

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: LUISA PINEIRO FUENTES SCHOOL OF SCIENCE AND DISCOVERY
DBN (i.e. 01M001): 10X307
Principal: YOLANDA VALEZ
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Superintendent: MELODIE MASHEL
Network Leader: MARIA QUAIL

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Yolanda Valez	*Principal or Designee	
Betsy Diaz Murphy	*UFT Chapter Leader or Designee	
Mayelin de los Santos	*PA/PTA President or Designated Co-President	
Magda Bermudez	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	
Marcy Schickler	Member/ Teacher/SLT Co-Chair	
Sheila McChesney	Member/ Teacher	
Callie Rotsko	Member/ Teacher	
Joanna Torres	Member/ Parent	
Christina Birriel	Member/ Parent	
Yohanny Diaz	Member/ Parent	
Elizabeth Morillo	Member/ Parent	
Nyeisha Dortch	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
X	<ul style="list-style-type: none">▪ Annual Goal▪ Comprehensive Needs Assessment▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, 65% of all students in grades K-5 will meet grade level ELA Standards as measured by CCLS Literacy Performance Tasks (K-2), Performance Series (Grades 3-5) and NYS ELA tests (Grades 3-5).

Comprehensive Needs Assessment

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

After review of data collected from item analysis of 2013-14 ELA State Exams and Fountas and Pinnell growth, we realized that our students had not met our goals. Therefore, we are planning on maintaining this goal, but have reevaluated and researched to choose different assessments (Gates MacGinitie and Performance Series) that would better meet our needs as screeners ; collect formative and summative data and return it in a more timely manner. These new assessments will assist teachers with more effective planning for whole group, small group targeted instruction and in some cases individual students. The immediate collection of data will ensure that teachers are addressing student needs as well as student strengths.

Instructional Strategies/Activities

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

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

1. Teachers meet to align curriculum to meet CC standards
2. Assessments were selected and administered to inform instructional decisions.
3. NYC Science & Social Studies Scope and Sequences were aligned to the Literacy CC and teachers are identifying Ready Gen resources that correspond to their grade level scope and sequence.
4. Alignment of school wide monthly PBIS Read Alouds and school wide Cultural Read Alouds with standard based activities to the 2014-15 Social Studies Scope and Sequence.
5. Data analysis of the 2013-2014 ELA test results were used to enhance Literacy Performance Tasks in grades 3-5.
6. Purchase and use of technology (Lexia, myOn, iPads, laptops) to enhance instruction and engagement.
7. Continuation of Reading Recovery Program to improve student literacy outcomes in grade 1.
8. Targeted instruction based on student needs derived from data will be provided through Afterschool Programs and Saturday Academies.
9. Based on data, select students will receive RTI through small group instruction with progress monitoring and flexible grouping

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

1. School Administration, Generation Ready Consultants, ELL Teacher & Data Specialist and DIT, Lexia, Foundations, Fountas & Pinnell Intervention, Guided Reading PD and any other resources used to service the lowest third.
2. Classroom teachers and teachers attending the NYC Ready Gen PD, during Common preps, Professional Development, and additional planning sessions, teachers will continue to align the curriculum throughout the year.
3. AIS and specialty teachers, Guided reading materials (library), formative assessments, any materials needed to instruct the students in areas of need.
4. Generation Ready Literacy Consultant, Data Specialist and Data Inquiry team leaders, Assistant Principal and ELL teacher (attending RTI training)
5. Reading Recovery teacher, the Reading Recovery Program

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

1. All planning sessions are documented and collected through schedules, signs-ins, agendas and resource materials provided.
2. Data was collected and analysis to inform instruction and form groups. Targeted students were identified and were matched to staff for instruction.
3. NYC Science & Social Studies Scope and Sequence will be incorporated into literacy instruction and will be reflected in lesson plans. Science and Social Studies will be the responsibility of both Specialty Teachers and classroom teachers.
4. Calendar of PBIS and School wide Cultural Read Alouds was drafted and distributed to all classroom teachers. Professional development sessions have been scheduled to review and create extension activities for the books that incorporate more science and social studies content.

5. Teachers revamped Literacy Performance Tasks to align teacher questioning to State Tests. Tasks will be used to evaluate how students understand grade level CC Standards.
6. Teachers will receive Professional Development in the use of Lexia, myOn, Power Point and other technology instruction.
7. Reading Recovery schedule, Observations, student documentation on progress monitoring.
8. All Data Inquiry and RTI documentation about the targeted students being serviced throughout the school year.

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

1. Beginning in July 2014, teachers meet to align curriculum to meet CC Standards. Teachers continue to plan every 6-8 weeks as new units approach.
2. Beginning in September 2014, students were assessed to determine student baselines. Student progress will be monitored throughout the year depending on the assessment used.
3. Beginning in October 2014, teachers will align NYC Science & Social Studies Scope and Sequence to Ready Gen resources. This alignment will continue throughout the school year as new units of Ready Gen are implemented.
4. Beginning in September 2014 throughout the school year, read alouds will correspond to CC curriculum.
5. Beginning September 2014 and throughout the school year, data analysis will be utilized to create standard based Performance Tasks. Data will be analyzed to address student needs.
6. By December 2014, we will have purchased technology to enhance instruction and increase engagement.
7. By June 2015, Reading Recovery teacher will have serviced at least 6 students formally as expected by the Reading Recovery Program expectations and informally 2-4 targeted ELL students.
8. By May 2015, we will have completed several cycles of RTI for targeted students. Students will improve their decoding, vocabulary and comprehension according to Gates MacGinitie.

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

Human Resources: Generation Ready Consultant, Literacy Coach, ELL teachers, Data Specialist, Administration, SETSS & AIS teachers, Reading Recovery teacher, all classroom teachers, Specialty and F-Status teachers

Instructional Resources: Foundations, Lexia, Reading Recovery, myOn, Ready Gen, Voyager Passport, Performance Series, NYC and Teacher Created CC Performance Tasks, Gates MacGinitie, Guided Reading texts, technology, any materials needed to instruct students and meet their needs

Scheduling: Common planning and common preps, internal school based professional development, external professional development, intra-visitations, inter-visitations

Strategies to Increase Parental Involvement

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

- PTA members are informed at SLT meetings about the school's instructional goals and data from assessments so that the members disseminate the information during PTA meetings.
- Family events are scheduled to introduce the school-wide expectations, show progress on school-wide outcomes, and provide families with access to information about school and community resources
- Increase of Parent Teacher Conferences as well as Tuesday Parent Engagement times will be used to inform parents about curriculum and their students' academic progress.

Budget and Resource Alignment

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

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

TL Citywide Instructional Expectations

Goal and Action Plan #2

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

Annual Goal #2

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

By June, 2014, 15% of students in grades 3-5 will demonstrate a 30% growth in problem solving as demonstrated through open response problems within our Go Math periodic assessments.

Comprehensive Needs Assessment

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

Data from the New York State Math Test revealed that students in grades 3 and 4 combined scored 48% out of the total possible points allotted for the extended response portion (book 3) of the test. Based on this data, we have identified problem solving as an area in need of improvement. Structures that will be implemented to meet our goal include, selection of a math curriculum aligned with the Common Core Standards, embedded open response questions within our periodic assessments, one scheduled Problem Solving period per week, revision of our Problem Solving protocols to infuse Mathematical Practices, and formation of a math Inquiry Team (grades 3-5). These structures support the implementation of the Common Core Standards, Instructional Shifts, and Danielson Framework to meet City-Wide Instructional Expectations for 2013-2014.

Instructional Strategies/Activities

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

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

1. The results of baseline and progress monitoring assessments students will be assigned to targeted groups using Go Math Online Resources ,Go Math Online Resources (K-5 – Tier 2,) Go Math RTI (K-5 – Tier 3), Go Math Grab & Go (K-5).
2. Classroom teachers and Fulltime Math AIS providers reviewed assessment materials from the Go Math program to identify Open Response and Problem Solving opportunities for students. The Chapter Test B was identified for implementations as it embedded open response questions.
3. Students in grades kindergarten through grade 5 will engage in periodic assessments (Chapter Test B of the Go Math program). This will build capacity for Problem Solving throughout the grades providing coherence of instruction. Teachers in all grades will score periodic assessments (Chapter Test B of the Go Math program) for analysis.
4. One Problem Solving Period per week will be included in our math block for students in kindergarten through grade 5. Teachers will participate in Professional development to revisit and revise our Problem Solving protocols to meet Common Core Standards embedding Mathematical Practices.
5. Teachers in grade 4 and 5 will develop a school-wide analysis of the 2013 3rd Grade and 4th Grade Item Analysis of the NYS Common Core Test. A math Inquiry Team (grades 3-5) will be established and data from our Item Analysis in addition to formative assessments from September through November will support identification of students for our math Inquiry Team. Students identified for Inquiry will engage in targeted intervention in addition to the one Problem Solving period per week.

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

1. Gen Ready Math Consultant, Math Liaison, Math AIS teachers, ESL Teacher, and Go Math Online Resources ,Go Math Online Resources (K-5 – Tier 2,) Go Math RTI (K-5 – Tier 3), Go Math Grab & Go (K-5)
2. Generation Ready Math Consultant, Math Liaison, Math AIS teachers, ESL Teacher and Go Math Program materials.
3. Generation Ready Math Consultant, Math Liaison, Math AIS teachers, ESL Teacher and Chapter Test B of the Go Math program.
4. Generation Ready Math Consultant, Math Liaison, Math AIS teachers, ESL Teacher and the Problem solving resources.
5. Generation Ready Math Consultant, Math Liaison, Math AIS teachers, ESL Teacher (MID Team, Data analysis reports, formative assessments).

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

1. School goal was developed (September 2014) based on teacher feedback (June 2014).
2. Teachers begin (September 2014) implementation of Anchor Charts and Math Notebooks.
3. Portfolio assessment schedule established.
4. Problem solving strategies are established and students engage weekly problem solving. (September 2014)
5. Teachers in grades 3, 4, 5 review Item Analysis of NYS Mathematics Test; identify trends and plan intervention (September 2014).
6. Assessment Rubrics revised using criteria (October 2014).

7. Students engage in problem solving and teacher submit samples of student work to the Math Team (baseline, midyear and end-of-year) (September 2014 - June 2015).
8. Baseline for Progress Monitoring submitted to Math Team (October 2014)
9. Student Portfolio Covers updated and distributed. (October – November 2014)
10. Critical Friends Protocol is established for analysis of student work and Progress Monitoring (October 2014 – June 2015)
11. Teacher teams assess samples of student work using updated Rubric and Task Criteria (October 2014 – June 2015)
12. Critical Area Performance Tasks are identified for summative assessment (October 2014 – June 2015)
13. Midline for Progress Monitoring submitted to Math Team (January 2015)
14. End-of-Year for Progress Monitoring submitted to Math Team (April 2015)
15. Data analyzed by Teacher Team (May 2015)
16. Identify needs and develop School goal for coming year (June 2015)

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

1. June 2014 – Teachers, staff and administrative Team participate in Chancellor’s PD session to identify needs supporting development of a School wide Math Goal for the 2014-2015 school year.
2. September 2014 – teachers and staff participate in PD to review strategies to support problem solving including Instructional Delivery, Anchor Charts, implementation of math notebooks and Portfolio Assessment Schedule. Teachers also reviewed problem solving strategies and set expectations for student engagement in problem solving.
3. September 2014 – teachers and staff in grades 3, 4 and 5 review the Item Analysis of the NYS Mathematics Test (2013-14) to identify trends and plan interventions.
4. September – October 2014 – teachers and staff will review the revised Problem Solving Strategies and revised Assessment Rubrics for implementation.
5. September 2014 – June 2015 – Students in all grades engage in Problem Solving. Samples of student work will be selected for progress monitoring (baseline, midyear, and end-of-year).
6. October 2014 – teachers in all grades submit one sample of student work, per grade level, to serve as a baseline for progress monitoring.
7. October – November 2014 – Student Portfolio cover pages will be updated for implementation.
8. October 2014 through June 2015 – teachers and staff will participate in Professional Development to review collected samples of student work for progress monitoring. Next steps and intervention will be determined.
9. October 2014 – June 2015 Teacher Teams will meet periodically to assess samples of student work against task criteria for progress monitoring. Next steps and intervention will be determined.
10. October 2014 – June 2015 – teachers will meet to select Critical Area Performance Tasks for summative assessments.
11. January 2015 – teachers in all grades submit one sample of student work, per grade level, to serve as the midyear sample for progress monitoring.
12. April 2015 – teachers in all grades submit one sample of student work, per grade level, to serve as the end-of-year sample for progress monitoring.
13. May 2015 – Data resulting from selected student work will be analyzed by teacher teams to debrief during June Professional Development.
14. June 2015 – Teachers and staff participate in Professional Development reviewing student work for progress monitoring. Next steps for Math Goals will be explored.

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

Human Resources: Generation Ready Math Consultant, Math Coach, ELL teachers, Data Specialist, Administration, SETSS & AIS teachers, all classroom teachers, F-Status teachers, Go Math Professional Development Team within the building

Instructional Resources: Go Math Technology Resources, NYC Math Performance Tasks from Go Math, Exemplar Tasks (CC version), “Everyday Counts”, IXL Math Technology Intervention Support,

Scheduling: Teacher schedules reflecting the Math Intervention/Math Stations/Math Problem Solving Periods/Common planning periods, common preps, internal monthly school based professional development, external professional development, intra-visitations, inter-visitations, The 2013-14 School-wide schedules has identified an additional instructional period to support the targeted groups.

