

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**School Name:**                         **P.S. 310**

**Principal:**                               **YUQING HONG**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The School for Future Leaders School Number (DBN): 20K310  
Grades Served: K-5  
School Address: 942 62<sup>nd</sup> Street Brooklyn NY 11219  
Phone Number: 718-491-7670 Fax: 718-491-7675  
School Contact Person: Valerie Rogers Email Address: vrogers@schools.nyc.gov  
Principal: Yuqing Hong  
UFT Chapter Leader: William Tak Wu  
Parents' Association President: \_\_\_\_\_  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 20 Superintendent: Karina Costantino  
Superintendent's Office Address: 415 89<sup>th</sup> Street, Brooklyn NY 11209  
Superintendent's Email Address: kcostan@schools.nyc.gov  
Phone Number: 718-759-4912 Fax: 718-759-4842

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: Cheryl Watson-Harris  
Director's Office Address: 415 89<sup>th</sup> Street, Brooklyn, NY 11209  
Director's Email Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Yuqing Hong	*Principal or Designee	
William Tak Wu	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Olivia Hui	Member/	
	Member/	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

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

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

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

**Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

**Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

**Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

## The Quality Review and the Framework for Great Schools

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

### NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

#### Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Public School 310, The School for Future Leaders, situated in the Sunset Park section of Brooklyn, was created and opened in September, 2010 in answer to an intense wave of immigration to New York City. The school fills an attractive four-story modern building on the corner of a busy commercial avenue, serving a diverse group of learners that are composed of 13% Hispanic, 75% Asian, 8% white, 4% Black. Among them, 66% are English Language Learners (ELLs), 13% are students with disabilities, and 88% are eligible for free lunch.

P.S. 310 is committed to creating a community of life-long learners equipped with 21st century knowledge and skills necessary to succeed as effective citizens, workers and leaders in the future global workforce.

To achieve this goal, P.S. 310 employs a rigorous set of curricula across content areas that are aligned to the Common Core Learning Standards (CCLS) and differentiated and well-planned professional development plans support teachers of all levels in shifting their instructional practice. In addition to the year round collaboration with Salvadori, BRIC, Young Dancers' Repertoire and other educational institutes that offer enrichment opportunities in various interdisciplinary STEAM (Science, Technology, Engineering, Arts, and Math) projects, this innovative elementary school features native and foreign language learning not as an add-on, but as an essential feature of the curriculum. Starting from Pre K all students study a foreign language one period a day, either in Spanish or Chinese. It is the only elementary school in New York City that offers both Chinese as a Native Language and Chinese as a foreign language during the school day.

Over the past year, the school made the most progress in the element of **Collaborative Teachers**. The PS 310 instructional team is committed to the success and improvement of their classrooms and schools. Teachers had the many opportunities to participate in professional development within a culture of respect and continuous improvement. A year-long workshop series is planned and revised as needed to provide teachers with rigorous professional development opportunities during the designated Extended Day PD session on Mondays. These workshops included the New Teacher Support Institute, Study Groups, Data Analysis and data driven instruction, and school focused PD on Close Reading. Teachers also attend workshops given by the network and national conferences to further their learning in Special Education, quality instruction in mathematics and foreign languages, and on how to move our agenda of aligning our work to the CCLS. With the vast learning opportunities, teachers shared their practices, collaborated through various teacher teams, and together designed and delivered rigorous instruction that improve student performance.

## 20K310 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	424	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	97.0%	% Attendance Rate		97.2%
% Free Lunch	91.8%	% Reduced Lunch		5.4%
% Limited English Proficient	67.6%	% Students with Disabilities		11.8%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		0.5%
% Hispanic or Latino	9.3%	% Asian or Native Hawaiian/Pacific Islander		83.3%
% White	6.4%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		9.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		7.36
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	31.8%	Mathematics Performance at levels 3 & 4		63.7%
Science Performance at levels 3 & 4 (4th Grade)	87.5%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		NO
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	N/A	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

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

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

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

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

By June 2016, there will be a 5% gain of students meeting or exceeding grade level standards in ELA in grade 3 and above as measured by the NYS ELA exam and 8% gain in reading in K-2 as measured by Fountas and Pinnell Assessments.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Analyze data from 2014-2015 and baseline assessments to understand the gap between what students currently know and are able to do and the requirement of the Common Core standards; adjust lessons, units, and classroom assessments to address the gap;</p>	<p>Teachers and paraprofessionals</p>	<p>September, 2015 to June 2016</p>	<p>Principal and assistant principal</p>
<p>Engage in inquiry study, use specific research based strategies and tiered interventions as needed for targeted groups of students;</p>	<p>Teachers and paraprofessionals</p>	<p>September, 2015 to June 2016</p>	<p>Principal and assistant principal</p>
<p>Provide quality differentiated guided reading and writing instruction based on data analysis;</p>	<p>students</p>	<p>September, 2015 to June 2016</p>	<p>Principal and assistant principal</p>
<p>In all grades and content areas, plan and teach lessons and units that integrate the literacy and math Common Core instructional shifts where appropriate;</p>	<p>Teachers and paraprofessionals</p>	<p>September, 2015 to June 2016</p>	<p>Principal and assistant principal</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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Unit tests, F & P, Benchmark Assessment, and on-going formative assessments are used as mid-point benchmarks to indicate school progress toward meeting the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

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

**Part 1 – Needs Assessment**

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

**Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

As an instructional leader, the principal strongly believes that high quality instruction is essential for improving student achievement. She conducts an ongoing needs assessment through survey feedback from teachers during the Summer Institute, analysis of student work and assessment data, conferencing with teachers individually during the Individual Planning Conference, frequent walk-throughs, and continuous discussions around refining pedagogy that supports student achievement. Based on these findings, the school’s Core Instructional Team, working in conjunction with the SLT, decided to focus our effort in aligning one of our school’s CEP goals to the 2015-16 school year Capacity Framework. Teachers work to the success and improvement of their classrooms and school, having the opportunity to participate in professional development within a culture of respect and continuous improvement. The school’s administrative team provides support through a variety of professional development opportunities, such as, our Summer Institute, frequent feedback to teachers through formative observation reports and individual conversations, on-site differentiated PD sessions, study groups, lab-sites provided by network achievement coaches, teacher leaders and the school’s administrative team. A year-long workshop series is planned and revised as needed to provide teachers with rigorous professional development opportunities during the designated Extended Day PD session on Mondays. Teachers also attend workshops given by the network and national conferences to further their learning in Special Education, Curriculum Mapping, and on how to move our agenda of aligning our work to the CCLS. We are looking forward to partnering with our city colleges and universities to broaden our view and knowledge of current research and promising practices nationwide.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

