part" on the Home Language Identification Survey and on the Emergency card upon registration. The parents are asked to complete these forms where they choose the language in which they want to receive written information and communicate orally. All information is provided in their respective languages. These forms are used to determine the needs for written translation and oral interpretation. At this point an interview is conducted in English or Spanish by a trained pedagogue and when necessary the translation and interpretation hotline is used to communicate with parents. Teachers and administrative personnel are also able to access parent written and oral interpretation preferences through the ARIS website.

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

Our school population consists of 766 students, 74% are English-speaking, 17% are Spanish-speaking and the remaining 9% speak French, Arabic, Bengali, Twi, Ewe, or Hausa. Our school community is provided and informed with the exact numbers of speakers of English and other languages during staff conferences. This information is also included in our CEP and in our Language Allocation Policy. Teachers and administrators are made aware of the written and oral interpretation needs of the parents in their classrooms by using the ARIS website.

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.

At P.S. 306 all written translation is provided in-house, by school staff, or parent volunteers. All notices and letters about workshops, school trips, meetings, after-school programs, and assessments are sent to parents in English and Spanish. We also offer translations in Bengali, Arabic, French and Twi. Our school's ESL team makes sure that all parents of ELL's receive all letters and notifications in their respective languages. These forms include the Home Language Identification Survey, ELL parent brochures, Parent Survey, program forms, ELL parent notifications -entitlement and non-entitlement letters, placement, continuation of services, transition letters, and Title II after-school letters. Spanish translations will be done on site by one of our bilingual teachers. Written translation of lower incidence will be done by the translation and interpretation unit of the Department of Education. When needed, an outside vendor will be used to prepare written translations.

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.

All oral interpretations are provided in house by school staff and parent volunteers. Oral interpretation will always be provided in Spanish by a bilingual teacher or a parent volunteer during parent meetings. Parents can also request an interpreter in advance and we will contact the interpretation unit. We will also use the over the phone service. This year we will seek help from outside contractors if standardized tests are not available in students' native languages. We will hire interpreters for our ELLs who speak, French since math and science tests are not available in their language.

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

In order to comply with Section VII of Chancellor's Regulations A-663, the parent coordinator sends home the Bill of Parent Rights in their native language. This notice informs parents of their right to request for interpretation services. Our school also posts translated signs indicating the availability of interpretation services. We post the signs in the entrance of the school and in the main office making parents aware of their interpretation rights. The signs posted include "Interpretation Services Available", "Please see a staff member for interpretation services", "Welcome Parents!" and "To obtain a translation of this document in [language] please see a staff member". To ensure that all parents are provided with translation services, we will have a staff member or parent volunteer available to translate. We will also use an outside contractor or the translation and interpretation hotline to communicate with the parents.



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

Part A: School Information	
Name of School: PS 306	DBN: 10X306
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 3
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here:

During this school year 2014-2015, we will be offering four extended day classes to meet the diverse needs of our ELL population. We will use the monies from the federal Title III grant to service the ELLs in the bilingual and ESL programs. We will service students in grades 3 through 5. In order to address the needs of our English language learners the students will be grouped by grade level and by English language acquisition level. The classes will contain approximately 12-14 students each, for a total of 55-60 students to be serviced by the extended day program. Each group will meet two days a week for two hours. The program will begin on October 8, 2014 and will run until June 5th, 2015 for a total of 30 weeks or a total of 60 instructional days. The program will meet on Wednesdays, and Thursdays from 2:30 P.M. to 4:30 P.M. All instructors will be New York State Certified as teachers of English to Speakers of other languages or bilingual common branches and have at least three satisfactory years of teaching experience with English language learners. All participating teachers will be part of a two day planning session. This program will be run by two certified bilingual teachers, one certified ESL teachers and one certified content area teacher who will be team-teaching with one of our ESL teachers.

Each day, students will participate in English language arts or English language development for approximately 90 minutes daily. During the literacy block, all of our ELLs will be instructed solely in English with Native Language support. The ELLs who must take the ELA test in April will participate in an ELA block to improve their literacy skills in English. Teachers will first engage students in a scaffold approach in which they build confidence by beginning with simple fiction and moving on to more difficult informational text in the content areas from the Language, Literacy and Vocabulary Guided Reading Program from Peoples Education, Keep on Reading Comprehension Across the Curriculum. The program uses sophisticated fiction, science, social studies, and math activities to systematically and explicitly teach comprehension skills and reading strategies. The program offers rich opportunities for English Language learners to build background knowledge, develop vocabulary and oral language, and learn grade level-content in order to become confident and strategic readers. Working in the content areas, students will develop their academic vocabulary skills, as vocabulary development leads to improved writing skills. The teachers will select 10 of the program's 12 themes. One theme will be paced over a two week period, a lesson a day. Each unit begins with a fictional story and lesson to introduce the unit theme. Then the unit extends to a content lesson in social studies, science, and math

Part B: Direct Instruction Supplemental Program Information

lesson. In addition, it follows a unit review that allows the students to synthesize what they have learned. Some of the key comprehension skills and strategies to be taught include: Identifying Main Idea, Comparing and Contrasting, Summarizing, Making Inferences, Attending to Text Structures, Constructing Visual Representations and Generating Questions. In addition, to help our English Language Learners meet the Common Core standards, and to move them beyond basic comprehension to literary analysis and inferential comprehension we are using Critical Reading, another resource from Peoples Education. This differentiated program will offer our students explicit instruction and practice opportunities in literary analysis and inferential comprehension of all kinds of fiction and nonfiction genres. Each unit will be implemented over a two or three week period, and each core lesson will be developed in a four day period. Then, they will participate in small group reading to practice the comprehension strategy and finally participate in shared writing. During week two of the theme, students will further enrich their non-fiction knowledge of the theme. Students will also use the Language, Literacy, and Vocabulary guided reading program to strengthen academic vocabulary and background knowledge in the content areas of science, social studies and mathematics. Each lesson includes modeling and guided practice of a comprehension strategy, academic vocabulary development and opportunities to gain reading fluency.