Strategies to Increase Parental Involvement

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

- PTA members are informed about Math Workshops at monthly School Leadership Team meetings to disseminate that information to parents at PTA meetings, at workshops, through distribution of flyers, etc.
- Our Parent Involvement Policy and Parent-School Compact are distributed to inform parents of the school responsibilities in terms of instruction.
- A monthly calendar is sent out to parents to inform them of parent workshops and important events such as Math Portfolio Celebrations, Math Bees, etc.
- We inform them that Spanish oral translations will be available at all workshops by school staff.
- All written communication from the school to parents is provided in English and Spanish.
- Informational workshops for parents directly relate to inform them about academic goals such as Math fluency and Math Performance Tasks
- The school offers Curriculum Nights to inform them about Math curriculum, Go Math resources, CCLS, Instructional shifts, Family Math, assessments, etc.
- Parent Coordinator serves as a parent advocate; communicates and reminds parents of all workshops and informs of the types of workshops are interested in.
- Parents will be informed during Parent Teacher conferences and/or Tuesday Parent Engagement Times whether students have difficulty with problem solving and provide them with reinforcement activities to implement at home.
- Parents are encouraged to participate in academic presentations and celebrations such as Multiplication Bees, Math Portfolio Celebrations, etc.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, school-wide instructional technology integration will increase by 35% and 100% of K-5 students will be using technology for instructional purposes a minimum of 3 times per week to enhance learning and engage students in real world applications of technology in alignment with Citywide Instructional Expectations for college and career readiness.

Comprehensive Needs Assessment

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

After careful analysis of classroom observations, we found that technology was not consistently integrated in instructional activities. In addition, both formal and Informal conversations with teachers identified that there was a need for professional development to equip teachers to use information technology tools and resources in their daily instruction. We have a wide variety of hardware available. For instance, 4th and 5th grade classes have a 1-to-1 ratio of lap tops to students, 3rd grade classes have a 1-to-2 ratio of lap tops to students, grades K-2 classes have a 3 classroom desktop computers and 4 iPads per class. In addition, every classroom teacher has a lap top and each classroom has an interactive whiteboard, projector and document camera. Several teachers have expertise in integrating instructional technology into their everyday lessons.

Needs:

- To upgrade the interactive whiteboards and projectors in all classrooms
- To decrease the device to student ratio in grades K, 1 and 2
- To increase teacher's expertise in integrating instructional technology in every day lessons
- To have a trained staff member available to deal with any technology issues in a timely basis

Instructional Strategies/Activities

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

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

1. Receive certification as an Edmodo trainer in order to support teachers in integrating Edmodo as a tool for safe student assess for online classroom discussions, collaboration on assignments and assessments of progress towards CCLS
2. Ensure integration of technology is included in unit and lesson plans throughout all content areas.
3. Provided professional development on the use of the Edmodo platform to the entire staff. Piloted the 3rd grade ICT class as a lab site for the use of Edmodo to integrate technology into daily lessons.
4. Identify a staff member to deal with any technology issues in a timely manner and have their schedule reflect a weekly technology support period.
5. Differentiated professional development will be provided to staff periodically throughout the school year.
6. Purchase researched based software to support improving ELA and Math skills including but not limited to supporting RTI.
7. Apply for RESO-A Grant in order to upgrade instructional technology.
8. Develop a technology integration checklist for administrator's to use to evaluate technology integration during teacher observations and walk-throughs.

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

1. Assistant Principal
2. Administration, Literacy Coach, Grade level teacher teams
3. Assistant Principal, 3rd grade ICT Teachers
4. Administrators, Technology Support Point Person, NYCDOE Helpdesk
5. Administrators, Identified teachers.
6. Administrators.
7. Assistant Principal, identified teachers
8. Administrators.

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

1. By September 2014, the Assistant Principal will provide proof of certification as an Edmodo Trainer.

2. By December 2014, teacher lesson plans and unit plans will be reviewed by administration for inclusion of instructional technology.
3. By January 2015, administration will evaluate the impact of the Edmodo Lab Site in the 3rd grade ICT class.
4. By June 2015, the impact of a dedicated staff member to support technology will be determined.
5. By June 2015, the impact of differentiated professional development in the area of instructional technology integration will be assessed.
6. By June 2015, the usage and impact of online program subscriptions to support Literacy and Math will be determined.
7. By June 2015, we will receive a response to our application for a RESO-A grant.
8. By April 2015, the checklist to evaluate instructional technology integration during teacher observations and walk-throughs will be evaluated and revised as necessary.

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

1. By August 2014, the Assistant Principal will receive certification as an Edmodo Trainer.
2. By October 2014 teachers will begin to integrate technology plans into their unit and daily lesson plans.
3. By October 2014, 100% of teacher will have received an introduction to Edmodo. A lab site will be set up in the 3rd grade ICT classroom; those teachers will receive individual targeted support.
4. By September 2014, a staff member will have been identified and programmed to support technology.
5. By June 2015, 100% of teacher will have received differentiated professional development in the area of instructional technology integration.
6. By November 2015, we will purchase at least one online program subscription to support Literacy and one online program subscription to support math for student use in school and at home.
7. By January 2015, we will submit an application for a RESO-A grant.
8. By February 2015, a checklist will be developed and used by administrators to evaluate instructional technology integration during teacher observations and walk-throughs.

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

Personnel

1. Assistant Principal
2. Administration, Literacy Coach, Grade level teacher teams
3. Assistant Principal, 3rd grade ICT Teachers
4. Administrators, Technology Support Point Person, NYCDOE Helpdesk
5. Administrators, Identified teachers.
6. Administrators.
7. Assistant Principal, identified teachers
8. Administrators

Resources

1. Identified staff member to deal with technology issues
2. Schedule adjustments for identified staff member
3. Apply for RESO-A Grant
4. Identify staff members with expertise to provide ongoing differentiated Professional Development to equip teachers with tools to integrate technology into daily lessons
5. Model the use of Edmodo as a tool to deliver Professional Development
6. Purchase additional software and/or online subscriptions to support instructional goals
7. Inventory and re-assign and/or replace hardware to meet technology goals

Strategies to Increase Parental Involvement

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

PTA members are informed about Technology integration at School Leadership Team meetings to disseminate that information to parents at PTA meetings, at workshops, through distribution of flyers, etc.

A workshop on online instructional resources will be provided for parents.
 Parents are informed by the Parent Coordinator that Spanish oral translation services are available at all school-based workshops.
 Parent Coordinator serves as a parent advocate; communicates and reminds parents of all workshops and informs of the types of workshops are interested in.

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>The following programs/strategies for ELA Academic Intervention Services are being used:</p> <ul style="list-style-type: none"> • Foundations (K – 2) • Lexia (K-5) • Voyager Passport (K – 5) • Reading Recovery • Fountas & Pinnell Intervention Kit • Abrams Key Links (K – 3) • Great Leaps • Targeted instruction based on Gates MacGinitie data • Guided Reading • Repeated readings • Interactive writing • Shared readings • Visuals • Realia • Metacognition strategies 	<p>Classroom teachers, cluster teachers, EGCR teachers & F-status teachers provide these services for students via small group and/or individual instruction.</p>	<p>Services are provided during the school day, and/or after school and/or Saturday Academies.</p>
Mathematics	<p>The following programs/strategies for Mathematics Academic Intervention Services are being used:</p> <ul style="list-style-type: none"> • Go Math Think Central • IXL Math • Reteach one on one and/or small groups • Go Math Online Resources • Go Math Online Resources (K-5 – Tier 2) • Go Math RTI (K-5 – Tier 3) • Go Math Grab & Go (K-5) • 	<p>Classroom teachers, cluster teachers, EGCR teachers & F-status teachers provide these services for students via small group and/or individual instruction.</p>	<p>Services are provided during the school day, and/or after school and/or Saturday Academies, 3rd Grade Math Tutoring on Fridays.</p>
Science	<p>The following programs for Science</p>	<p>Classroom teachers, cluster teachers,</p>	<p>Services are provided during the school</p>

	<p>Academic Intervention Services are being used:</p> <ul style="list-style-type: none"> • Teacher developed science program based on Kaplan testing strategies • Buckle Down Science (4th) • Measuring Up Science (4th) • Science Performance Pre/Post Test (4th) 	<p>EGCR teachers & F-status teachers provide these services for students via small group and/or individual instruction.</p>	<p>day, and/or after school and/or Saturday Academies.</p>
<p>Social Studies</p>	<p>The following programs for Social Studies Academic Intervention Services are being used:</p> <ul style="list-style-type: none"> • NY I-Ready (3 – 5) • Read, Write and Listen (3 – 5) • Rally! NY ELA Rehearsal (3–5) • Rally Education - Achieve Your Reading G.O.A.L. (5th) • Voyager Passport (K – 5) <p>We utilize materials that integrate Social Studies and Literacy.</p>	<p>Classroom teachers, cluster teachers, EGCR teachers & F-status teachers provide these services for students via small group.</p>	<p>Services are provided during the school day as part of the Ready Gen because it is integrated within the curriculum.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>In addition to providing mandated IEP services, our school based guidance counselor works with at-risk students around issues such as:</p> <ul style="list-style-type: none"> • Helping students understand and express their emotions and deal with anger. Students practice verbalizing their emotions or solving the problem without getting angry. • Helping students understand other people's emotions and their effect on others. • Providing strategies and behavior management plans to improve students' behavior in class and deal with hyperactivity, fighting and bullying. • Learning coping mechanisms to respond differently to emotionally charged situations. 	<p>School based guidance counselor provides these services individually and/or in small groups.</p>	<p>Services are provided during the school day.</p>

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • The New Teacher Induction Committee members consist of a broad representation from our staff. The committee consists of the Literacy Coach and includes teachers of Special Ed, ESL and various grade levels to have representation of teacher expertise. • Math and Literacy Coaches are assigned to specific teachers to support them with planning, implementation of instruction, assessments, classroom management and any other needs of the specific teachers. This is achieved through demos, • Literacy and Math Consultants are also assigned to specific teachers to support them with assessment, planning and implementation of instruction through means of demos, co-teaching, planning, discussions, etc. • School based mentors who are strategically matched with new teachers to support them in planning, implementing curriculum, classroom environment, classroom management, assessments, analyzing data, and any other areas of need or support. These mentors are attending mentoring training through the NYC Instructional Mentoring Initiative and School Leadership Series. • The Network supports us in searching for possible candidates; an interview with the New Teacher induction committee is set up to determine eligibility. Based on how well they interview, a demo lesson is scheduled to determine content knowledge, competency to deliver instruction and classroom management. • Our collaboration with Lehman College and City College provides us with student teachers who fulfill their observation hours or practicum at our school building. We identify possible candidates based on recommendations and teaching performance, then candidates' interview with the NTI Committee to determine hiring status and if necessary a demonstration lesson is scheduled.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Our goal is to ensure that teachers are constantly learning on site and/or off site. The school has a PD Committee whose members assist administration in focusing in on the content and curriculum needs of all staff members. Additionally,</p> <p>Administration is constantly researching for additional outside sources to support teachers based on school wide goals and/or classroom observations. As a result, teachers participate in professional development that is specific to school wide goals, classroom observations, content and curriculum needs. Professional development activities are ongoing and may include but are not limited to literacy and math curriculum planning, CCLS, RTI, assessments, Performance Tasks and Data Inquiry, differentiation, conferring, integration of technology, questioning, etc. Teachers also have opportunities to participate in webinars, video viewings, book clubs, discussion of professional articles, common planning sessions, lunch shares, etc. Teachers are continuously sent out to professional development offered by the Network, Reading Recovery, NYCDOE, Reading Organizations and curriculum developers such as the Go Math Workshop Series. Teams of teachers participate in professional development offered by organizations such as the Danielson Group, RTI, Thinking Maps, etc. to build capacity within the school and to create a cadre of teacher experts who can then turn-key pertinent information which is needed to move teachers and administrators forward to meet the demands that ensure students perform successfully. Our staff is accustomed to always sharing best practices.</p>

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Title I SWP Basic Emergency Support for STH

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

- Pre-K curriculum is aligned CCLS
- Pre-K staff is included in internal school based professional development
- Parent involvement activities include Pre-K parents
- Pre-K staff have a common lunch period with rest of early childhood staff
- Pre-K students are included in our CASA Grant for the arts and receive jazz dance instruction by a teaching artist from The Town Hall
- Pre-K students are included in all school wide activities (PBIS, Cultural Read Alouds, Book Fairs, PTA Bake Sales, etc.
- Other staff members interact with Pre-K students so that they form relationship with staff members other than their classroom teachers
- Instructional support is provided to Pre-K teachers to ensure that the instruction and curriculum is aligned, rigorous and developmental appropriate for a smooth transition.

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.