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

By June 2016, 80% of teachers will be between highly effective and effective and no one will fall into the ineffective category as measured by rubrics in the Danielson’s Framework for Teaching.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Engage in activities that build a shared school-wide understanding of what effective teaching looks like in all content areas. Ensure teachers' deep understanding of the components of Danielson's Framework for Teaching included in the updated teacher evaluation and development system to help improve instruction and student learning;</p>	<p>Principal, Assistant Principal, Coach, and the whole instructional team, including teachers and paraprofessionals</p>	<p>From August 2015 to June 2016 - Ongoing</p>	<p>Principal, Assistant Principal, Coach, and the Core Instructional Team</p>
<p>Provide support to teachers through frequent classroom visits, actionable feedback, coaching, and professional development aligned to Danielson's Framework for Teaching, the Common Core, and other content standards;</p>	<p>The whole instructional team, including teachers and paraprofessionals</p>	<p>From August 2015 to June 2016 - Ongoing</p>	<p>Principal, Assistant Principal, Coach, and the Core Instructional Team</p>
<p>Provide teacher teams with differentiated PD opportunities, such as, inter-visitation, study group, inquiry work, and workshop sessions through multiple levels of teacher team meetings.</p>	<p>the whole instructional team, including teachers and paraprofessionals</p>	<p>From August 2015 to June 2016 - Ongoing</p>	<p>Principal, Assistant Principal, Coach, and the Core Instructional Team</p>
<p>Align supervisory practices to the teacher evaluation and development system;</p>	<p>Principals and Assistant Principals</p>	<p>From August 2015 to June 2016 - Ongoing</p>	<p>Principal, Assistant Principal, Coach, and the Core Instructional Team</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>										
<p><b>Part 4b.</b> Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

## **Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Teacher rating in “Advance”, PD feedback forms, inter-visitation forms will be used as mid-point benchmarks to measure progress.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### **Part 1 – Needs Assessment**

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

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

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

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

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

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

**Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Provide professional development to all teachers in planning multiple access points and ways of demonstrating an understanding in the units of study so that all students engage in rigorous learning experiences;	School leaders, coach, and teacher s	September 2015 to June 2016, on-going	School administrators and teacher leaders
Analyze existing curriculum units in Rubicon/ ATLAS to align performance tasks and assessments to grade level standards as described in the Common Core Standards;	School leaders, coach, and teacher s	September 2015 to June 2016, on-going	School administrators and teacher leaders
Train new teachers on how to utilize Rubicon/ ATLAS , a web-based tool, to design and reflect on units of study that are aligned to the Common Core;	School leaders, coach, and teacher s	September 2015 to June 2016, on-going	School administrators and teacher leaders
Implement Common Core-aligned units that reflect instructional shifts in all content areas;	School leaders, coach, and teacher s	September 2015 to June 2016, on-going	School administrators and teacher leaders

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Advance teacher evaluation system, teachers' mid-year feedback form, and assessment data will be used as mid-point benchmarks to measure school progress toward meeting this goal.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

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

### Part 1 – Needs Assessment

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

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

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Continue to foster strong family-community ties and provide the staff and students with a supportive environment where everyone thrives to their best potential

By June 2015, the school community will strengthen family-community ties as evidenced in parent communication logs, School Environment Survey and parent feedback forms and develop a system to foster student leadership through the development of our student council and various leadership and volunteering roles.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Establish student counsel, Go-Green Student Monitoring Team, Reading Partners, and library volunteers;</p>	<p>Students</p>	<p>From September 2015 to June 2016</p>	<p>Principal, Assistant Principal, Teachers</p>
<p>Establish an effective system for teacher-parent communication</p>	<p>parents</p>	<p>From October 2015 – June 2016</p>	<p>Principal, Assistant Principal, Teachers</p>
<p>Offer grade-specific parent workshops on academic expectations of various subject areas</p>	<p>parents</p>	<p>From September 2015 – June 2016</p>	<p>Principal, Assistant Principal, Grade leaders, parent coordinator</p>
<p>Continue to implement the “Leaders in Me” program and complete phase II training</p>	<p>Students and parents</p>	<p>From September 2015 – June 2016</p>	<p>Principal, Assistant Principal, and Lighthouse Team</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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Parent-teacher communication log and parent feedback forms will be used as mid-point benchmarks to monitor progress.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>		Guided reading and Strategy lessons for small groups	Regular small group guided practice during independent practice time;  Two extended-day periods of 100 minutes total every week	During the school day and during Tuesdays and Wednesdays during extended day
<b>Mathematics</b>		Small group guided practice during the class and/or during extended day intervention	Regular small group guided practice during independent practice time;  Two extended-day periods of 100 minutes total every week	During the school day and during Tuesdays and Wednesdays during extended day
<b>Science</b>		Small group guided practice focusing on hands-on activities and vocabulary development	Two extended-day periods of 100 minutes total every week	During the school day and during Tuesdays and Wednesdays during extended day
<b>Social Studies</b>		Small group intervention	Provided scaffolded instruction and multiple entry points during small group instruction on a regular basis during the day and during extended day intervention twice a week for a total of 100 minutes.	During the school day and during Tuesdays and Wednesdays during extended day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>		At-risk guidance and speech services are offered to students who have been	Pull-out individually or in small groups	Twice a week for a total of 60 minutes during the school day

		approved by our school's PPT team		Twice a week after school for a total of 90 minutes during the six-week program
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## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

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

**2b. High Quality and Ongoing Professional Development**

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

- *Advance* and the new teacher evaluation system

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### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

Being a Title I school with 90% of students who are entitled to free lunch is an indication that most of our students came from families that are not able to support them academically. Some parents lack the resources and availabilities to best assist their child's social and emotional needs due to the fact their children were cared for by baby-sitters or relatives while they work in other states.

P. S. 310 will coordinate and integrate Federal, State, and/or local funds to provide students with a mid-winter academy, after-school enrichment program, and Title I and Title III after-school programs to expose them to enriched opportunities in STEM related curriculum, projects, and various art media. In addition, through anti-bullying workshops and class discussions conducted by guidance counselor, students learned about violence prevention, strategies for anger management to better handle challenges along the way, and internet safety tips.

