

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

08X304

School Name:

P.S. 304 EARLY CHILDHOOD SCHOOL

Principal:

JOSEPH NOBILE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Early childhood School School Number (DBN): 08X304
Pre- K- 5
Grades Served: _____
School Address: 2750 Lafayette Avenue Bronx, NY 10465
718-822-5307
Phone Number: _____ Fax: _____
School Contact Person: Jaclyn Steinberger Email Address: _____
Principal: Joseph Nobile
Christina McGrath
UFT Chapter Leader: _____
Allison Walsh
Parents' Association President: _____
Jennifer King and Paula Merenda
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

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

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
1 Fordham Plaza
Director's Office Address: _____
JRuiz@schools.nyc.gov
Director's Email Address: _____

Phone Number: 718-828-7772 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)
Joseph Nobile	*Principal or Designee	
Jennifer King	*UFT Chapter Leader or Designee	
Allison Walsh	*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	
Lisa Blackman	Member/ Teacher	
Jaclyn Steinberger	Member/ Teacher	
Jennifer Berruti	Member/ Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
TeSean Fleming	Member/ Teacher	
Carolee Finnin-Omoigui	Member/ Parent	
Christine Lazaros	Member/Parent	
Paula Merenda	Member/ Parent	
Olive Cominsky	Member/ Parent	
Michelle Proscia	Member/ Parent	
	Member/	
	Member/	
	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.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The vision at PS 304 is to meet the needs of all students. With this in mind, the school will introduce its enrichment program. This program will be implemented through Enrichment Clusters, taking place once a week. Students in Grades 3-5 will have the opportunity to participate in this program. Enrichment Clusters exhibit a unique approach, allowing

students to take on leadership roles. Teachers act as facilitators, guiding and supporting the students to achieve their goals of the cluster. Students organize their clusters, complete research on designated topics, and create a set outcome in which they would like to produce. Clusters are chosen based on student interests, enhancing involvement, interest and creativity. Each Enrichment Cluster will explore endless possibilities on the selected topics and culminate with a product to share with the educational community.

08X304 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	558	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	62.0%	% Attendance Rate		93.4%
% Free Lunch	62.9%	% Reduced Lunch		8.7%
% Limited English Proficient	2.1%	% Students with Disabilities		18.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.1%	% Black or African American		5.2%
% Hispanic or Latino	51.0%	% Asian or Native Hawaiian/Pacific Islander		6.2%
% White	34.8%	% Multi-Racial		1.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.34	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		2.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		7.39
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	48.0%	Mathematics Performance at levels 3 & 4		59.7%
Science Performance at levels 3 & 4 (4th Grade)	95.5%	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	X	Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
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		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

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.

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

Part 2 – Annual Goal

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.

During the 2015-16 school year, our content teams will continue to work together to increase the rigor and coherence of our curricula so that it is strongly aligned to the CCLS and the instructional shifts and which will result in a 5% increase in students meeting performance levels on the ELA and Math State exams

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Professional development will be provided by assistant principal, literacy coach, and teachers</p>	<p>All staff members</p>	<p>09/15-06/16</p>	<p>Assistant Principal Literacy Coach Teacher Facilitator</p>
<p>Blooms taxonomy/Depth of knowledge will be used to deliver a higher order thinking curriculum</p>	<p>All staff members</p>	<p>09/15-06/16</p>	<p>Assistant Principal Literacy Coach</p>
<p>Tasks will be collected and monitored to evaluate alignment</p>	<p>All staff members</p>	<p>09/15-06/16</p>	<p>Data Team</p>
<p>Curriculum units of study will be aligned to CCLS</p>	<p>All staff members</p>	<p>09/15-06/16</p>	<p>Literacy Coach</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>										
<p>Instructional tasks provided by the data team</p> <p>MOSL Performance Tasks</p> <p>Data Team</p> <p>Literacy Coach</p> <p>Assistant Principal</p>										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
<p>X</p>	<p>Tax Levy</p>		<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

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.

By February 2016, students will have completed an initial baseline assessment and a mid-year assessment.

By February 2016, students will have completed 3 instructional tasks to evaluate students' progress towards increasing their ELA/Math scores.

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

Part 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.

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

Part 2 – Annual Goal

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.

By June 2016, the school will implement a positive behavior program which will result in a 5% decrease in behavioral incidents as evidenced in OORS reports.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Students will be introduced to the C.A.R.E program by school staff</p>	<p>All Students and all staff</p>	<p>09/15-06/16</p>	<p>Assistant Principal</p>
<p>Parents will be advised of the C.A.R.E program</p>	<p>All Students and all staff</p>	<p>09/15-06/16</p>	<p>Principal</p>

School will implement a reward program for classes in accordance with the program	All Students and all staff	09/15-06/16	All Staff members
Students of the Month from each class will be chosen and acknowledged in assemblies	All Students and all staff	09/15-06/16	Classroom Teachers

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.
<p>C.A.R.E. Coins</p> <p>Tally Sheets</p> <p>Letters sent home to parents</p> <p>Slide show for students</p> <p>Rewards</p> <p>Award certificates</p> <p>Monthly assemblies</p> <p>Safety Squad members</p>

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.
<p>By February 2016, there will be a 2% decrease in incidents in the OORS report.</p> <p>By February 2016, class tally sheets will be collected and monitored for improvements in behavior</p>
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 a result of the 2014-2015 Teacher Evaluations on ADVANCE, there was a need to improve HEDI ratings in domain component 3b of the Danielson Framework

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.