A MOSL committee comprised of teachers, UFT and Administration met to discuss the current assessments, the validity of the data and decided on the assessments for the current school year. Some members of the MOSL committee received professional development on the new assessments and provided professional development and support to the rest of the staff. Teacher teams met with the Literacy Coach, Data Specialists, RTI liaisons, ESL teachers to score, to analyze data and to identify trends and instructional needs. This information was utilized to form targeted groups and identify resources to help students be academically successful.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP)

(Required for Title I Schools ONLY)

(Revised November 2014)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. PS 307, Luisa Piñeiro Fuentes School of Science & Discovery, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. PS 307 will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent-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 to serve as a liaison between the school and families. The Parent Coordinator will facilitate in scheduling parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure 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: understanding educational accountability, grade-level curriculum standards and assessment expectations; literacy, math, 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, 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-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 overall curriculum and school activities;
- providing regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

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

(Revised November 2014)

PS 307 Luisa Piñeiro Fuentes School of Science & Discovery, 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 (via our Parent Coordinator, the “Can We Talk” form in the Main Office, through Parent Teacher Conferences, Family Orientations, Family Curriculum Meetings, etc.);
- arranging opportunities for parents to receive training to volunteer through the Learning Leaders Program and participate in their child’s class through instructional trips and celebrations;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences, culminating Arts performances, Science Fair, Sports Night(s), Family as Art Partners Saturday Workshops, etc.;

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 and movies, plays video games, and their use of the telephone, computer and internet;
- 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-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 307
School Name The Luisa Piniero Fuentes School of Scie		

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 Yolanda Valez	Assistant Principal Debra Springsteen
Coach	Coach
ESL Teacher Ashleigh Giangrasso	Guidance Counselor
Teacher/Subject Area Michelle Maturen/ESL	Parent Yudelkis Almonte
Teacher/Subject Area Marcy Schickler/EGCR	Parent Coordinator Liza Ocasio
Related Service Provider Laura O'Connell/SETTS	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	369	Total number of ELLs	92	ELLs as share of total student population (%)	24.93%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	3	2	2	2	2	2								13
Pull-out	1	1	1	1	1	1								6
Total	4	3	3	3	3	3	0	19						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	92	Newcomers (ELLs receiving service 0-3 years)	71	ELL Students with Disabilities	28
SIFE	1	ELLs receiving service 4-6 years	19	Long-Term (completed 6+ years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	71	1	13	19	0	13	2	0	2	92

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	71	1	13	19	0	13	2	0	2	92
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
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	18	14	17	16	16	8								89
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	1	0	0	0								1
Other	0	0	0	1	0	1								2
TOTAL	18	14	18	17	16	9	0	92						

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)	5	1	4	3	6	2								21
Intermediate(I)	5	1	6	3	4	1								20
Advanced (A)	8	12	8	11	6	6								51
Total	18	14	18	17	16	9	0	92						

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	5	6	1	0	12
4	3	3	1	0	7
5	2	1	0	1	4
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5	1	6	0	2	0	0	0	14
4	5	0	1	1	1	0	0	0	8
5	1	0	1	0	1	0	0	0	3
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 Paste response to questions here: P.S. 307 uses the Fountas & Pinnell assessments, the running records as well as the optional components of the program to assess the early literacy skills of our ELLs. The optional components being used in kindergarten and first grade aim to assess early literacy skills typically mastered prior to reading. The data from these assessments shows us that our ELLs

typically perform lower than their proficient classmates when early literacy skills are assessed. In addition, we have found while there are many visual references in these early literacy assessments aimed at assisting the students, many of our ELLs are not familiar with the vocabulary for the visual, causing them to struggle to answer the question. For example, a student is shown a picture of a cat and asked to say what sound the word starts with. If the student does not know the English word for “cat” he will struggle to produce the first sound of the word. We have also noticed that many of our ELLs in the early grades struggle to master the concept of letter/sound relationships. To combat these areas of weakness, ESL instruction will be tailored to include intensive instruction in these areas. The daily routines of ESL instruction will include practice in the areas of weaknesses as identified in the early literacy skills assessments. For example, in order to address weaknesses in sound/letter relationships, each time the group meets, the ESL teacher will review the sounds the students struggled with on the assessment through pictures, words, kinesthetic motions corresponding to the sound, and literature. Across the grades, identified areas of weakness are addressed during the 37 ½ minute extended day periods. This time allows for intensive, small group instruction on targeted skills identified as areas in need of further instruction through these early literacy assessments.

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

Paste response to question here: The data gathered from both NYSESLAT and LAB-R results, provides us with an opportunity to recognize patterns across proficiency levels and grades. In kindergarten, we find that most of the LAB-R eligible students who have attended Pre-Kindergarten at P.S. 307 score at an advanced or proficient level on the LAB-R. Those kindergarteners who are new arrivals to the country or who have not had a Pre-Kindergarten experience with P.S. 307 tend to score at a beginner or intermediate level on the LAB-R. Across the proficiency levels in kindergarten, these students all tend to struggle more with the reading portion of the exam than the listening and speaking portion. In first grade, students who were in Kindergarten at P.S. 307 tend to increase about one proficiency level from the LAB-R at the beginning of their Kindergarten year to the NYSESLAT during the spring of their Kindergarten year. There are, of course, a few exceptions where the students’ proficiency level decreases from the LAB-R to the NYSESLAT. In first grade, the ESL teachers work diligently to pinpoint the skills that the ESL students struggled with on the previous year’s NYSESLAT in order to address these areas of weakness in the students’ proficiency. As with our kindergarten students, we find that across the proficiency levels in first grade, students all tend to struggle more with the reading and writing portion of the exam than the listening and speaking portion. We have also noticed that some of our students achieved an advanced level score in the first grade, only to fall back to an intermediate level in the second grade. To reverse this trend, our certified ESL teachers are diligently working with both classroom teachers and with students not making progress in using the re-teaching materials from the Crystal Springs Intervention Kits, and Ready Gen. In addition, these students are receiving other AIS services and interventions by experienced F-Status teachers, as well as participating in all core curriculum activities. By second grade, many of the students who have attended P.S. 307 since kindergarten have achieved a level of proficient or advanced on the NYSESLAT. However, those who have achieved at an advanced level seem to get stuck at that level and struggle to make progress according to the NYSESLAT in second and third grade. To address this issue the ESL teachers as well as the classroom teachers are working together alongside the administration to identify targeted strategies that can be used by both the classroom and ESL teachers to assist these students in both reading and writing (the identified areas of need) with the aim of assisting them in achieving English proficiency. In third grade, we see some improvement in the proficiency level based on the NYSESLAT, while in fourth grade we find that the majority of students who have been with our school for more than two years achieve proficiency on the NYSESLAT. In fifth grade, those students who have been enrolled at P.S. 307 for more than one year tend to improve a level or to achieve proficiency.

Again in second, third, fourth and fifth grade, we notice that across the grades and proficiency levels, our ELL students perform higher on the Listening/Speaking section of the exam than on the Reading/Writing section. Our certified ESL teachers are working along with the administration and the classroom teachers as well as our literacy consultants to identify and address the areas of weakness in each modality in order to provide more support in these areas. Since the weakness in Reading/Writing is across the grades, the intervention to address these weaknesses will be across the ESL program. In order to address the areas of Reading and Writing in these grades, every attempt is made to allow ESL teachers to push-in to these classrooms during literacy periods. ESL teachers pushing into a classroom during literacy periods are able to scaffold reading and writing assignments to make them more accessible for struggling readers and writers. ESL teachers can also work on strategies during these literacy periods, such as: word attack skills, comprehension skills, grammar skills, and writing mechanics.

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](#))

Due to the change in score reporting for the 2013 NYSESLAT, this data cannot be analyzed at this point. P.S. 307 is waiting for more guidance on how to look at the data in this format.

4. For each program, answer the following:

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

- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Paste response to questions here:

a. Since P.S. 307 has only a Free Standing ESL program, students typically only take assessments in English. Students are provided with a copy of the assessment in their native language, if available, however, we have noticed that many of our students rely more on the bilingual testing glossaries than the translated copy of the assessment. All of our students who are provided with the translated copy of the assessment choose to use the English version of the assessment. Since our students are not taught or assessed on a regular basis in their native language and the students choose not to use the translated copies, these assessments in the native language are not used in data analysis.

b. P.S. 307 uses the results of these assessments to further differentiate and individualize our literacy and ESL instruction. We use the data from these assessments to further understand each student's areas of strength and areas of need so that the classroom teacher, ESL teacher and other service providers can target these skills in their interventions. In addition, P.S. 307 uses these Periodic Assessments to track how students are progressing toward their ESL goals. These assessments also provide basic information about how students are preparing for the ELA and NYSESLAT exams.

c. The implementation of the ELL Periodic Assessments has allowed the staff at P.S. 307 to see how our ELLs are progressing throughout the year. These assessments also allow us to see which modalities our students need more or targeted instruction in to reach their goals. The Native Language is not used in these assessments.

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

Paste response to question here: The ESL staff at P.S. 307 looks at the assessment data for our ELLs in order to plan instruction for our ELLs within the RTI framework. The staff looks at data from sources such as the NYSESLAT, the LAB-R and Spanish LAB, Fountas & Pinnell, State Assessments and Performance Tests to form groupings for our 37½ minute intervention periods. These intervention periods take place during the first period of the day on Tuesdays, Wednesdays and Thursdays. During these periods ELL students may be grouped by grade and areas of need to ensure that instruction is meeting them at their level and working to get them to a performance level consistent with grade expectations. One example of such a grouping is in grades four and five, our newcomers are grouped together to receive support in oral language from one of our ESL teachers. With the recent distribution of the RTI Guide for Teachers of ELLs, our teachers of ELLs are working to integrate the suggested strategies into their practice.

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

Paste response to question here: When an ELL is first admitted to the school and administered the Spanish LAB, we are able to see if the student is displaying literacy skills in Spanish. The presence or absence of these skills helps us to determine the best way to move forward in meeting all of the students' academic needs. For example, if the student is struggling to display early literacy skills in their native language, we can infer that more intense instruction is needed in foundational literacy skills. In addition, since our staff is trained on effective strategies for second language learning, teachers frequently use strategies such as: cognates, visuals, songs, chants and concrete representations in their instruction. Teachers also work to find videos and other online resources to reach their second language learners. Our new mathematics curriculum, Go Math! has an online audio component that we are finding to be helpful for our second language learners. In addition to the strategies mentioned above, teachers ensure that, if possible, beginning ELLs have a classroom buddy who is bilingual in English and the students' home language to act as a resource in ensuring the students needs are being met. Finally, our ESL teachers and classroom teachers meet to plan collaboratively at least once a week to ensure that strategies and best practices are being built into lessons so that ELLs are able to access the information even when an ESL teacher is not in the room.

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: P.S. 307 does not have a Dual Language program at this time.

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

Paste response to question here: The school assesses the success of our programs for ELL's through many different modalities. First, the school staff examines assessment data from sources such as: Fountas & Pinnell, periodic and yearly city and state assessments, conferencing and informal observations to assess student achievement at benchmark periods in the year. The data collected at the beginning of each year is compared to the data collected at the middle and the end of the year to measure ELL students' overall academic movement throughout the year. If the ELL's have not made progress on the middle of the year assessments, the ESL teachers work with the administration and the classroom teacher to discuss the effectiveness of the current ESL program to make any changes necessary for the ELL students.

Next, ongoing and constant assessment is also performed throughout the year to ensure that students are receiving appropriate instruction to assist them in achieving academic progress. Again, if the data shows that the ELL's are not making sufficient progress; current instructional methods are evaluated and reconsidered. For example, if an advanced level ELL student is not showing sufficient

progress in an all push-in program, the team may decide that the student would benefit from being pulled out with the intermediate ELL students two times a week for small group instruction. This new setting would be evaluated for its effectiveness in assisting the student in making academic progress.

Finally, the NYSESLAT is used to measure the success of our programs for ELL's. When NYSESLAT scores are received, the Data Inquiry Team at P.S. 307 examines the data to ensure our programs are meeting the needs of our ELL students. If the programs are not meeting the students' needs, areas of need are identified and addressed.

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](#).)

In compliance with State and Federal requirements, P.S. 307's two full time ESL certified teachers- Ms. Giangrasso and Ms. Maturen- work with parents/families to complete the Home Language Information Survey (HLIS) during the registration process. Both of our full-time ESL teachers hold a New York State teaching licence for teaching English as a second or other language . In addition to working with our families to complete the HLIS, the teachers conduct an oral interview with the parent and student in English as well as Spanish. If the survey and interviews reveal that the student is required to be LAB-R tested, one of the following ESL certified teachers, trained in administering the LAB-R, administers the test to determine if the student is eligible for ESL services: Ms. Giangrasso, Ms. Maturen, Ms. Boksner or Ms. Silverstein. If the student's native language is Spanish and the student does not achieve proficiency on the LAB-R, Ms. Maturen will administer the Spanish Lab as she is bilingual. The initial screening, administration of the HLIS and the administration of the LAB-R as well as the Spanish Lab are all done within the ten days of the date of registration. The school's bilingual ESL staff as well as our bilingual school secretary, Yesenia Diaz are available to translate when/if necessary throughout the initial identification process.

Throughout each school year, there is ongoing and consistent communication between the ESL staff and main office staff to maintain an updated list of ELL students within the school. The ESL teachers make contact with the pupil secretary on a weekly basis to get a list of students who have been admitted and discharged. This communication and coordination is extremely important in order to ensure that all new admits are reviewed and, when necessary discharged, so that a list of students with mandated ESL services is kept current at all times. When a new family comes to the school to register their child(ren), a member of the ESL staff is asked to report to the main office to partake in the registration process and to determine eligibility for testing. If a member of the ESL staff is not available, the bilingual Assistant Principal will be the individual responsible for conducting the initial interview.

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.
During the first few days of school, the ESL department plans an ELL Family Orientation. During this orientation, The New York City Department of Education Orientation Video for Parents of English Language Learners is shown in the family's home language, if available. This video will inform them of the three options in programming. ELL Family Orientation Meetings are held to inform parents/families of the various program choices they have, the program that P.S. 307 offers, and information on the curriculum at our school. In addition to the video, the pamphlet titled "Guide for Parents of English Language Learners" provided by the city is also distributed to the parents, in their home language, to serve as a written resource for them to refer to at home as needed. All workshops are conducted in both English and Spanish, translation is provided by our bilingual Parent Coordinator or the bilingual ESL teacher. These staff members stay for the duration of the orientation meeting to ensure that any questions the parents may have regarding their options will be answered. The ESL Coordinator works with our bilingual home outreach personnel to follow up with parents who did not attend the orientation via telephone, written notices and in person meetings, to ensure that all parents have been informed of their options. As new students are admitted to the school and tested to determine eligibility for ESL services, the ESL Coordinator schedules meetings for the parents of newly admitted ELLs to view the video and to receive the information given at the Parent Orientation.