### **Part 4: SWP Schools Only**

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

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

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

#### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

At the beginning of the school year, in an effort to identify the need for professional development and identify the appropriate assessments and measures, teachers complete a survey. Based on the survey results the core instructional team that is comprised of the grade level leaders, coach, AP, and the Principal, develops a yearly differentiated PD plan, appropriate multiple assessment measures that address school wide needs. Teachers

participate in differentiated PD on Mondays to learn about the school-wide instructional focus, deepen their understanding on effective research-based strategies, and analyze data and student work in order to alter and adjust instruction. Assessment results are carefully studied periodically. This includes various summative and formative assessments, followed by an 8-week cycle of a rigorous Title I and Title III After-School programs.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	388,215.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	34,168.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,269,922.00		

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

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

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

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

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

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

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

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

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** ***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

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### **Parent Involvement Policy (PIP)**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **P.S. 310** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S. 310** will support parents and families of Title I students by:

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

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

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

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

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

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

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

### **School-Parent Compact (SPC) Template**

**P.S. 310** 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 on assessments.

#### **I. School Responsibilities:**

*Provide high quality curriculum and instruction consistent with Common Core 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child’s education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

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

### **III. Student Responsibilities:**

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



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

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

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

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

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

Part A: School Information	
Name of School: The School For Future Leaders	DBN: 20K310
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 200
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 10
# of certified ESL/Bilingual teachers: 5
# of content area teachers: 5

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

2014-2015 ELL Break Down by Proficiency level

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

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

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

In order to address our findings, we plan to offer our ELLs the opportunity to attend our ELL Academy, which will be operated twice a week after school. Five ESL and five content area teachers will be hired to work in this Title III program. The program will run from December 3, 2014 until February 28, 2015, for a total of 8 sessions from 2:45 - 4:30 pm. Students will be grouped into small size settings with no more than 20 students per class, with an estimation of 200 participants.

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

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

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

### Part B: Direct Instruction Supplemental Program Information

assessment data is stored and analyzed. When a student advances a lexile level, a new level of reading material is generated and sent to him/her, as per findings.

### Part C: Professional Development

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

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

Begin description here: Since Imagine Learning and Achieve 3000 are the new innovative technology programs that we will be utilizing for the first time, teachers using the program will be trained for proper implementation, integration of our current core curriculum, data analysis of student achievement and program effectiveness. In addition, professional development will focus on research-based ELL strategies and on how to provide students with multiple entry points through Universal Design for Learning. Our school is committed to engaging our teaching staff in the development of lesson plans that consistently include language objectives in addition to content objectives and ensuring that the curriculum aligned to the Common Core Standards. Common prep periods are provided so teachers can co-plan the lessons that include academic vocabulary building, oral language development, and technology integration, strengthening the alignment to our core curriculum, and share best practices. The co-planning approach not only leverages expertise from both licensed ELL/Bilingual teachers and content area teachers, but develops the building capacity on interdisciplinary connection. Following are specifics of these professional development activities:

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

### Part D: Parental Engagement Activities

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

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

**Part D: Parental Engagement Activities**

- how parents will be notified of these activities

Begin description here: Our continuing efforts will focus on strengthening home-school relationships and increasing parental and community involvement. Parent workshops will be designed to bring the parent community (with a specific focus on reaching our parents ELL students attending Title III program). Our main goal is to have parents become involved and knowledgeable about the rich educational experiences that their children are being exposed to. We want them to be able to engage in meaningful conversation with their children. Parents of the participants are invited to the program orientation so that they can be provided with an overview of the schedules, learning goals, and expected outcomes of the program. Parents will be invited to attend the after school classes with their children. In this way they too can learn alongside with their youngsters. Additionally, both Imagine Learning and Achieve 3000 consist of a parent connection component where parents receive letters informing them of the units that their children's are currently in and the progress they have made. At the end of the ELL Academy, all parents are invited, through letters translated in the children's home languages, to participate in our end-of-the-program exhibit in which students reflect on what they have learned.

**Part E: Budget**

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

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

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



**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

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

### B. Language Allocation Policy Team Composition

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 ENL teacher, and one parent.

Principal <b>Ms. Hong</b>	Assistant Principal <b>Ms. Lara-lennon</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Ms. Hui</b>	School Counselor <b>Ms. Ye hong Lan ( Winnie)</b>
Teacher/Subject Area <b>Ms. Hsiung</b>	Parent <b>Winnie</b>
Teacher/Subject Area <b>Mr. Hung</b>	Parent Coordinator <b>Ms. Hang</b>
Related-Service Provider <b>Ms. Ferrer</b>	Borough Field Support Center Staff Member <b>Ms. Ettiene</b>
Superintendent <b>Ms. Costantino</b>	Other (Name and Title) <b>Ms. Bynum, A.P</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>6</b>	Number of certified bilingual teachers <b>not</b> currently teaching in a bilingual program	<b>2</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>5</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	<b>0</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <b>not</b> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	<b>1</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>435</b>	Total number of ELLs	<b>232</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>	1	1	1	1	1	1								0
<b>Dual Language</b>	0	0	0	0	0	0								0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	227	<b>Newcomers</b> (ELLs receiving service 0-3 years)	219	<b>ELL Students with Disabilities</b>	11
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	11	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>	121	0	0	3	0	0	0	0	0	0
<b>DL</b>	0	0	0	0	0	0	0	0	0	0
<b>ENL</b>	105	0	11	8	0	1	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 6

## 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 chinese	25	29	20	22	18	7								0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE	0																		0	0
SELECT ONE	0																		0	0
SELECT ONE	0																		0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	0								0	0
SELECT ONE	0								0	0
SELECT ONE	0								0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages):  
0

Number of students who speak three or more languages: 0

Freestanding English as a New 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	1	4	5	1	1	2								0
Chinese	33	39	45	35	26	14								0
Russian	0	0	0	0	0	0								0
Bengali														0
Urdu	1	2	2	1	1	1								0
Arabic	1	1	1	3	3	1								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	0	0	0	1										0
Albanian														0
Other vietnamese			1											0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	21	7	3	7	2	2								0
<b>Emerging</b> (Low Intermediate)	6	21	3	3	3	0								0
<b>Transitioning</b> (High Intermediate)	4	7	11	4	2	2								0
<b>Expanding</b> (Advanced)	4	12	37	26	24	13								0
<b>Commanding</b> (Proficient)	5	18	18	34	23	10								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	26	18	22	1	0
4	14	25	14	8	0
5	4	12	9	4	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	4	0	15	1	20	1	38	1	0
4	7	0	8	0	23	0	25	0	0
5	3	0	4	0	9	0	13	0	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	2	0	2	0	4	0	16	1	0
8	0	0	0	0	0	0	0		0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0	0	0	0	0
Chinese Reading Test	25	13	7	1	0	0	0	0