All students will finish their literacy block by engaging in test sophistication for the NYSESLAT. Students will be able to put into practice the best strategies in standards-based instruction. We will order Getting Ready for the NYSESLAT and Beyond and Empire State NYSESLAT from Continental Press. These programs give practice in multiple-choice, written-response, and oral-response questions across the five content areas (conversational language, academic language arts, academic mathematics, academic science, and academic social studies) through the listening, reading, writing, and speaking domains. Exposing students to the test format and the type of test question well before the testing day helps minimize test-day anxiety, allowing students more opportunity to display their content knowledge and language proficiency. The program is carefully designed so that the proficiency levels of the test preparation materials help teachers of English Language Learners use ongoing assessment activities to measure progress in attaining English language proficiency. This program also familiarizes students with the structure of the NYSESLAT and allows them to transition from the NYSESLAT to the ELA test. The books are broken into a total of 24 lessons. The reading, listening and speaking lessons will be done one per day and the writing lessons will be broken down into two days. Each lesson will take approximately 20 minutes.

In addition this school year, a technology component will be added to our ELL supplemental Program. Our students will have the opportunity to use Imagine Learning, an engaging language and literacy technology-based program that accelerates English learning. This program will instruct students in the essential component of reading, oral language development, and academic vocabulary. As we know, a key aspect of language acquisition for ELLs is vocabulary, which they will be able to enhance through videos, pictures, glossaries and direct translations when necessary. We expect to accelerate their learning in all the five components of reading: phonological awareness, phonics, fluency, vocabulary and comprehension. The students will utilize this program for 30 minutes every day of the program. All the above components of our Title III program will allow our students to succeed academically.

Part B: Direct Instruction Supplemental Program Information

Part C: Professional Development

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

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

Begin description here:

Our professional development program will be extensive and ongoing. All teachers of English language learners will be included in these professional development opportunities. Our ELL teachers will work closely with the ESL/Bilingual Coordinator and the Network Support Specialist for ELLs to identify strengths within our own staff. In order to facilitate and accelerate achievement for ELLs, a series of workshops will be scheduled to provide professional development opportunities for ESL teachers and content teachers in the development of academic language proficiency. Our series of Professional Development for 2014-2015 is scheduled as follow: September 15- Getting to Know our ELLs/5 Principles for Teaching Content to English Language Learners, October 4, 2014- Small Group Instruction for English Language Learners, November 17- English Language Learners and SIOP/ Framework Model of sheltered instruction of both academic content and language skills, December 22-RTI for English Learners: Understand and Identify research-based interventions that are appropriate for ELLs, February 23- Language for Math/Building Academic Language and how it affects student's focus on the math concepts, March 23-Enhancing English Language Development/Newcomers how to move them and what is essential for them to learn immediately. Our last meeting on April 20 will be on Aligning Language and Vocabulary Development to Grade-Level Reading and Witting Demands.

Our Professional Development will be held on Mondays from 2:20 P.M. to 3:40 P.M. or on Saturdays from 9: 00 am to 1:00 pm. and they will facilitated by Pearson Professional Development Services, our ELL Support Network Specialist, our ESL/Bilingual Coordinator, and our literacy and Math Support Specialists.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

As we know one of the common features of successful ELL programs is Parental Engagement. During this school year we are offering our parents two ESL classes: a class for newcomers or beginners and an advanced class. Our ESL classes will meet every Saturday from 9:00 a.m. to 1:00 p.m. starting November 1, 2014 until June 2015. These classes will be instructed by two certified ESL teachers. In order to equip our parents with knowledge of what their children are learning, every month we will also offer Parent workshops on how to support children academically and socially. We will hold a workshop per grade in grades K-5 to introduce the curriculum and the standards. All workshops will be conducted in both languages, English and Spanish.

In addition, we will start a study group for parents. It will be limited to 20 participants and will be facilitated by two ESL teachers and the Parent Coordinator. The study group will meet once a month, from December 2014 to May 2015, for an hour and thirty minutes each time for a total of six meetings. Each session will start at 3:00 P.M. to 4:30 P. M. The tentative dates for our parental activities are as follow: December 9, January 13, February 10, March 17, April 7, May 12, and June 2. It will be done bilingually to accommodate as many parents as possible.

One of the books that we are planning to use in our study group is Help Your Children Succeed in School/Ayude a su hijo tener éxito en la escuela by Mariela Dabbah to use as a guide for directing parents when it comes to becoming more involved in the school community and academic issues their children may face. Parents will also have the opportunity to select topics to be study. All parents will be informed about these workshops during our PTA meetings. Topics, time, and dates of workshops will be posted throughout the school and notices will be sent home in both, English and Spanish. We will also call all parents through the use of the school messenger system. For those parents of children of other languages, notices will be translated. If necessary the office of Translation and Interpretation will be utilized.

Part E: Budget

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

Allocation Amount: \$ _____

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