The initial workshop takes place during the first week of school after all of the students admitted up to that point have been tested to determine eligibility. After the initial meeting, the ESL teachers, pupil secretary and Parent Coordinator meet informally to identify parents who need to receive the information about the three types of programs. The ESL Coordinator, Parent Coordinator and a member of the administration will plan and implement a parent orientation for the new parents within ten days of their child(ren) being admitted to the school.

Parents are notified of the ELL Parent Orientation through a bilingual flier sent home notifying them of the date, location and time of the workshop. In addition, home outreach personnel in the main office will work with the ESL Coordinator to contact the identified parents to ensure that they have received all of the information and to answer any questions they may have about the workshop.

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

Paste response to question here: At the beginning of the year ELL Parent Orientation meeting, The New York City Department of Education Orientation Video for Parents of English Language Learners is shown to inform parents of newly admitted ELLs of the three options in programming in New York City. Once the video has been viewed the Entitlement Letters and Parent Survey and Program Selection form are distributed to the parents in both English and the Native Language and are completed by the parent before leaving the orientation. For those parents who are not in attendance at the orientation, the ESL Coordinator works with the Parent Coordinator to follow up with them in order to ensure that those parents come into the school to view the video, be informed of their options and to complete the forms as well as to receive the Entitlement Letter. As new students are admitted, the parents are asked to bring their child to school themselves on the first day so that the parent may learn about the three options, view the video and complete the forms. The school follows the procedure of asking parents to complete the Parent Survey and Program Selection forms during the orientation and to hand the completed form to a member of the staff in order to ensure that these forms can be collected in a timely manner. The ESL Coordinator makes photocopies of these forms, files the originals in the students' cumulative files and keeps one copy in a file folder in the ESL office and one copy on file in the principal's office.

For ELLs who are currently enrolled in the school and are not new admits, Continued Entitlement letters are distributed as soon as possible. These letters are placed in students' homework folders to ensure parents receive the letters. A distribution list is kept of all letters distributed to parents and is kept in a file in the ESL office and a copy is kept on file in the principal's office. In addition, a copy of the letter is placed in each students' cumulative file. This system applies to Continued Entitlement Letters, Transitional Letters, Placement Letters and Non-Entitlement letters as well. All letters are sent home in the family's preferred language when available.

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

Paste response to question here: P.S. 307 currently has a Freestanding ESL Program, therefore all students whose families choose ESL during the program selection process are placed in this program. If a Parent Selection form dictates otherwise, Ms Giangrasso, the ESL Coordinator, will follow the procedure for requesting a transfer to a school with the requested program. Ms.Giangrasso will send an e-mail with the necessary information to ELLProgramTransfers@schools.nyc.gov. The ESL staff and our parent coordinator also inform parents of their option to allow their child to stay at P.S. 307 and participate in our ESL program with the option to have their child switch to a bilingual program should fifteen parents in a grade or two consecutive grades choose a bilingual program for their child(ren), in which case P.S. 307 would open a bilingual class.

All conversations between families and school staff are in the family's native language if that language is Spanish. If a family speaks a language other than Spanish at home and does not have a friend or family member who is able to translate, the school will contact the Office of Translation Services to request a translator for the meeting.

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

Paste response to question here: The school takes many steps to prepare and administer the NYSESLAT examination. Well in advance of the testing windows, the ESL staff and school-wide testing coordinator run a school-wide test history report as well as the report of students eligible to take the NYSESLAT in ATS to make sure all eligible ELL students have been identified. The list from ATS will be compared against the ESL department's existing list of ELLs to make sure all entitled/eligible ELL students will be tested. In addition, with the assistance of the pupil secretary, the ESL coordinator keeps close watch on all admitted and discharged students around the time of the test so that an accurate list of eligible students can be maintained. The ESL Coordinator also checks the IEP's of ELL students who are entitled to testing accommodations. The list of ELLs who have testing modifications listed on their IEP's is distributed to all staff members administering the examination to make them aware of the eligible accommodations for the students they are testing. The New York State Education Department memo detailing the testing accommodations will also be distributed to test administrators to ensure clarity in giving accommodations. The ESL certified staff members administering the examination are also given training on what each testing modification requires in relation to the NYSESLAT. Also before the test, we will visit the City's testing calendar site for the exact assessment dates, as well as the State's NYSESLAT homepage to check for

the School Administrator's Manual and other testing information. We will also constantly check the City's testing memo site for other important memos that will provide city-specific administration directions and guidelines.

Once we know the specific test dates of the tests we will begin to make test schedules. The ESL teachers typically make one over-all schedule that shows on which dates the different parts of the tests will be given first.

Once the school's test coordinator and administration have approved the overview schedule the ESL teachers make more specific schedules to show at which times on each day the different test sections will be administered and to which grades and groups. Some things that are considered while making these schedules include:

- How many students need to be tested in each grade, and in each class?
- What other locations and personnel are available to help the ESL Coordinator with administering the test?
- If staff is going into one class to administer the test to a large group of students, are there any non-ELLs in the class? If so, where will they go during the testing?
- Are there any students who have needs or tendencies that need to be considered in a testing setting?
- What are our students testing accommodations? How are we ensuring that our students are provided with the accommodations listed on their IEP?

When the testing materials are received the School Administrator's Manual is opened in order for the testing coordinator to become familiar with information about administering the test, important testing dates and timelines, and when the test needs to be packed up and returned to the publishing company. The test is administered as described above and through following the instructions in the School Administrator's Manual. The students who are required to take the test are pulled either individually or in small groups by grade level and taken to a secure testing location to be given the test by an ESL teacher.

Communication between the school and families with regard to the NYSESLAT is extremely important to the staff at P.S. 307. When students are admitted to the school and determined to be English Language Learners, their parents are given an overview of the NYSESLAT and the approximate dates on which their student(s) will take the assessment. The parents of those students who are entitled to continue to receive ESL services are notified as such through the Continued Entitlement Letter distributed on the Fall. Throughout the year at various events, such as Parent-Teacher Conferences and Family Workshops the ESL staff is available to provide parents with materials and suggestions for assisting their child(ren) in preparing to take the NYSESLAT. In addition, parents are encouraged to contact the school with any questions they may have with regards to the NYSESLAT and/or our ESL program. In the Spring, before the Speaking portion of the NYSESLAT is administered, all families of ELLs are notified of the exact dates on which their child(ren) will be assessed using the NYSESLAT through a Principal to Family Letter. This letter also reminds parents of the things they can do to help their child(ren) do his or her best on the examination.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- Paste response to question here: Since the opening of P.S. 307 in 2003, the majority of the parents of ELLs who have completed the Parent Survey at P.S. 307 have chosen to enroll their students in our ESL Program. Over the past two school years (2011-2012, 2012-2013) and including the current school year, one parent each year has chosen a program other than ESL. Due to these program selections, we do not currently have bilingual or dual education programs at P.S. 307. During the program selection process, our ESL staff does convey to parents that these programs are offered at our school, but we do not currently have enough parents who chose these programs to open a class. The staff then informs parents that these programs may be available at other schools in the area and that we will assist them in finding a school that can provide their child(ren) with the opportunity to participate in a bilingual or dual language setting. So far during the 2012-2013 school year, all of the parents with the exception of one have chosen to have their children enrolled in our free-standing ESL program. The one parent who did not choose the ESL program preferred for her child to be in a Dual Language program. After explaining to the parent that our staff will be happy to begin the process of finding this program for her daughter, she elected to have her child enrolled in our ESL program because she did not want to transfer her child out of our school. The parent understands that should enough parents chose the same program, a class may be opened and her child can be switched to that class.

After reviewing our Parent Surveys and Program Selection forms for the past several years and they have revealed that the majority of parents- all but one parent each year- who completed the parent survey forms at P.S. 307 have opted to have their children participate in a free-standing ESL program. Based on these requests for a free-standing ESL program we can say that the model of ELL programs at P.S. 307 does align with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions here:

- a. What are the organizational models?

As can be seen from the ELL Program Breakdown chart above, the ELL program at P.S. 307 is a Push-in and Pull-Out model. In Kindergarten, there are two push-in general education classes. We also have a Kindergarten/First grade special education class that benefits from a push-in program. The ELLs in these classes receive their mandated minutes from our ESL teacher Ms. Maturen. In first grade, there are two push-in classes, and in second grade, there is one ICT class whose ELLs receive their ESL minutes through a push-in model, as does our one general education second grade class. All of the classes in first and second grades are serviced by our part time ESL teachers Ms. Boksner and Ms. Silverstein. During the 2013-2014 school year, P.S. 307 will have one ICT class in third grade and one general education class, both receiving their mandated minutes through a push-in model, with instruction being delivered by our full time ESL teacher Ms. Giangrasso. In fourth grade we have two general education classes, both being served by Ms. Giangrasso through a push-in model. In the fifth grade we have two general education classes. ELLs in our fifth grade classes receive their ESL instruction through a push-in program, with instruction being delivered by Ms. Maturen and Ms. Giangrasso. In order to ensure that all students are receiving all of their ESL minutes, we have a small group of beginning and intermediate students from kindergarten and first grade who are served by Ms. Silverstein in a pull-out setting. Finally, our intermediate and beginning ELLs in grades two through five are grouped by grade and proficiency level and receive their additional unit of ESL minutes from Ms. Giangrasso and Ms. Maturen in a pull—out model. The number of periods of ESL services each of these classes receive varies throughout the week and depends on the proficiency level of the students in the class. For students classified as Beginners or Intermediates as per the LAB-R and NYSESLAT, our school complies with CR-PART 154 and provides these students with two units of ESL instruction or 360 minutes of ESL instruction per week under the guidance of a certified ESL teacher. Those students who have been identified as Advanced level or former ELLs receive one unit, or 180 minutes of ESL instruction with a certified ESL teacher per week. Each of the identified groups completes these minutes each week through 50 minute long periods, in their general education or special education classroom. Students who are in small groups for pull-out sessions work with their ESL teacher in our ESL classroom, or in a small group in the context of a classroom.

In the push-in model, ESL teachers push-in to work with students from the same grade level or two continuous grade levels who have been identified as English Language Learners. When the ESL teacher pushes into the classroom, she may pull her groups of ELLs aside to work with them or support them within the context of the whole class. The decision about which model to use

during a push-in period is one that is made after collaboration between the classroom teacher and the ESL teacher and after looking at student data and behaviors to determine the most appropriate model for each group of students.

b. What are the program models?

In kindergarten, all general education ELLs are seen in their classroom in a push-in model. Ms. Maturen works with the kindergarten teachers to ensure that all kindergarten ELLs are receiving their ESL minutes in this model. In our kindergarten/first grade bridge special education class, ELLs receive 200 of their minutes in a push-in model. The two intermediate students are grouped with two first grade students at similar proficiency levels to receive their additional 160 minutes in a targeted pull-out group. In first grade, Ms. Boksner and Ms. Silverstein push into the classrooms to work with our ELLs in the context of the classroom. In second grade, our ELLs in the ICT classroom and our ELLs in the general education classroom receive ESL instruction in their classroom in a push-in model led by Ms. Boksner and Ms. Silverstein. Our beginning and intermediate ELLs in grades two and three are grouped according to proficiency levels and areas of need to receive their additional minutes in pull out sessions, receiving instruction from Ms. Giangrasso or Ms. Maturen. In third grade, our ELLs in the ICT classroom and our ELLs in the general education classroom receive ESL instruction in their classroom in a push-in model led by Ms. Giangrasso. In fourth and fifth grades, all classes receive ESL instruction through a push-in model. These classes receive their ESL instruction from Ms. Maturen or Ms. Giangrasso. As with other grades, our beginners and intermediates in these grades are grouped together by proficiency level and areas of need and receive their additional minutes in a pull-out setting with Ms. Maturen or Ms. Giangrasso.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Paste response to questions here: Currently, P.S. 307 has two full-time certified ESL teachers, one part time ESL teacher and one F-Status certified ESL teachers on staff. In kindergarten and first grade, ELLs are serviced by our full time ESL teacher, Ms. Maturen and our F-status ESL teacher, Ms. Silverstein. In second grade, our F-status ESL teacher Ms. Silverstein and our part-time ESL teacher Ms. Boksner deliver ESL instruction to the ELLs. In third and fourth grades, Ms. Giangrasso, our full time ESL teacher delivers ESL instruction to the ELLs and in fifth grade Ms. Giangrasso works in collaboration with Ms. Maturen to ensure all ELLs in fifth grade are receiving the appropriate number of minutes of ESL instruction. A weekly schedule is kept for each ESL teacher documenting the minutes each teacher is expected to serve each class. When a period of service is missed or cancelled, a make-up session is scheduled to ensure all ESL students are receiving their mandated minutes. Each ESL teacher is held responsible for tracking the students on her schedule and ensuring all mandated minutes are given according to each student's proficiency level.