**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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
 All students in grades K-5 are assessed by using the Fountas and Pinnell method three times a year. Teachers also utilize running records to track and monitor their students' progress. Teachers use the findings of this data to drive their instruction and to differentiate the level of teaching based on the needs of the students. We also use the NYC Performance Tasks to monitor students progress. In addition, teachers meet weekly to disseminate data and to plan future instruction. This year we are adding Inquiry Teams to further utilize the available data to drive instruction. Six students on each grade will be selected, including ELLs and SWELLS, for the Inquiry Team work. Specific targeted strategies will be implemented in an 8 week cycle. Students' progress will be monitored and strategies that prove successful will be implemented with other students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 In Kindergarten the students scored at the following levels: 21 are at the entering level, 6 emerging, 4 transitioning, 4 expanding and 5 commanding. Our 1st grade students scored at the following levels: 7 are at the entering level, 21 emerging, 7 transitioning, 12 expanding, and 18 commanding. 2nd grade students scored at the following levels: 3 are at the entering level, 3 emerging, 11 transitioning, 37 expanding, and 18 commanding. 3rd grade students scored at the following levels: 7 are at the entering level, 3 emerging, 4 transitioning, 26 expanding, and 34 commanding. 4th grade students scored at the following levels: 2 are at the entering level, 3 emerging, 2 transitioning, 24 expanding and 23 commanding. For the most part, 5th students scored at the following levels: 2 are at the entering level, 0 emerging, 2 transitioning, 13 expanding and 10 commanding.  
 The data reveals that we have a large percentage of expanding students (116) and an equal number at the entering level. There is a total of 108 students at the emerging and transitioning levels. This year, using the exiting criteria, we have 108 students at the commanding level. In order for all students to move up a level or more, we will provide an after school enrichment program using Title III funding.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

While our data indicates that our students are improving academically in both our ESL and Bilingual programs, there is still improvement to be made, especially in the level 4 category. We are providing AIS services to students who are at level 3 to ensure that they make the necessary gains. We are additionally providing after school services 2 times a week for ELA support.

4. For each program, answer the following:
  - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

(a) Our ELLs improved on the ELA, Math and NYSESLAT exams from last year. In 2014 we only had 14 students pass the NYSESLAT while this year we had 108 students achieve a level of proficient.

Grade	# Tested	# Level 1	# Level 2	# Level 3	# Level 4
3 (2015)	75	15 (20%)	26 (35%)	31 (41%)	3 (4%)
4 (2015)	61	14 (23%)	25 (41%)	14 (23%)	8 (13%)
5 (2015)	29	4 (14%)	12 (41%)	9 (31%)	4 (14%)

Students are not making substantial progress from 3<sup>rd</sup> to 4<sup>th</sup> grade. After reviewing the data, it was determined that the necessary reading levels to make such gains have become a lot harder to master. We only had 4 students take the statewide Math examination in their native lanagauge. There is not enough data to evaluate if students performed better on State exam when these tests are taken in their native lanagauge. (b-c) We did not adminster the ELL interim assessment last year. We used the F and P and other formative assessment data to adjust instructional grouping and focus for ELLs. Additionally, teachers use informal assessments and the results from the NYSESLAT examinations to measure student progress in each modality and then curtail activities and instruction to address the needs of each student.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

Through the use of informal assessments teachers are able to track the ongoing progress of students regularly. Teachers are able to target the student's specific problem area(s), adapt instruction, and assist students within a short period of time. Students requiring more intensive and direct instruction are grouped in a small guided reading group, usually 4 to 5 students, and receive intensive instruction in an identified area of need. ELLs also receive native language support with the use of the bilingual library and during their foreign language class. Our library contains many books in Chinese and Spanish . The lowest 20% of ELLs receive level II RTI during extended days. Interventions are carried out to help a student master a specific skill. Teachers develop specific content learning goals for these students and use DIBELS and Math-In-Focus unit assessments/checklists as progress monitoring tools. Data is constantly analyzed to ensure that the students' progress and reach the end-of-year goals. Our reading recovery teachers work with ELL and Non ELL 1<sup>st</sup> grade students. Students are assessed at the beginning and end of the instructional program cycle.

6. How do you make sure that a student's new language development is considered in instructional decisions?  
Teachers use native language and various media to assess ELL's content knowledge and skills. ELLs are also encouraged to express their ideas and understanding in their native languages by acting them out, and through pictures. Assessments are differentiated based on their language proficiency levels and learning styles.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
We at P.S. 310 look at our data to carefully plan instruction and modify lesson planning and student grouping. For example , this year we have 108 students becoming proficient on the NYSESLAT. Additionally, our school went from 18<sup>th</sup> place to a 12<sup>th</sup> place ranking at the district level for ELA and from 8<sup>th</sup> to 2<sup>nd</sup> place on the Math level. Overall, our students' ELA and Math Statewide exam scores have improved by 10%. We have made a 10% gain overall in all Statewide exams. Because of these results, we will continue to implement our programs, which include, but are not limited to: The After school program, MyOn reading software, Achieve 3000, Math-In-Focus and Journeys.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.  
Upon entering the New York City public school system, all parents/guardians are required to complete a Home Language Identification Survey (HLIS). The HLIS survey is administered and overseen by our school’s ELL coordinator (certified ESL teacher) and the pupil accounting secretary, in the families’ native language. Parents are provided with a translator, when needed. Our ELL coordinator reviews each student’s HLIS and determines his/her NYSITELL eligibility. All eligible students are then administered the NYSITELL within ten days after enrollment. Students who are classified as proficient are not eligible to receive ELL services. Additionally, our ELL coordinator conducts an interview with parents as well as students. Parents will receive pertinent entitlement and placement letters. After the parents have attended an informational meeting about their child’s placement options, which occurs the same day of enrollment, the child will be placed in his/her appropriate class according to parental choice. Students are placed in their appropriate programs within 10 days of their admission to school. ELL students are assessed each year by using the New York State English as a Second Language Achievement Test. Based on those scores and interviews, students will be placed in their appropriate groups and classes. Teachers will use multiple data points to drive instruction.
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
Based on test results, our ELL coordinator administers the SIFE questionnaire to students that may possibly fall into that category. The results are then used to determine if students are SIFE and to provide additional support, if necessary.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).  
For students with an IEP, our ELL coordinator, in conjunction with an Assistant Principal and a Special Education liaison, follows the recommendations facilitated by the Committee for Special Education during IEP meetings. Students receive the mandated minutes as outlined in their IEP.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
Parent forms and entitlement letters are given out as soon as we determine entitlement and in accordance with Part 154 . We try to accomplish much of this when the parents register their child in our school. Each parent also watches the parent orientation video (in their native language, if available) on the D.O.E. website, before filling out the form. Translated texts are provided (if available on the D.O.E. website) based on the language that the parents request. If we do not receive a certain form back or a parent leaves it blank, we record their choice as TBE. Entitlement letters are distributed after the NYSESLAT scores are announced. These forms are mailed home in the language that the parents requested to receive information on the HLIS. The Home Language Survey, Parent Choice Survey, Entitlement, Continued Entitlement, and Non-Entitlement letters are all stored in the student’s cumulative folder and an additional copy is kept in the office of the ELL coordinator in a binder. Yearly checks are made to ensure that these forms have been returned and are on file. At the onset of each year, the ELL coordinator reviews the RLAT and sends home the appropriate entitlement, continued entitlement, or non-entitlement letters. Follow up phone calls are made as necessary. The time and date are recorded and kept in the ESL binder.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).  
Parents are informed of their right to appeal their child’s ELL status during parent meetings and it is also outlined in the parent notification letters. All meetings are conducted with a translator present to provide assistance, if needed. Parents are informed of their rights and the procedures that are to be followed, if they choose to appeal the initial decision.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
Once a student is identified as an ELL, parents are given an entitlement letter that is sent home inviting them to attend an information meeting. The ELL coordinator and the principal review the three English language programs. Parents are also given an information pamphlet in their home language. Then they watch an orientation video in the parent’s native language in which Chancellor Farina discusses the options available to them in depth (Transitional Bilingual Education, Dual-Language, and Free Standing English as a Second Language.) After they are given opportunities to ask questions, they complete the parent selection form. If parents are not available for the meeting, they will be called to set up an appointment or to send the parent selection form home. The default program for any ELLs whose program selection form is not returned is bilingual.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- As stated previously, if parents are not able to fill out all of the appropriate forms when they are registering their child in our school, the ELL coordinator calls the parents to invite them to complete the necessary forms. Phone calls are made in the native language spoken at home. The date and time of all phone calls are recorded in the ESL binder.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Yearly checks are made to ensure that these forms have been returned and are on file. At the onset of each year, the ELL coordinator reviews the RLAT and sends home the appropriate entitlement, continued entitlement, or non-entitlement letters. Follow up phone calls are made as necessary. The date and time of all calls are recorded into the ESL binder.
9. Describe how your school ensures that placement parent notification letters are distributed. Yearly checks are made to ensure that these forms have been returned and are on file. At the onset of each year, the ELL coordinator reviews the RLAT and sends home the appropriate entitlement, continued entitlement, or non-entitlement letters. Follow up phone calls are made as necessary. The date and time of all calls are recorded into the ESL binder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All information is kept in all of the students' cum files as well as in the ESL binder in the ELL coordinator's office.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- We at P.S. 310 take the administration of the NYSESLAT very seriously and take every step to ensure that students are placed in the best testing conditions in order to ensure accurate results. All security procedures are strictly observed and instructions and schedules are adhered to. The testing coordinator ensures that all teachers administering the test are aware of the testing security procedures. For the speaking portion of the test and for all grades, a teacher other than the child's ESL teacher is assigned to administer and simultaneously score the test. Teachers' schedules are revised to ensure that there is little to no disruption during the testing periods. Additionally, the schedules are revised to ensure that there are two teachers in the classroom during the reading, writing and listening components of the test. All of these procedures are followed for all of the grades. Students with disabilities are provided with the testing accommodations specified in their IEPs or 504 Plans when taking the NYSESLAT, with two exceptions as noted in the NYSESLAT 2015 School Administrator's Manual. Non-ELLs students follow a special schedule to ensure that there is no disruption to ELL students while taking all modalities of the NYSESLAT.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. Yearly checks are made to ensure that these forms have been returned and are on file. At the onset of each year, the ELL coordinator reviews the RLAT and sends home the appropriate entitlement, continued entitlement, or non-entitlement letters to the parents. Follow up phone calls are made as necessary. The date and time of all calls are recorded into the ESL binder.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- Based on the program that is selected by the parents on the Parent Selection Survey, ELL students are placed in an instructional program accordingly. The school staff consistently communicates with parents in their native language concerning their child's progress. The school offers Free Standing ESL, Chinese Bilingual, and Collaborative Team Teaching in grades Kindergarten through 5. Our programs are models aligned with parent requests.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.

English language exposure is provided to ELL students through contact with content area teachers who implement ESL strategies. ESL licensed content area teachers also push in to support ELLs during literacy and social studies periods. All ELL students are grouped heterogeneously in the Free Standing ESL classes. ESL instruction is delivered by using the push-in model and through duly certified teachers that can provide the added ESL support through content area instruction. For example, Math is taught by teachers who possess an ESL license in addition to classroom certificates. Math is taught six periods per week for a total of 330 minutes for all classes. Additionally, ESL teachers push in during literacy blocks three times per week for a total of 150 minutes per week. ELL students receive a total of 450 minutes of ESL instruction weekly, which exceeds CR-Part 154 concerning the mandated minutes required.
  - b. TBE program. *If applicable.*

In reference to Bilingual classes, the students are serviced by a certified Bilingual teacher during their daily literacy block for a total of 330 minutes per week. Math is also taught by a Bilingual/ESL teacher for a total of 330 minutes per week. An ESL teacher pushes into ELA and Science classes for two periods per week totaling 110 minutes.

Native Language Arts classes are scheduled for 5 periods a week, offering students instruction in either Chinese or Spanish.
  - c. DL program. *If applicable.*

N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

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

ESL instruction for all ELLs is required under CR Part 154

Entering: 360 minutes per week, Emerging: 360 minutes per week, Intermediate: 180 minutes per week, and Expanding: 180 a week and Proficient continue to receive services for an additional two years.

\*However, our students receive above the minimum requirement in order to inspire growth, understanding and progress.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The ESL teachers plan their lessons with the general education teachers to make sure that all of the content areas are covered. The Principal has provided each teacher with a schedule to follow. Within that schedule each ESL class must be provided with 8 periods of literacy, 6 periods of math, 3 periods of science, 3 periods of social studies, 3 periods of art, and 5 periods foreign language in either Chinese or Spanish. The bilingual class is provided with the same schedule, except the bilingual class is given 5 days of native language studies in Chinese. In both the ESL and bilingual classes, social studies is integrated with the literacy program. Science and math are also integrated, when possible. Twice a week all classes take a technology class and integrated math on one day and literacy on the other. When possible, ESL classes students are provided in his/her native language to support further understanding. When native language support is not available, TPR and manipulatives are used. The bilingual class has instruction 60% of the day in Chinese and 40% in English at the beginning of the school year . This changes as the year progresses and as the student's English language proficiency develops.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