P.S. 307 ensures that all ELL students receive their mandated minutes by constantly evaluating the schedules of all ESL teachers to ensure they are reaching all of the ELLs they are to service. If a teacher feels she is unable to meet with all of the ELLs she is responsible for servicing the schedules are re-evaluated to ensure all students are receiving their mandated minutes. When scheduling conflicts arise (assemblies, field trips, etc.) the ESL teachers work with the administration as well as the classroom teacher to rearrange schedules for the day to ensure that the ELL students receive as many of their mandated minutes as possible that day. To address the regulation requiring 180 minutes of ELA instruction for those students at the advanced level of English proficiency, each classroom teacher teaches 2-3 periods of Reading and Writing per day for 50 minutes each period, totaling 100 to 150 minutes of ELA instruction per day. During many of these periods of Reading and Writing instruction an ESL certified teacher is present to push-in to the classroom to work with the ESL students at an advanced level during their ELA instruction. Since all of our classrooms currently have advanced ELLs as part of their student body, each of our advanced students receives ELA instruction with an ESL teacher during the ESL teacher's push-in periods. In addition, these students are receiving explicit ELA instruction from their classroom teacher on a daily basis. When the ESL schedules are arranged to service our advanced students, every effort is made for the ESL teachers to push-in during ELA periods to support our ELLs literacy development.

Finally, two of our four ESL teachers are also bilingual and are able to provide Native Language support to our ELLs when necessary to ensure that our ELLs are receiving all instruction and information in a manner that allows them to access the material.

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

Paste response to question here: In order to meet high academic standards, ELL students benefit from the same curriculum as their English proficient counter-parts. Across the grades in literacy, this is implemented through the Ready Gen curriculum and in math through the Go Math! program. All grades utilize these programs to work toward proficiency in the Common Core Learning Standards (CCLS). All instruction is aligned with the Common Core Learning Standards in order to assist students in meeting grade level benchmarks, as well as to continue on the path to college and career readiness.

During the instructional day, the ESL teachers serving students in the push-in program collaborate with classroom teachers to identify areas of need among our ELLs. ESL teachers then use ESL best practices to scaffold instruction for our ELLs, including: use of

visuals, TPR activities, songs and chants, graphic organizers and re-teaching strategies. In addition to these strategies, our ESL teachers may use the Crystal Springs Intervention Kit and/or the Flying Start to Literacy guided reading series to work with our ELLs in accessing content across the curriculum. Our ESL teachers work in collaboration with our classroom teachers to infuse ESL teaching strategies into the school's reading, writing, Science and Social Studies curriculum maps so that students receive the extra scaffolding they need, while still learning the same skills and information as their English proficient classmates. ESL teachers provide additional vocabulary instruction as well as bilingual glossaries and bilingual books to supplement the instruction taking place in the classroom.

When an ESL teacher pushes into a classroom, she co-teaches with the classroom teacher and provides additional supports in the lesson to support the ELLs in the class. If the students are working on independent or group work the ESL teacher pulls the ESL students aside into a small group within the classroom setting to work on the material with the small group. The teacher uses ESL strategies as well as scaffolding and differentiation to ensure the ELLs master the material at hand. In this model the ESL teacher and the classroom teacher look at the lesson together before it is taught to discuss how to deliver the material to reach all learners. The ESL teacher works to incorporate methods to ensure the instruction is reaching the ELLs in the classroom.

In addition to receiving the same Mathematics, Science and Social Studies instruction as their proficient counterparts as per city and state mandates, ELLs at P.S. 307 also benefit from numerous other interventions in these areas. P.S. 307 provides Academic Intervention Services (AIS) during the academic day, during After School Institutes, as well as during ELA, Math, Science, and Social Studies Academies that are held after school and on Saturdays. A variety of instructional materials, such as Avenues, computer software, hands-on models, plays, bilingual glossaries, historical documents, and test sophistication materials are utilized to provide additional support. The material(s) used are selected based on the needs of the students in the group being instructed. AIS is provided to our students in a variety of methods – via small groups, interactive experiments, and whole-class activities. All students, including ELLs, are involved in, or invited to the programs and services offered to their grades. Groups are determined based on data analysis (i.e. NYSESLAT and LAB-R scores, Fountas & Pinnell assessments, benchmark and baseline assessments, and Performance Tests). We have Classroom Teachers, Specialty Teachers, EGCR Teachers, ESL Teachers & F-Status teachers providing these much needed services for all students requiring additional support.

In order to ensure that our ELLs are able access the content being presented, all classroom teachers have received professional development on ESL instructional strategies to incorporate into their instruction. In addition, the ESL teachers and classroom teachers are in constant communication about the needs and progress of the ELLs in order to ensure each student is receiving the interventions necessary to be successful academically.

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

Paste response to question here: While P.S. 307 currently only has a free-standing ESL program, we strive to ensure our ELLs are evaluated in their native languages when appropriate. We really want to know what knowledge our students have in all languages, not just the knowledge they are able to express in English. In order to accomplish this goal, we administer assessments in our students' native languages whenever possible. Since the majority of our ELLs are native Spanish speakers, there are many opportunities for them to show what they know. For example, our students who are ELLs can choose to take the New York State Mathematics and Science tests in Spanish. Also, our school is implementing the use of the New York City Performance Tests, which are available in Spanish for our Spanish dominant ELLs. Finally, the school is considering using the El Sol assessment to informally track the progress of early literacy development among our beginning ELLs.

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

Paste response to question here: In addition to the NYSESLAT, our ELLs are evaluated in the four modalities in different ways throughout the year. In kindergarten through fifth grade, students are assessed in reading using the Fountas & Pinnell running records system. This assessment is done at the beginning, middle and end of the year. This assessment also provides an evaluation of speaking as students respond to comprehension questions orally and engage in a conversation about the book with the teacher. The Fountas & Pinnell assessment also includes a fluency score that tells the teacher how the student's fluency is improving throughout the year. In writing, students are expected to complete a writing task as part of the Ready Gen curriculum twice each module. Teachers use rubrics to evaluate these writing pieces, and the data from these tasks will be used to evaluate student progress in writing across genres. Although they are not a part of the Ready Gen program, our teachers are collecting informal baselines to use as a starting point for each genre. The informal baseline can be compared to the end of module piece to assess writing progress. Finally, in listening students practice using the listening activities in the Empire State NYSESLAT books. The books come with a CD full of listening passages and tasks similar to those that may be seen on the NYSESLAT. The ESL teachers try to do these activities on a regular basis to allow us to gather informal data about how our students are progressing in sharpening their listening skills. In addition to the Empire State NYSESLAT books, our students frequently hear read alouds during ESL periods as well as other instructional periods throughout the day. These read aloud times are an excellent opportunity to assess listening skill acquisition. Our teachers assess these skills through re-tells, summaries and other literary tasks.

6. How do you differentiate instruction for ELL subgroups?

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

Paste response to questions here: a. Describe your instructional plan for SIFE

We currently have one SIFE student in the fifth grade at P.S. 307. In order to address this student's needs, we are working through the following steps: assess the student(s) to identify areas of strength and need, place the student based on those strengths and weaknesses, employ additional intervention services and ongoing assessment to monitor progress. As with all students at P.S. 307, differentiated instruction will be implemented to ensure the SIFE student's needs are met. In addition, should P.S. 307 admit a group of SIFE students, these students will be a part of a Breakfast Academy during which socialization skills and appropriate school behavior will be introduced if necessary. Finally, these students will each be matched with a buddy in the classroom who has the same home language, if possible and will serve as a friend and resource for the SIFE student.

b. Describe your plan for ELLs in US schools less than three years. Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.

We are excited to have a new ESL teacher, Ms. Maturen this year to assist in delivering instruction to our newcomers. Ms. Maturen has taught newcomers in a middle school setting and will be a great source of information for both our students and the other ESL teachers. Newcomers at P.S. 307 receive the mandated number of minutes as per their proficiency level. Instruction during these push-in or pull-out periods is based on student needs as per data from various assessments given throughout the school year. These ELLs are closely monitored by their classroom and ESL teachers to ensure they are progressing academically. Both the classroom teacher and the ESL teacher examine the students' data, make observations of the students and conference with the students to assess their needs. Once the students' needs are identified, the ESL teacher works with the classroom teacher to formulate an intervention plan. Progress is constantly monitored and if the intervention does not seem to be working, the teachers will meet to reassess the instructional plan. These students typically become a part of the Response to Intervention (RTI) groups in the areas that the data shows they are lacking and they receive targeted instruction during our extended day periods if their data shows it is necessary.

Now that NCLB requires ELA testing for ELLs after one year, extra attention is paid to ELA content during ESL instruction. P.S. 307 has implemented ELA simulations at various points throughout the school year, data from these simulations is examined and analyzed to determine areas of need for ESL students. Once the areas of need are identified from the ELA simulation data, ESL teachers, classroom teachers and AIS providers work with the administration to formulate a plan of action for these students. In addition, a certified ESL teacher is a part of the teaching staff during the ELA after-school institute as well as during the ELA Saturday Academy series. During these periods, the ESL teacher instructs the newcomers using scaffolding and differentiation in order to assist them in their academic progress as well as their academic goals relating to the ELA. As with any educational plan, student progress is monitored and the plan is reevaluated periodically to ensure that it is effective in assisting students in progressing academically.

c. Describe your plan for ELLs receiving service 4 to 6 years.

Depending on their proficiency level, and their individual needs, ELLs receiving services four to six years will have their data reviewed and analyzed by an in-house Data Inquiry committee. Within the mandated amount of minutes for the student's proficiency level, ESL strategies and alternative academic interventions will be applied. Progress is constantly monitored and if the intervention does not seem to be working, the teachers will meet to reassess the instructional plan. Again, areas of student need in ESL are targeted during ESL Push-in sessions. These students are also invited to attend after-school academies and/or Saturday Academies along with their grade level peers.

d. Describe your plan for Long-Term ELLs.

For the 2013-2014 school year, we have two long-term ELLs. P.S. 307 places great emphasis on providing rigorous academic intervention services to students who are identified as long term ELLs. Depending on their proficiency level, and their individual needs, long term ELLs will have their data reviewed and analyzed by an in-house Data Inquiry committee. Within the mandated amount of minutes for the student's proficiency level, ESL strategies and alternative academic interventions will be applied. Progress is constantly monitored and if the intervention does not seem to be working, the teachers will meet to reassess the instructional plan. Since both of our long term ELLs this year have IEPs, the ESL teacher servicing these students will work with the special education committee to work toward their IEP goals in conjunction with their ESL goals. We feel that this collaboration is a vital component to these students' success.

e. Describe your plan for former ELLs:

Since the majority of our programming for ELLs is push-in ESL instruction, our former ELLs benefit from the co-teaching and other interventions implemented by our ESL teachers. In addition, if a former ELL would benefit from the work that is being done in an ESL group in their classroom, the ESL teacher will pull the student(s) into the group. A list of former ELLs is kept along with the current ELL list to ensure that

our ESL teachers are checking in on these students and working with them when they need intervention. Former ELLs at P.S. 307 receive all testing accommodations that they are entitled to on all assessments. These accommodations include: extended time, separate location and bilingual glossaries.

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

Paste response to question here: For ELL students identified as having special needs, the current IEP is reviewed by ESL teachers working with these students to ensure that those mandates stated in the IEP are adhered to during ESL instruction. The ESL teachers collaborate with the special education classroom teachers and related service providers to review these students' data in both literacy and math to identify areas of strength and weakness to be addressed during ESL instruction. Within the mandated amount of minutes for the student's proficiency level, ESL strategies and alternative academic interventions will be applied. Our teachers of ELLs work very hard to ensure that their environments are welcoming to ELLs and ELL-SWDs by providing visual representations, hands-on activities, concrete materials and examples, art activities and TPR activities. In addition, ESL teachers will employ strategies- based on student need-including but not limited to: repeating directions, reading questions and directions aloud, and listing steps in a question or in directions with visual supplementation.

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

Paste response to question here: P.S. 307 makes every attempt to adapt and modify curriculum to address the needs of our ELL-SWD's. In order to do this, supplemental aids are utilized to support these students in their classroom. Examples of these supplemental aids include, but are not limited to: scaffolding, visuals, kinesthetic activities, technological tools such as educational videos, computer games, listening centers and Leap Pads. To address the needs of this population during instructional time, ESL teachers ensure understanding of lesson objectives through formal and informal assessments, check-ins and by analyzing student work. The ESL teachers then use this data to inform their instruction to assess the need for revisiting the lesson in the next session, moving on to the next objective or revisiting the lesson with a small group. In addition, throughout each lesson, ESL teachers ensure extra time for students to complete tasks, to repeat directions or to address student questions. When looking at scheduling for our ELL-SWD's, the administration at P.S. 307 makes every attempt to meet the diverse needs of each student. Many of our ELL-SWD's have been mainstreamed into same grade general education classes when the students are ready and receive SETTS in addition to their ESL instruction. In third grade this year, our ELL-SWDs are in an ICT setting where the ESL teachers can push-in and work in the context of the classroom. Our ELL-SWDs may be grouped with other ELLs who have not been identified at SWD if they share a common area of need or proficiency level. Classroom teachers show flexibility in scheduling when groups of students stretch across classes. Our classroom teachers understand the importance of ESL instruction and therefore work with our ESL providers to ensure that their schedules and the ESL teacher schedules work together to allow for appropriate groupings for ESL instruction.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

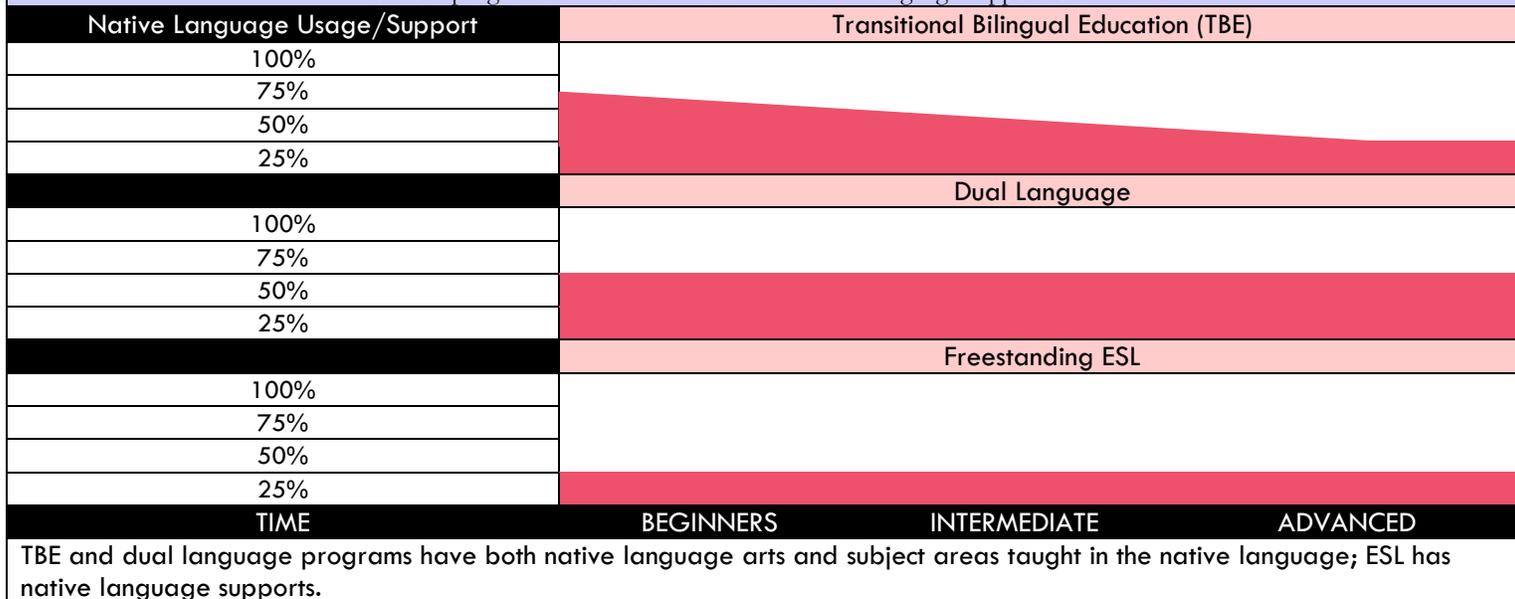
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



B. Programming and Scheduling Information--Continued

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

Paste response to question here: Since our current program is a free-standing ESL program, all content area material is delivered in English. Below is a description of the targeted intervention programs used for ELLs in ELA, Mathematics, and Science. Through ESL Professional Development programs, our entire staff has learned to implement proven ESL strategies and techniques such as the use of music, pictorial representations, activating prior knowledge, building background, kinesthetic activities, and body language in order to help students succeed academically. All ELLs are eligible for all of the Academic Intervention Services offered based on their academic needs.

We use the following researched based programs for ELA Academic Intervention Services: Fountas & Pinnell Intervention Kit (Gr. K-5), the Crystal Springs Intervention Kits for grades K-2 and 3-5, the Flying Start to Literacy guided reading series and the Comprehension Toolkit. The Academic Intervention Services are provided to our students in a variety of methods – via small group during the school day, the after school program and Saturday Academies. We have Classroom Teachers, Content Specialty Teachers, ESL Certified Teachers, EGCR Teachers & F-Status teachers providing these services for students. Across the grades, we find that our ELL students struggle the most with literacy. As the result of this observation, our AIS providers work with groups of students comprised mostly of ELLs in an effort to assist these students in successfully achieving their literacy goals.

P.S. 307 uses the following programs/strategies for Mathematics Academic Intervention Services: Go Math! Intervention and re-teaching resources and data driven, teacher planned intervention lessons. The Academic Intervention Services are provided to our students in a variety of methods – via small group, during the school day, in the after school program and Saturday Academies. We have Classroom Teachers, Content Specialty Teachers, EGCR Teachers, and F-Status teachers providing these services for our students. ELLs are targeted during these intervention sessions based on their mathematics performance data.

P.S. 307 has two full-time Science specialty teachers who push into all of our classrooms to provide Science instruction. These teachers will teach the class alone or will co-teach with the classroom teacher. In the subject area of Science, we also use the following programs/strategies for Science Academic Intervention Services: Buckle Down Science (Gr. 4), Measuring Up Science (Gr. 4) and data driven, teacher planned intervention lessons. We also provide an after-school Science Academy for 4th grade students to enhance their experiences and knowledge of the scientific method. In grades K-3, the Science teachers work with the students to research and create Science fair projects to display at our Family Science Fair Night. In addition, Saturday Family Science workshops are offered to provide our students and their families with further Science exposure and instruction.

In addition to the services and programs mentioned above, P.S. 307 has a whole-school intervention period at the beginning of the day three days a week during which ESL teachers work with small groups of ELLs. In addition to the morning intervention period, each grade also has a grade wide intervention period during which ESL teachers work with small groups of ELLs needing intensive instruction.

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

Paste response to question here: When analyzing our ELL students' state assessment data, we see that our current program is meeting the needs of our ELLs in content areas. In terms of the 2013 CCLS assessments, the percentage of ELLs and former ELLs at 307 who scored a 3 or 4 on the assessments in 3rd and 4th grades is higher than the city and Bronx averages. This data can be seen in the attached chart (separate document).

While our fifth graders did not do as well on the ELA, there were only three ELL students in this category and other data from literacy assessments throughout the year shows progress. This year the ESL staff has the task of looking at our instruction in fifth grade to ensure that we are meeting the needs of our ELLs in these areas.

In addition, when we look at the NYSESLAT data, we see that 90% of our ELLs improved on the NYSESLAT by one level or achieved at an intermediate level when taking the NYSESLAT for the first time. This data indicates that our current program is meeting the needs of our ELLs in terms of language development. Outside of assessment data, we see our students becoming increasingly confident in using English when speaking, reading and writing. This is a great indication to the staff at P.S. 307 that our programs are successful.

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

Paste response to question here: As is the case in many New York City schools, P.S. 307 is implementing Go Math! and Ready Gen for the first time this year. The school has also begun to use the CSI Comprehension kit. The ESL department is considering the use of Estrellita to support our ELLs' Spanish language development as well as to build foundational literacy skills in Spanish. Finally, the ESL teachers are hoping to be able to purchase and implement the Imagine Learning online program. This program will assist our ELLs in practicing and building upon our students' literacy skills in an online, computer based program.

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

Paste response to question here: With the implementation of the Go Math! and Ready Gen curriculums, P.S. 307 will be discontinuing the use of the Everyday Math program and the workshop model for literacy instruction. Also, in the past we have used the Harcourt Intervention kit for ELLs during some intervention periods. This program will also be discontinued to allow for the implementation of the Ready Gen supporting materials.

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

Paste response to question here: In terms of school programs, ELLs are offered the same programs and activities as their peers. All after school programs, Saturday programs, workshops, school clubs, field trips, etc. are offered to ELLs in the same manner as their peers. P.S. 307 does have ELL after school and supplemental services that are available only to ELLs and former ELLs. English Language Learners benefit from the same curriculum as their English proficient peers, as well as the same access to physical education, music education and participation in the Arts programs in the school. For example, ELLs fully participate in the theatre and dance performances each year that are presented by the school in partnership with Town Hall.

An After School ELL Institute funded by Title III was piloted during the 2006-2007 school year, and has been in place each year since. ELL focused programs are utilized to provide additional reinforcement for ESL and literacy instruction. Students meet by grade, two to three times a week for an hour to an hour and fifteen minutes, for this extra ESL and literacy instructional time. The focus of the after school programs vary by group and grade: grade-level and ESL teachers collaboratively analyze student data (i.e. LAB-R and NYSESLAT scores, and Fountas & Pinnell) to group students and identify a focus for the after school time based on students' needs. Some examples of after school groups' focuses include, but are not limited to: decoding and phonics, guided reading, comprehension, word-attack skills, and vocabulary. We offer this after-school institute to all students in grades K-2 eligible as per LAB-R and NYSESLAT test results. In grades 3-5, ELL students participate in a non-Title III funded after school program focused on literacy and mathematics. During the literacy institute an ESL teacher focuses on targeted skills based on student data with the ELLs in grades three, four and five. These students are also grouped by grade and areas of need.

Also during the 2009-2010 school year, P.S. 307 began implementing ESL certified teachers into the Saturday Academies for students in grades 3-5. An ESL certified teacher worked with the ELLs in these Saturday Academies to supplement the classroom teacher's instruction with additional scaffolding, visual representations and vocabulary instruction. The implementation of an ESL certified teacher during these Saturday Academies continues.

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

Paste response to question here: Students develop their reading, writing, listening, and speaking skills in English through a variety of ESL methodologies aimed at maximizing students' understanding of newly introduced concepts, such as: Total Physical Response (TPR), chanting, rhyming, building background, activating prior knowledge, using graphic organizers, using meta-cognitive strategies, the use of bilingual glossaries and pictorial representations. Teachers have also differentiated instruction by grouping, as per LAB-R and Spring NYSESLAT results. They also use informal assessments, conferencing and teacher observations in other subject areas, such as Mathematics and Science, to differentiate instruction. Classroom and ESL teachers collaborate and/or co-teach to ensure that ESL strategies are incorporated into all subject areas to meet the needs of individual ELL students. Intervention materials are chosen based on student need, but some of the materials used come from sources such as: the Fountas and Pinnell Intervention Kit, the Just Words program, Ready Gen intervention activities, CSI Comprehension kit, and the Crystal Springs Intervention kit.

Over the past couple of years, P.S. 307 has worked relentlessly to integrate technology into our curriculum. Throughout the school year, ELLs use many different types of technology in many different settings. An example of technology ELLs use in their classrooms is the use of LeapPads and listening centers to support them in literacy. English Language Learners also use computers with various literacy and mathematics software programs to support them in these content areas. The school has purchased My First Incredible Amazing Dictionary software to support ELLs in vocabulary, spelling and reading comprehension as well as Apprende Ingles to help them learn basic conversational phrases. In the context of their classrooms, ELLs are given the opportunity to work on websites such as Starfall.com and Thinkfinity.org to allow them access to content with visual and audio resources. The school also has various other software packages to support our ELLs in their journey to obtaining English proficiency, such as Rosetta Stone software. In mathematics, Everyday Mathematics provides computer games to assist students in reaching their Mathematics goals. ELLs are also exposed to the iPad on a regular basis as they use these devices in small groups to practice basic literacy and math skills. For the 2013-2014 school year, P.S. 307 hopes to purchase the Imagine Learning program, a computer based literacy intervention program for ELLs. This program will allow ELL students to use the computer on a regular basis.

All classrooms are equipped with EnoBoards, and ELMOs. These two technological tools assist teachers in presenting lessons and materials in a visual, realistic method that has proven to be very beneficial to ELLs. In addition, P.S. 307 has worked intensely to build a Video/DVD library for Social Studies and Science in order to build background experiences and visual imagery for our students on critical curriculum components. These resources have proved particularly successful for our students who are newly arrived from other countries.

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

Paste response to question here: P.S. 307 has a Freestanding ESL program and does not typically deliver instruction in Native Languages. However, 2 out of 4 of our ESL teachers as well as the majority of our school staff are bilingual and are able to provide Native Language support to our Spanish speaking ELLs if absolutely necessary. P.S. 307 has a number of books in Spanish, as well as bilingual glossaries and content specific glossaries which are all accessible for student use. In addition, some of the New York State examinations are given to students in their native language as well as English. Students who need additional support in their native language are seated with other students who speak their native language in addition to English. These partnerships allow for translations from same aged peers to allow our ELLs to feel more comfortable when needing additional support in their native language.

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

Paste response to question here: Since all of our AIS providers and ESL teachers review the student data, they are aware of students' levels and academic performance. These individuals use age and level appropriate ESL strategies in their instruction. Professional development in ESL strategies is offered to classroom teachers to empower them to make informed instructional decisions with regards to their ELLs. The school makes every effort to ensure that all ELLs are given equal access to grade and age appropriate materials and services. AIS and ESL providers who are working with our ELLs have background knowledge and prior experience with the grade levels and materials with which they are working. For example, the literacy AIS provider working in our kindergarten and first grade classrooms is a former early childhood classroom teacher.

All of the resources used by these providers have been proven to be successful with ELLs. If a resource is new, its effectiveness is closely monitored and evaluated to determine its effectiveness in progressing students academically.

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

Paste response to question here: Parents of students in all grades are invited to orientations to familiarize themselves with the school building, the school staff and the curriculum in their child(ren)'s grade. Parents are also informed of the school's procedures and policies at these orientations. Letters are posted outside of the school in late August informing parents of the beginning of the year procedures and important upcoming dates. Now that the school is permitted to begin LAB-R testing prior to the first day of school, parents of ELLs are engaged in conversations about the school and the ELL programs at our school when they bring their child into the school for testing. In order to assist some of our newly arrived ELL students in staying academically active through the summer and to make their transition back to school in the fall smoother, our ESL teacher compiles a package of materials for these students to work on over the summer. The package includes books on tape as well as a portable cassette player, various phonics and phonemic awareness activities and sight word practice as well as basic Mathematics activities. The purpose of these materials is to provide consistent academic activity throughout the summer break for those newly enrolled ELL students.