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

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

ESL as well as NLA teachers conduct informal assessments throughout the school year. BOY, MOY and EOY are compared as well as NYSESLAT and NYSYELL results. Teachers share this data to develop appropriate unit lesson plans. All units and lesson plans are shared with the whole school community using ATLAS.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

(a) SIFE - We do not have any SIFE students as of yet. However, when we do, we will have a plan in progress to ensure SIFE students' needs are met. P.S. 310 will make sure every SIFE child receive additional services and intervention needed to help the student perform on standard. (b) Newcomers enjoy how welcoming our school is for them. Many of our teachers speak Chinese and Spanish. This is very comforting for new children who do not yet speak English. These newcomers are given the opportunity to learn content specific subjects in English and Chinese. In both the bilingual and ENL classes, newcomers read books in Chinese. Native language libraries provide students with opportunities to build background knowledge and learn about content knowledge while they are still in the early stages of the English language proficiency level. Students also have access to language technology programs such as MyOn and Achieve 3000. In order to help newcomers teachers provide as much scaffolding as possible. We provide phonics every day to promote decoding. Our use of the word wall, Read-Alouds and guided reading all help develop academic language for our newcomers. Everyday classes begin with a morning message or informal conversation to improve the students' social and survival oral language skills. We use rhymes, songs, and poems to develop phonemic awareness and phonics skills, accelerate letter identification, read-alouds shared reading, and a peer-language buddy to develop early literacy and English language skills. We also have books on tape to promote listening and fluency skills. In addition, our students use Award Reading integrated with their technology periods. This program promotes shared learning experiences and small group work focusing on reading fluency, comprehension, phonics, visual literacy and technology. We believe that if we give our students a strong background in English and native language skills through phonics and literacy starting in Kindergarten, they will be ready to perform and meet the standard on the 3rd grade state exam. (C) Developing - In addition to of the aforementioned offerings for newcomers, students receiving ESL services also receive after school intervention services two times a week, on Wednesdays and Thursdays. Students are grouped according to reading and ESL levels and are provided with additional support. Student's weakest areas are identified by formal and informal assessments, including Fountas and Pinnell and periodic assessments. (D) Long Term ELLs - We do not have any long term ELLs. We strive to implement a rigorous curriculum for all students, including ELLs, to best prevent them from becoming long-term ELLs. However, in three years we will have a plan in progress to ensure that all LONG term ELL students' needs are met. P.S. 310 will make certain that every ELL receives additional services and interventions needed to help the student perform on standard. (E) Former ELLs - Students who have passed the NYSESLAT are transitions for the next two years. These students continue to receive ESL services in order to support their academic growth. These students also continue to receive extended time on state exams. Additionally, these students continue to receive native language support through the use of native language books to strengthen their skills in acquiring and using academic language and continue to benefit from our afternoon academic enrichment programs as well as the Mid-winter and Summer academies.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section.

It does not apply. Thus far we do not have any students that meet and/or have gone through the re-identification process.

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

Students with IEPs receive ESL services through content instruction with a total of 450 minutes per week. Students who are at the beginner level receive extra small group support through push-in ESL teachers during ELA periods three times a week for a total of 165 minutes. The IEP is used to set individual goals for each student, to offer differentiated instruction, and to focus on the child's needs. Instruction is delivered using best practices such as, scaffolding, building on prior knowledge and native language support. The ESL teacher and Special Education teacher monitor the child's progress through their SMART

Chart goals. Individual plans and goals are created to meet the needs of each child. Their curriculum is the same as the other classes. However, their tasks are broken down into small steps and require more scaffolding, with more attention being paid to details or with a different focus. Some of the students in the CTT class receive speech therapy. Besides receiving the services, the special education teacher provides rhymes, songs and chants to help the student develop stronger oral language.

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

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

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**  
*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 Individually Certified Teachers (Co-teaching) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



\*Note "other approved services" does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

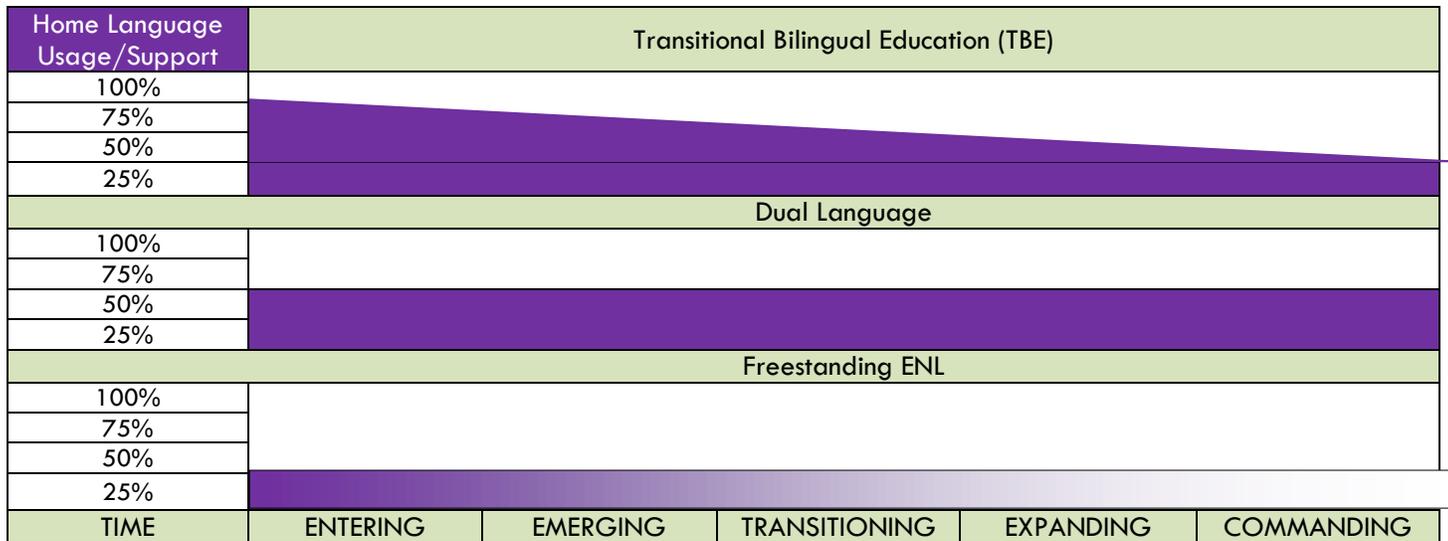


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. P.S. 310 uses data for targeted ELL interventions. Classes are established based on this data. ESL and bilingual teachers plan and co-teach with content specific teachers. Students receive small group instruction such as guided reading, skills groups, listening centers and work stations. ELLs receive native language support with the use of the bilingual library. Our library contains many books in Chinese and Spanish. In addition, the lowest 20% of ELLs receive level II RTI during extended days. Teachers develop specific content learning goals for these students and use DIBELS and Everyday Math unit assessments/checklists as progress monitoring tools. Data is constantly analyzed to ensure students' progress and reach their end-of-year goals. We have two Reading Recovery teachers that work with first graders including ELLs and SWDELLs of varying language proficiency.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The majority of our school's population are ELLs; therefore, curriculum in all subject areas is developed with ELLs in mind to meet their needs and accelerate their learning. Our school data revealed that in math we moved from 8<sup>th</sup> place in the district to 2<sup>nd</sup> and have moved from 16<sup>th</sup> place to 11<sup>th</sup> at the reading level.

At P.S. 310 all ESL lessons are grade appropriate and based on the Common Core State Standards. The ESL program encourages oral language development, cultural adjustment, and literacy development. Formal and informal assessments are used to guide instruction and for differentiated instructional groups. Instruction integrates best practices across subjects using ESL methodologies. All teachers are encouraged to co-plan during common planning periods to ensure that consistent instruction is provided across the grade levels. Scaffolding techniques are used such as modeling, total physical response, using realia, accountable talk, literacy centers, and the use of manipulatives. P.S. 310's reading program Journeys is a hands-on visual literacy program that provides differentiated lessons for ELLs. This program focuses on phonics, vocabulary sight words, grammar, and reading and writing skills. Higher order thinking and real life applications are incorporated in each unit planning and the instructional delivery for all students including ELLs and students with special needs. Additionally, ELLs have access to the writing components of the core curriculum. ELLs are encouraged to express themselves by using visual representations and/or their native language. Bilingual dictionaries, references, and books are provided for all classes to assist students, build background knowledge and aid comprehension. Finally, our technology program, leveled books, various hands-on activities contextualize the instruction and make content accessible to ELL students. ELLs are held accountable to reach the Common Core State Standards.

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

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

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

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

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

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

Our afterschool programs are open to all ELL students and are designed to enhance their learning.

Students scoring at level 1 and 2 attend our two day extended day program. This program is designed to assist students in moving forward academically in Math and ELA. Our enrichment programs are also open to all ELLs, and are designed to give our students the opportunity to experience learning as well as cultural activities that they may not otherwise have the opportunity to. The enrichment program includes the following : BRIC Arts and Crafts - This program provides the students with interdisciplinary experiences through visual arts. Students will study various artists and their work and learn how to make puppets, masks, print making, etc.

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

Reader's Theatre - Children learn to write skits from their favorite stories. They will then use vocal expression to help the audience understand the story through sets, costumes, and intricate blocking. These activities foster the development of language skills, presentational skills, and collaboration. Dance - Born to Jive - This class introduces students to various styles and basic Jive dance. The students develop the ability to focus, sequence, transition and recall through enjoyable movement activities. In addition, the students learn the fundamental footwork and rhythmic hand positions that can be applied to all other dances. Chorus - Students learn to make connections between different styles of music, language arts, and music history. They have the opportunity

to engage in activities that develop skills such as a natural singing, freedom of breath, intonation, diction and ease of personal vocal production. Drums - Students participating in the afterschool drum program will learn to play the instrument. Emphasis is placed on learning proper drumming techniques as well as improvisation, soloing and rhythm. Additionally, students will be introduced to different drums and percussion instruments that are played throughout the world. Games Club - Students will learn how to play board games such as Pictionary, Scategories, Scrabble, Boggle, Apple to Apples, Charades and Cranium. Besides having fun, Games Club will help students develop memory, attention, and problem solving skills. Students will also learn how to incorporate different content knowledge when creating their own games. Robotic Club - Students in the Robotic after school program will work in the areas of Science, Technology, Engineering, and Mathematics (STEM). The Robotic Club gives the students the opportunity to create moveable robots through designing, assembling, and programming. Salvadori STEM program – Animal Habitat - Through project-based explorations involving concrete and real-world challenges, students learn about different animal habitats around the world. They will apply what they learn in different content areas to develop sustainable environments for animals that are endangered.

We are also having a mid-winter ELL academy as well as a Summer Institute. Students will be invited to attend four instructional days.

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

There are a variety of instructional materials used to support ELLs. The school has ordered many leveled books and decodable readers to help ELLs acquire language and build early literacy skills. Manipulatives in Math, ELA and Science provide ELLs with the opportunities to explore concepts in differentiated ways and thus enhance their learning. Students also receive 110 minutes a week of technology instruction focusing on language arts and math. Children engage in interactive activities while reading electronic books through the MyOn program as well as Achieve 3000. They may watch brief video clips or use visual aids to stimulate visualization based on the class lesson, or to build background knowledge. Technology is also used in the classroom as the children learn through interactive computer programs on a variety of topics. These programs include workbooks, picture cards, songs, charts and graphs as well as learning computer skills.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

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

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

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

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

P.S. 310 teachers use instructional techniques that include, but are limited to: modeling, scaffolding, bridging, contextualization, schema building, text representation and metacognitive development. Through a thematic approach to teaching, students are taught the four modalities of language: reading, writing, listening and speaking by using the aforementioned instructional techniques.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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

19. What language electives are offered to ELLs?

We offer foreign language to all ELLs in our school including SWD students, 5 days a week, for a total of 275 minutes a week. Students can choose to learn Chinese or Spanish during the foreign language instructional periods.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
Teachers at P.S. 310 receive ongoing professional development in ESL methodologies. Teachers are also encouraged to attend PD sessions during the school year. Faculty conferences address classroom concerns such as helping newcomers, promoting literacy and social-emotional development for ELL students. The Principal shares professional articles and information with all staff members. Teachers are encouraged to sign up for trainings pertaining to their interests and needs. Our teachers have participated in national conferences, network PDs, and summer institutes such as the Teacher's College Inclusive Classrooms Project. Furthermore, our entire staff has attended Common Core Curriculum PD to align literacy with the National Standards to ensure rigor. Our summer institute focuses on improving teacher effectiveness and differentiated instruction for all, including ELLs and ELL-SWDs.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

Because of the large percentage of ELLs in our school, all teachers receive professional development that is relevant regarding how to work with ELLs. The core instructional team collaboratively developed an annual professional development plan that addresses the needs of the ELLs. For example, for the month of October the topics are as follows:

Monday, 10/5/15

Inquiry Team

Please report to the library (401) today at 2:45pm. We will be discussing how to start and facilitate an inquiry team. Including students with IEPs, in addition to Bilingual and ENL students.