18. What language electives are offered to ELLs?

Paste response to question here: P.S. 307 is an elementary school and therefore does not offer language electives to its students.

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: P.S. 307 does not have a Dual Language Program.

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. Describe the professional development plan for all ELL personnel at the school.

Instructional personnel who service ELL students, including common branch teachers, subject area teachers, paraprofessionals and special education teachers will be provided with professional development early in the school year on issues that pertain to the ELL population. Professional development will occur during classroom teacher's common prep periods, pre and post observation conferences with administration, during lunch shares, during professional development days such as Election Day, and after school. P.S. 307 offers Professional Development on most Mondays after school for all staff. Professional development for instructional personnel who service ELL students is completed in many ways including, but not limited to, in-house by employees of the school, in-house by outside professionals and outside of the school. Members of our ESL staff receive weekly e-mails from the Office of English Language Learners highlighting professional development opportunities for educators of ELLs. These opportunities are shared with administration and typically administration will select teachers, ESL or non-ESL, to attend. Any ESL or non-ESL teacher who wishes to attend these professional development opportunities can do so upon approval from administration.

When a member of the staff at 307 attends a training that he or she feels would be beneficial to the whole staff, that teacher will turnkey the information to interested staff members. These turnkeys may take place during regularly scheduled professional development times and/or lunch and learn sessions. P.S. 307 will continue to seek out these professional development opportunities for both ESL certified and non-ESL certified staff members. The school frequently checks the websites of the New York City Office of English Language Learners, the Bronx BETAC at Fordham University and Teacher's College for these opportunities.

Professional development is offered by the administration as well as the ESL Coordinator on Election Day or during Monday Professional Development sessions, in-house, to explain the LAB-R and NYSESLAT tests and how the scores can help to further expand teachers' understanding about the tests their students are required to take and how to use the ESL data to drive instruction. A segment on ESL strategies essential for ELL students will give staff members the ability to embed various ESL strategies into their planning so that teaching and learning can be most effective.

P.S. 307 seeks to provide professional development on proven ESL strategies and techniques such as the use of music, pictorial representations, use of multimedia, activating prior knowledge, building background, kinesthetic activities, and body language in order to help students succeed academically. In addition, the Pre-Kindergarten teacher is included in the ESL professional development in order to assist with early intervention for potential English language learners.

Finally, any and all information pertaining to ELLs obtained at Network meetings and/or other professional development events that pertain to the numerous tasks performed by our school secretaries, such as ATS functions, the intake process and recording keeping, turn-keyed by the attendee to the secretaries as soon as possible. For example, after attending a Network meeting during which it was made clear that an ESL certified teacher or administrator must administer the HLIS and perform the initial informal interview, our ESL coordinator met with the secretaries to turn-key this information to them. This constant communication and meeting keeps all staff members on the same page to ensure clarity of procedures.

The ultimate goal of our professional development is to assist all staff members in equipping ELL students with the skills necessary to meet English proficiency on the NYSESLAT examination and current promotional grade criteria. This will afford them opportunities to be high academic achievers as they progress in their school career. Should a teacher or other staff member come across an issue pertaining to ELLs of which he or she is not knowledgeable, all efforts will be made by the administration and ESL staff to assist that staff member in learning the skills it takes to address the issue or to locate a professional development opportunity that will address the issue.

2. What PD is offered to teachers of ELLs in supporting ELLs as they engage in the CCLS?

All teachers at P.S. 307 attend weekly professional development sessions on Monday afternoons. These sessions are facilitated by our literacy and mathematics consultants from Generation Ready. These sessions focus on planning, implementing and reflecting upon instruction based on the CCLS. Segments of these professional development sessions focus on differentiating instruction for different groups of students including ELLs. In addition to our in house professional development, all teachers are eligible to attend any outside professional development that may match their needs as a teaching professional. Our ESL teachers and administration receive weekly e-mails from the Office of English Language Learners that highlight opportunities for professional development on topics related to ELLs. The administration and ESL teachers identify staff members who would benefit from this training. Since it is not possible for all of our staff members to attend every meeting, every effort is made to have a turn key session of important information obtained at these professional development meetings.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle school?

To respond to the needs of our ELL students transitioning to middle school, one of our ESL teachers, Ms. Maturen, works with our fifth graders to ensure that they are getting ready for the transition to middle school. Ms. Maturen has worked in a middle school with ESL students and can help ease some of the students' anxiety as well as to answer questions that the students may have. In addition, our bilingual Parent Coordinator works with parents and upper grade staff members to ensure all middle school applications are completed and submitted. The Parent Coordinator and ESL teacher are also available to answer and address any questions or concerns the parents may have about their child's transition to middle school.

4. Describe the minimum 7.5 hours of ELL training for all staff as per Jose P.?

P.S. 307 constantly seeks opportunities for ESL targeted professional development for our teachers and staff. These opportunities have included workshops and institutes through the Bronx BETAC, Bank Street College of Education, our Network, the Office of English Language Learners and Teacher's College. When a staff member attends one of these professional development sessions, he or she will turnkey relevant information to the rest of the staff at 307 during professional development times and/or during lunch and learns. The administration and ESL staff at P.S. 307 diligently seek out these opportunities for our staff in order to allow them to not only meet and exceed the required 7.5 hours, but also to allow them to become more knowledgeable and confident in their teaching of ELLs.

Records of the Jose P. training hours are maintained in the school-wide Professional Development binder located in the Assistant Principal's office. In the School Wide Professional Development Binder a record of each and every workshop attended by staff members of P.S. 307 is maintained.

D. Parental Involvement

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

Paste response to questions here: 1. Describe parental involvement in your school.

Parents of ELLs are given equal opportunities to participate in any and all family activities and programs that P.S. 307 offers. Families are involved through a variety of venues. Initially, ELL Family Orientation Meetings are held to inform parents and families of the various program choices they have, and information on the curriculum. In the fall of each year, Family Curriculum Institutes are held in each grade with the goal of providing families with opportunities to learn about the Literacy, Mathematics, Science and Social Studies units and how to support their children at home. Family orientations/workshops devote segments to possible modifications and/or enhancements required for ELL students. Presentations and handouts are provided in both English and Spanish to assist families in accessing workshop content.

All workshops will be conducted in English and Spanish via the Parent Coordinator, and other bilingual members of the staff. Families receive resource materials and manipulatives that were used during the workshop to use and reinforce concepts with their children at home. The workshops are provided for families on every grade level. The success of these workshops is measured by the families' enthusiasm, positive feedback and desire for additional workshops on similar topics.

During the 2008-2009 school year, we piloted Science Family Nights during which parents participated in Science experiments similar to those their students experienced during the school year. Experiments were provided at every grade level. The parents received detailed information on the expectations of the New York State Science Test and the importance of exposing students to all the areas of Science. As with other family workshops, Science Curriculum Night presentations and handouts were provided in both English and Spanish to assist parents in accessing the workshop content. Science Curriculum Nights will again be provided during the 2013-2014 school year.

Parents are also involved through a variety of other venues. Family workshops are held throughout the year to address such issues as: asthma, hygiene, healthy eating, safety, and the state Mathematics and ELA tests. As in past years, families of ELL students will be invited to attend, and translators and bilingual materials will be provided. Throughout the year, during the school day and on Saturdays, Family Institutes/Workshops will also be held in order to maximize parent and family participation. These institutes afford parents opportunities to learn a variety of literacy and Mathematics skills and strategies and how to support their children at home. Through the skills of our bilingual Parent Coordinator, parent volunteers, and our PTA executive board, presentations and materials are provided in both English and Spanish to assist parents and families in accessing workshop content.

All ELL parents are offered equal opportunities to participate in all of the activities mentioned above as well as any additional trips, performances and presentations done within the school. Parent and family participation is further encouraged by providing participants with gift bags of instructional materials, resources (such as cassette players and books-on-tape), and manipulatives that will assist them in reinforcing concepts with children at home. The success of these workshops is measured by the parents' enthusiasm, positive comments and desire for additional workshops. Any and all workshops, programs and materials are offered in a bilingual format to ensure all parents are being reached.

In addition to workshops and various family activities, all parents are encouraged to join the PTA and/or to volunteer within the school.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The school has worked in conjunction with many agencies to bring workshops and experiences to all parents in our school community. We will continue to work with these agencies to ensure the parents of our students are receiving the information they need. The school has worked with agencies such as: CAPPS to present a child abuse workshop and a workshop on bullying. We have also worked with NYC Learning Leaders to inform parents of the school and involve them in the school community, the Bronx Health Link to present information on asthma and breast cancer awareness, Safety City to speak to children and families about safety, and the Administration of Child Services to present information on abuse and neglect. The school has also worked with Dial-a-Teacher to inform parents of resources available to them for homework assistance and Town Hall, an art organization, with our series of Saturday "Families as Partners in Art" Workshops. P.S. 307 has also partnered with the Lehman College Art Gallery to learn about and produce different forms of art. This year we are also looking into partnering with the New York Historical Society in hopes that some of our parents can attend their Spanish language family program: Hablemos de la Historia y del art: Talleres Educativos para las Familias. In addition to the workshops and presentations that other organizations have helped the school to present, our bilingual parent coordinator is always available to parents to assist them in locating any resource or organization they may need.

3. How do you evaluate the needs of parents?

The staff at P.S. 307 is very involved in speaking with the parents frequently as well as listening to what the parents are asking for. Our bilingual parent coordinator speaks with parents to assess what they need support with and works diligently to meet the needs of our parents. Parent concerns are also heard and addressed to the best of our ability during Parent Teacher Conferences. During these conferences, when needed, a translator is available to all teachers and parents. Should any parent needs or concerns arise during this time, the staff at P.S. 307 will work to address the concern or to meet the need of the parent. In addition, should any issues arise in the school that need to be addressed with parents, the school staff works to find resources and materials to present to the parents through workshops. For example, when cyber safety became an issue in the school, the staff at P.S. 307 worked in conjunction with the NYPD to put together workshops on cyber safety for parents and students to attend. All communication before, during and after Parent Teacher Conferences and any workshops is offered in both English and Spanish. Should a translation in a language other than English or Spanish be necessary the school will contact the Office of Translation Services and request translation in that language.

In addition to the conversations with parents, the school pays close attention to parent responses on the parent survey distributed each year by New York City. The feedback given on these Parent Surveys is an invaluable resource to P.S. 307 in finding out what our parents need and how we can adjust our current practices to better serve our parents and students. The school's parent coordinator, administration and bilingual staff is available to assist any parent who has questions about the school survey.

4. How do your parental involvement activities address the needs of the parents?

Since the staff of P.S. 307 is constantly listening to the parents of our students and having conversations with them about what they need and want we are meeting the needs of our parents through the numerous workshops, orientations and activities carried out in our school as well as outside of the school. For example, when the parents of students in grades 3-5 began asking the staff questions about the state tests their children were required to take, the school worked diligently to put together and present parent workshops to inform the parents of what exactly the exams involved and what they could do at home to support their children. The staff at P.S. 307 also located and distributed samples of the state tests and their format and requirements in families' home languages to allow parents to fully understand the tests their children are expected to take. If a parent has a need that we do not have the resources to meet, the staff at P.S. 307 works diligently to locate the information and to assist the parent in meeting their need.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Yolanda Valez	Principal		1/1/01
Debra Springsteen	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Ashleigh Giangrasso	ESL Teacher		1/1/01
	Parent		1/1/01
Michelle Maturen	Teacher/Subject Area		1/1/01
Marcy Schickler	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Laura O'Connell	Other <u>SETTS Provider</u>		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 10X307 School Name: The Luisa Pineiro Fuentes School of

Cluster: _____ Network: 109

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

Part A: Needs Assessment Findings

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.

Data is acquired through Home Language Surveys and initial registration interviews. We use these surveys to assess our school's written translation and oral interpretation needs. Our Parent Coordinator reaches out to families to further assess written translation and oral interpretation needs. We conduct orientations for families of English Language Learners in the beginning of the school year to extend our assistance to them. Staff and parent volunteers often serve as Spanish translators for both parent meetings and written communications that are sent home. Should a family need a translator for a language other than English or Spanish, the school will contact the city's Translation and Interpretation Unit for telephone and/or on-site translation services. Every effort is made to have documents and dates of meetings planned ahead of time to allow for any delay that may take place in the translation of these documents or in the reserving of a translator for scheduled meetings.

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.

Within the school community the majority of our ELL parents speak Spanish at home. The families who speak Spanish as a home language receive all letters and fliers from the school in a bilingual format, including English and Spanish. Any communication from the city that is available in various home languages is printed and distributed to parents in their home language. For example, when the city sent home letters regarding the core curriculum, P.S. 307 ensured that the letters were sent home in each students' home language. In addition, the school has four school aides who are bilingual as are the Principal, and the Parent Coordinator. These bilingual individuals provide translation services including, but not limited to, translation of materials sent home, translation of parent-teacher conferences, translation of teacher phone calls home and translation of workshop presentations.

Currently, P.S. 307 has one family that identifies Albanian as their home language, one family that identifies Amharic as a home language, four families that identify Philipino (a.k.a Tagalog) as their home language, one family that identifies Bengali as their home language, one

family that identifies as Vietnamese as their home language. The parents in all of these families either speak English in addition to their home language, or have at least one member of the family speaks English and attends all meetings and conferences with the parent to translate, the individual also provides translation of all of the written materials sent home with the students on an as needed basis. The office staff at P.S. 307 is aware that these families may contact the office with additional questions about materials sent home and the staff will make every attempt to address each question asked. These families do not request or require written or oral translation of information from the school. Of course should the need for a translator or other translation services arise and an English speaking family member is not available, the school will attempt to use the telephone hotline through the Office of Translation and Interpretation Services. Approximately 25% of our student population is English Language Learners as evidenced by the LAB-R and NYSESLAT test results. This percentage, compiled with the results from our Home Language Surveys, provide us with the information needed to identify what the needs of our families are in terms of language translation and interpretation. These findings are reported to the school community at orientations, family workshops/trainings, and Parent Teacher Conferences.