Monday, 10/19/15

Differentiated PD

Session 1: Reading & Writing an IEP with Ms. Ferrer in room 405

Session 2: Integrating Visual Arts Across the Content Areas including visual for ELLs- with Ms. Venezia in room 301

Session 3: Creating Interactive Lessons and Activities with the Smartboard with Ms. Ahmed and Mr. Rohr in room 507

Session 4: Small Group Instruction with Ms. Bynum (\*for paraprofessionals) in room 407

Monday, 10/26/15

Grade Meetings

We will meet in the library (Room 401) from 2:45-3:10 p.m. to discuss facilitating and running effective grade meetings. Then the staff is to report to his/her grade leader's classroom.

Reading and Implementing an IEP with Ms. Ferrer in room 405 (\*for paraprofessionals)

Every month we carefully review the needs of our students and teachers and plan professional development to meet those needs.

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

Our school's guidance counselor provides support to students, parents and teachers as a way of making the transition from elementary school to middle school as smooth as possible. She plans and delivers workshops for all stakeholders.

4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

(1) In addition to the PD description on question 2, all of the teachers at P.S. 310 are provided with school-based professional development that supports them in working with all types of students and learners. This includes our ENL, SWD, as well as our Bilingual students. P.S. 310 takes pride in our Professional Learning Community Session Description guide, which provides detailed information regarding all of the professional development opportunities that are available throughout the year. Teachers are also encouraged to attend PD sessions during the summer. Faculty conferences address classroom concerns, such as helping newcomers catch up, or promoting literacy and social emotional development. Our principal sends us emails with information concerning available PDs and professional reading. Teachers can sign up for trainings pertaining to their interest and needs. (2) This past summer our entire staff attended a summer institute professional development to engage in the further understanding and unit development of the Common Core Curriculum and to align literacy with the National Standards to ensure rigor. In addition, ELL teachers prepared with other teachers to ensure that there is an alignment with the core curriculum. (3) Last year we had our first graduating class. Our school guidance counselor worked diligently with teachers, students and parents to ensure that our children experience a smooth transition into middle school. Parents received workshops on how to help their children choose the best middle school to meet their academic as well as language needs. (4) In addition to in-house professional development, all teachers are encouraged by the administration to attend outside professional development to meet the hours of ELL training as mandated by Part 154 guidelines.



### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The parental involvement in our school is strong. Over 300 of our parents attended the curriculum orientation, ELL program selection, PTA meetings, and Autumn Festival. Our PTA and SLT hold monthly meetings to discuss how the PTA and SLT will work in collaboration with our school to provide an enriched educational experience for our youngsters. Our school is working with community based organizations such as, BCA, Fidelis Care and neighborhood clinics. These clinics have expressed interest in wanting to host meetings on hygiene and health care. We have also set up Family Fun Night at our school where students can come and play math games, participate in art activities and enjoy a night with their parents where they learn about developing literacy skills. Recreational activities will also be available such as "Movie Night." This will allow families to come together and have fun at an affordable price and in a safe environment. Parental involvement activities address the needs of parents because parents are always wondering how they can help their children at home with their school work. By providing them with Family Fun Night, we will provide the necessary resources for them to help their child. At the beginning of the school year parents are invited to visit classrooms and talk to teachers about the upcoming school year's curriculum. Four times a year parents attend Parent-Teacher meetings to discuss their child's progress. We evaluate the needs of parents through the Parent Survey, formal and informal conversations and feedback from them. There is regular, two-way meaningful communication involving the student's academic learning and other school activities ensuring that parents play an integral role in assisting their child's learning. All communication is done in the parent's native language. Translation services are available via the Assistant Principal, Parent Coordinator, Spanish Teachers, ESL Teachers and paraprofessionals. We also send home a monthly newsletter with all of the pertinent information regarding our upcoming school activities. A goal setting sheet is sent to families three times a year. All forms are sent to them in the parent's home language. An English Language Learner binder is kept with all materials and resources that help to identify and place English Language Learners into the program selected by their parents. This includes, but is not limited to, in-person meetings, phone calls and letters sent home.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.  
**See above**
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
**See above**
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
**See above**
5. How do you evaluate the needs of the parents?  
**See above**
6. How do your parental involvement activities address the needs of the parents?  
**See above**

### D. Additional Information

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

**Paste response here:**

## **Part VI: LAP Assurances**

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

DBN: **20k** School Name: **310**  
Superintendent: **Ms. Costantino**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learn DOE.org/tiu/lac](http://www.learn DOE.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

51% of our students are English Language Learners. The indicators that we have used to assess our school's written and oral interpretation needs are through ATS reports, language survey forms, and observations of parents who need assistance when registering their children. Other observations have been noticed during PTA meetings and school events where parents were invited to attend.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

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

## Part B: Creating a Communications Calendar

---

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Though all NYCDOE letters are available in several languages, all school notices are translated by staff members and parent volunteers.

Additionally, the signs and information in the school's main corridor have been translated for parents as well.

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

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

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

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

This year we anticipate the following formal face-to-face meeting with parents;

- a. Parent-Teacher Conferences
- b. Curriculum Day meetings
- c. Monthly PTA meetings
- d. Monthly SLT meetings
- f. Weekly meetings during parent engagement time
- d. Telephone contact with parents before or after school
- e. Planned one-to-one meetings with parents
- F Face-to -Face letters

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We at PS 310 are fortunate to have half of our staff members who are either Chinese/English or Spanish/English bilingual. We also have an Arabic/English/Spanish speaking paraprofessional who assists with all the oral and written translations for our Arabic parents. In addition, parent volunteers, PTA President, Parent Coordinator, Assistant Principal, School Secretary, and School Aides are able to assist with translation, when necessary. In cases where no one is available, a staff member will utilize the Over-the Phone translation services that are available through the Translation and Interpretation Unit at the NYC Department of Education.

Teachers are required to give a minimum of 24 hours notice when they need written translations. They are also required to submit the monthly news letter a week in advance before it need to be sent home, in order to have it translated .

All written translation is provided by school staff. We are aware of the Translation and Interpretation unit and its services and will make use of them if necessary.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

All interpretation services (oral and written) will be provided by school staff. We will make use of the Translation and Interpretation Unit, if necessary. However, so far, because of the student population we serve, we have not had the need to use them.

## Part D: Training Staff on Policies and Procedures

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

We ensure that all staff members are aware of the Translation and Interpretation Unit and how to utilize their services via faculty meetings, and emails.

## Part E: Providing Notice of Language Assistance Services

---

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's

Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

**Checklist of Notification Requirements**

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

**Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parents are integral stakeholders in our school community and we value their feedback. We use parent surveys during monthly meetings to gather information from them about our translation and interpretation services and their needs.