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.

As described in Part A, Our findings indicate that the majority of our families are predominately Spanish speaking. Therefore, our Principal to Family letters and other school-to-home communications are available in both Spanish and English. The writing, translation, and interpretation of these letters are facilitated by both school staff and parent volunteers. The procedures that we have in place to ensure the timely provision of translated documents are as follows:

- All communications between school and home are written in both Spanish and English simultaneously. Translation is written by bilingual school aides, teachers, and/or administrators.
- Procedures are in place for the review and revision of these communications in both languages by school administration prior to distribution
- We schedule for bilingual staff or other bilingual parent representatives to be available to translate for all Parent workshops.

While we do not typically need translation services for languages other than Spanish, should a parent request a translation of a document in a language other than English or Spanish, the school will complete a Translation Request Form and contact the Translation and Interpretation Unit to request to have the documents translated. In addition, many of the documents that are distributed to parents such as the ELL Parent Choice Brochure and Student Report Cards are available to download in many different languages. Translated copies of these documents are kept in both the main office, the Parent Coordinator's office, and the ESL office for easy access should a parent need a translated copy.

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.

Oral interpretation services are also provided by school staff and parent volunteers when appropriate. Such services include translating during Parent Teacher Conferences, IEP Meetings, Parent Orientations/Workshops, etc. Of course, when the topic being discussed is sensitive or requires privacy, only appropriate staff members translate in order to ensure that the family is comfortable with the individuals who are in attendance at the meeting. While we do not typically need translation services for languages other than Spanish, should a parent request an oral translator in a language other than English or Spanish, the school will contact the Translation and Interpretation Unit to request a translator for the event or to speak to a representative using the Translation and Interpretations Unit's telephone service.

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>.

As a school, we will continue to fulfill Section VII of Chancellor's Regulations A-663 (Translations) by providing timely translation and distribution of critical communications. P.S. 307 will also continue to inform parents as to how to obtain a translation or interpretation if it is not readily available. P.S. 307 will continue to provide interpretation services during school hours to those parents whose primary language is one which our staff and/or parent volunteers can speak and to provide parents whose primary language is a covered language and who require language assistance services with written notification of their rights regarding translation and interpretation services. In addition, for both sessions of Parent Teacher conferences, and for all workshops and parent meetings, we utilize all bilingual staff, school aides, psychologists and social workers to translate information for all parents that require translation. Finally, information on the Translation and Interpretation Unit, including written request forms, telephone translation services contract information and request for in person translation, is kept on file in the main office for easy access in the event that a parent needs further translation services.



Department of English Language Learners and Student Support

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 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: The Luisa Pineiro Fuentes Scho	DBN: 10X307
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 92
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P.S. 307's Title III programs will include after school academies, and Saturday academies. Our after school academies will serve ELL students in kindergarten through fifth grades. Our Saturday academies will serve students in grades two through five. Our after school academies will be taught by our two full time ESL teachers, Ms. Giangrasso and Ms. Maturen, while our Saturday academies will be taught by Ms. Giangrasso and Ms. Dawn Howard, an ESL certified teacher who works at another school within the Department of Education. All instruction during all of these academies will be in English.

As in past years, our after school academies will occur in cycles throughout the year, allowing us to serve a larger number of ELLs. Starting in mid-October and continuing through December, Ms. Maturen will teach a group of eight newcomers in grades two through five on Wednesdays, for one hour each week. In the past we have noticed that our newcomers in these grades struggle in the beginning of the year to acclimate to the school and often have a difficult time coping with the demands of their class. As the result of these observations, this year we would like to have an after school academy for these students during which they can have small group instruction to continue to learn and master listening, speaking, reading and writing in English. The students will work with Ms. Maturen to continue learning the basics of the English language, as well as strategies for how to navigate the challenging work they are presented with during the school day. During these sessions, Ms. Maturen will use a variety of materials to work with our newcomers. She will use resources such as Brain Pop ESL, Lexia Core 5 Reading and teacher created materials to work with our newcomers.

Also beginning in mid-October, Ms. Giangrasso will teach a group of eight second and third graders on Wednesdays and Thursdays after school. These sessions will last one hour and fifteen minutes on each of the two days. This group was formed after looking at the NYSESLAT 2014 results and the AMAO workbook. We noticed that this group of students did not make any progress on the NYSESLAT last year. When looking further into their NYSESLAT data, it can be seen that this group of students struggles in producing language; they struggled in the areas of speaking and writing. In order to target these students and work on these skills while continuing to support their progress in reading and listening, Ms. Giangrasso will work with these students to strengthen these skills, using Discussions4Learning, an academic vocabulary program that we plan to purchase with Title III funds.

Part B: Direct Instruction Supplemental Program Information

Our AMAO data also shows that there is a group of eight and fourth and fifth graders who did not make progress on the 2014 NYSESLAT. The majority of these students are struggling in three or four of the modalities, therefore this academy will work on targeting strengthening skills in all four modalities for these students. Ms. Giangrasso will teach an after school academy for these students, targeting these skills, starting in early January and lasting through mid-February. The group will meet on Wednesday and Thursday afternoons for one hour and fifteen minutes each session. In order to strengthen the reading and listening skills of these students, the group will work with the LexiaCore5 program. The Discussions4Learning program will also help Ms. Giangrasso to work on improving the speaking skills of this group of students and will help transition to writing about their discussions in order to improve their writing skills.

When looking at our NYSITELL data for our incoming kindergarteners, we noticed that about half of them are advanced, while the other half are intermediate with a few beginners. In order to address the diverse needs of these students, we will have two cycles of after school for our kindergarten ELLs.

Beginning in early January and continuing through mid-February, Ms. Maturen will teach a group of nine kindergarten ELLs on Wednesday afternoons for one hour. During this cycle, Ms. Maturen will work with the beginner and intermediate kindergarten ELLs. We feel that having this small group intervention will help to support the ESL instruction that is happening during the day as well as offer additional time to target the areas these students are struggling with in a small group setting. During this academy, Ms. Maturen will use the Lexia Core 5 reading program, as well as Brain Pop ESL and teacher created materials.

In order to address the needs of the rest of our Kindergarten ELLs, Ms. Maturen will hold an after school academy beginning at the end of February and continuing once a week through March. This academy will also be one hour long on Wednesday afternoons. Since this group of ten kindergarteners is more advanced according to the NYSITELL, the focus for these students will be increasing their vocabulary as well as strengthening their writing skills. Ms. Maturen will use the Discussions4Learning program to work on vocabulary skills with these students, and the Continental New York ELLs workbooks to practice their writing skills.

When examining the 2014 NYSESLAT data for our current first graders, it can be seen that about half of them need additional practice in one or two modalities, while the other half seem to be struggling in three or four of the modalities. In order to provide instruction that is appropriate for their needs, Ms. Giangrasso will teach these students in two groups. The first group of first graders will be a group of nine students who are struggling to achieve proficiency in three or more modalities. This group will meet with Ms. Giangrasso on Wednesday and Thursday afternoons for one hour and fifteen minutes each day. The academy will begin in late February and take place until the end of March. Ms. Giangrasso will provide instruction with the help of Discussions4Learning, LexiaCore5 Reading and Brain Pop ESL.

To provide targeted instruction to the other nine ELLs in first grade, Ms. Giangrasso will work with them on Wednesday and Thursday afternoons starting in early April. The academy will take place for one hour and fifteen minutes twice a week until late April. Since these students all seem to be struggling in the areas of listening and speaking, according to the 2014 NYSESLAT data, these two modalities will be the

Part B: Direct Instruction Supplemental Program Information

primary focus of the academy. Of course, attention will be paid to reading and writing as well in order to continue the development of all of the skills needed to be proficient in English. Ms. Giangrasso will use the Discussions4Learning program to support the students' speaking skills. To help further the students' listening skills, she will make use of Brain Pop ESL, and the Continental New York ELLs listening program.

Also during the last session of after school, beginning in early April and lasting through the end of April, we plan to use hold sessions for students who are still struggling at this point in the year and need additional intervention. We are planning to have one session a week, on Wednesdays, lasting one hour. Ms. Maturen will teach these sessions. Data from periodic assessments and class work will be used to determine areas of need. This group will include ten to fifteen students, depending on need. Materials to be used during these sessions will depend on the needs of the students.

Our Saturday academies this year will include ELLs in grades two through five. Each Saturday session will last three hours and fifteen minutes and all instruction will be in English. Our second grade Saturday academy will include thirteen ELLs and will take place three Saturdays in March and April. Ms. Howard, an ESL certified teacher from another school will teach these three Saturday academy sessions.

According to NYSESLAT and NYSITELL data, the ELLs in second grade need to work on their English skills in all four modalities. This is why we chose to work with these students on Saturdays, when there is a larger time period to address the skills in each modality. Ms. Howard will work on listening, speaking, reading and writing using the Discussions4Learning program, as well as the Continental New York ELLs program and books.

Ms. Giangrasso will work with our ELLs in grades three through five during Saturday academy sessions occurring once or twice a month during the months of January, February, and March. These sessions will also last three hours and fifteen minutes each and will include our fourteen ELLs in grade three, fifteen ELLs in grade four and thirteen ELLs in grade five. These sessions will provide the third, fourth and fifth grade ELLs in the school with additional instruction in areas addressed on state exams. Ms. Giangrasso will co-teach the ELA Saturday Academy sessions with the classroom teachers to support the ELLs during the academy. Ms. Giangrasso will provide scaffolding and differentiation based on the content being addressed to ensure that our ELLs are successfully participating in the instruction taking place. In addition, Ms. Giangrasso will use proven ESL strategies such as pictorial representations, kinesthetic activities, graphic organizers, background knowledge, songs, dances and visual arts to teach the content area material.

Part C: Professional Development

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

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

Begin description here:

Since we have English Language Learners in all of our classes, P.S. 307 aims to offer professional development in areas pertinent to teaching ELLs to all teachers of ELLs. We believe that offering this

Part C: Professional Development

professional development to all teachers and staff who deliver any type of instruction to ELLs builds capacity and makes us a stronger, more cohesive staff. This year we plan to offer a variety of professional development pertaining to ELLs including topics such as: ELL teaching strategies for newcomers, looking at the new NYSITELL and NYSESLAT, examining and working with the new language progressions, and an introduction to and/or review of the LexiaCore5 reading program. While these are the topics we have planned at this point, we will add topics as our teachers and staff request additional support in areas of need. In addition to these workshops, the ESL teachers will hold professional development sessions to turn-key useful information and strategies as they attend ESL related professional development events. These professional development workshops will take place both during the Monday professional development time, sometimes extending beyond the 3:58 school day if necessary, and after school on days when after school academies are not taking place. At this point in the year, we have scheduled these sessions for October 6th and during a portion of Election Day. The Professional Development planning committee has scheduled professional development through November, however the committee, which includes Ms. Giangrasso, is aware that ESL professional development should take place on a monthly basis and will schedule these sessions at each committee meeting.

In addition to these professional development workshops, this year some members of our staff would like to start a book share on the book *Reading, Writing and Learning in ESL* by Suzanne Peregoy and Owen Boyle. Since the group is composed of mostly literacy and ESL out of classroom teachers, the book share group will meet on Monday afternoons during the PD time when there is Math PD scheduled for the classroom teachers, extending after school when necessary. The participants of this book share will then turn key information from the book to the staff during the monthly professional development sessions. Each of these workshop sessions will last for one hour to one and a half hours, and will occur once a month. The professional development sessions will be led by Ms. Maturen and Ms. Giangrasso, two of our ESL certified teachers.

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:

We work very hard at P.S. 307 to ensure that our parents are informed and involved in their student's education. In addition to the various workshops Ms. Ocasio, our parent coordinator offers to all parents, we will have workshops specifically for our parents of ELLs. Topics for these workshops will include: introduction to the NYSESLAT, strategies to support language acquisition at home, and supporting literacy skills in two languages. Ms. Giangrasso is currently reading the book, *Involving Parents in Their Children's Reading Development* by Bruce Johnson. Ms. Giangrasso will hold workshops based on the information in this text as well. We are planning to hold workshops for our parents of ELLs every other month, with one session during the day and another identical session after school hours. We hope that having two sessions will allow for more parents to attend these workshops. Depending on the topic of the workshop, each one will last one hour to one and a half hours. Ms. Giangrasso, Ms. Maturen and

Part D: Parental Engagement Activities

Ms. Ocasio will provide these workshops for our parents. In order to notify parents of these workshops, Ms. Giangrasso and Ms. Maturen will use some of the parent engagement time on Tuesday afternoons to make fliers and to call parents to inform them of the activities. Since the majority of our parents speak English and/or Spanish, all of our parent workshops are presented in English and Spanish. Our bilingual teachers or bilingual office staff provide the translation services as well as our bilingual parent coordinator. All fliers, letters and materials distributed to parents are also translated by the bilingual personal mentioned above prior to distribution. For those parents who do not speak English or Spanish, a family member typically provides translation. However, should we need additional translation services to meet the needs of our parents, we will contact the Translation and Interpretation Unit and utilize their services.

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	_____	_____