By June 2016, ongoing professional development and teacher collaboration will be implemented to improve literacy strategies within the content areas so as to improve instructional practices and promote high levels of engagement that will result in 15% of the teachers improving one HEDI rating in domain component 3b of the Danielson framework on their summative evaluation

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Teachers will attend PD on how to implement the evaluation component of questioning and discussion techniques and using assessments in instruction</p>	<p>All teachers</p>	<p>9/15-6/16</p>	<p>Assistant Principal, Principal, Literacy Coach</p>

Monthly meetings/training will be offered	All teachers	9/15-6/16	Assistant Principal, Principal, Literacy Coach
Teachers will attend off site PD	Teachers will be selected based on evaluation	9/15-6/16	Assistant Principal, Principal, Literacy Coach
Teachers will use questioning techniques to promote different types and levels of thinking (recall, critical thinking, divergent thinking)	All teachers	9/15-6/16	Assistant Principal, Principal, Literacy Coach

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.											
Professional Development Training Sessions											
Review articles on best practices											
Watch videos											
Classroom intervisitations											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.
By February 2016, principal and assistant principal will review teacher observations to determine those in need of additional support.
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 the 2014-2015 Parent Survey, there is a need to improve communication with parents on a regular basis.

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.

By June 2016, the school leader will improve the communication systems by having a communication board located in the lobby and have monthly parent workshops so that parents and families feel welcomed and encouraged to engage with the school which will result in a 5% increase in parent satisfaction as evident by question 3 in the school environment survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 			
School leaders will maintain a communication board	Parents	9/15-6/16	Principal, Assistant Principal and Teachers
Teachers will offer monthly grade meetings	Parents	9/15-6/16	Teachers

School leaders will meet with various committees to turn-key information	Parents	9/15-6/16	Principal, Assistant Principal
School leaders will survey teachers for needs and concerns	Parents and Teachers	9/15-6/16	Principal, Assistant Principal

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.											
Parent contact information (phone numbers, emails)											
Schedule for workshops											
Informational letters to parents											
School bulletin board											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.
By February 2016, parents will complete a mid-year survey to check for satisfaction.
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.

As a result of the 2014-2015 school environment survey, there is a need to increase opportunities for parent engagement so that parents and families feel like they’re active members of the PS 304 family.

Part 2 – Annual Goal

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.

By June 2016, there will be increased opportunities for parent engagement within the school so that parents and families feel welcomed and encouraged to engage with the school which will result in a 5% increase in parent satisfaction as evident by the school environment survey

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Parent workshops will be offered by grade	parents	9/15-6/16	Teachers, Parent Coordinator
S.L.T. and P.T.A. will run events for families	Parents and Teachers	9/15-6/16	S.L.T. and P.T.A.

School staff will create a school web site	Parents	9/15-6/16	Teachers and P.T.A.

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.											
Volunteers for events											
Math and ELA materials											
Schedule of events											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st 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.
By February 2016, parent surveys and feedback, sign-in sheets for workshops will be collected and analyzed to monitor parent satisfaction
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.

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

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students mandated by IEP, Teacher recommendation	Social Worker School Psychologist	Small Group Instruction Counseling 1-1	During the school day
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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.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>100% of the staff at PS 304 is Highly Qualified, teaching within license</p> <p>All new teachers are assigned a mentor with whom they meet on a weekly basis</p> <p>Teachers who are new to the school are assigned a "buddy teacher"</p> <p>A comprehensive, professional library is maintained, providing teachers with necessary resources.</p> <p>All teachers are provided the opportunity to attend professional development</p>

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>PS 304 looks for educators with a strong belief in Balance Literacy.</p> <p>Willingness to collaborate and work cohesively with colleagues. •</p> <p>Desire for ongoing learning, showing an initiative for professional development.</p> <ul style="list-style-type: none"> • Self- reflective teachers, utilizing educational support and resources. • Shares best teaching practices. • High value of education and expectations.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for	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.

		FY '16 school allocation amounts)	Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	317,921.00	x	Pages 9,11,13,15,17
Title II, Part A	Federal	137,652.00	x	Pages 9, 11,13,15,17
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,766,597.00	X	Pages 9,11,13,15,17

¹Explanation/Background:

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

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

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

- 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.

²The **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.

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

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

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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

Parent Compact 2015-2016

Dear Parents,

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

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

The School Agrees

- To convene an annual meeting for Title I parents and the PS 304 community to inform them of the Title I program and their right to be involved.
- To offer a flexible number of meetings at various times, and if necessary, and if funds are available, to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.

- To actively involve parents in planning, reviewing, and improving the Title I programs and the parental involvement policy.
- To provide parents with timely information about all programs.
- To provide performance profiles and individual assessment results for each child and other pertinent individual and school district education information.
- To provide high quality curriculum and instruction.
- To deal with communication issues between teachers and parents through:
 1. Parent-teacher conferences twice a year; 1 Meet the Teacher Night; 1 parent engagement session
 2. Frequent reports to parents on their children’s progress
 3. Reasonable access to staff (e-mail, phone, conferences)
 4. Opportunities to volunteer and participate in their child’s class (trips, celebrations, special events, etc.)
 5. Observation of classroom activities
- To assure that parents may participate in professional development activities if the school determines that it is appropriate, i.e. literacy classes, workshops on reading strategies.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not certified within the meaning of the term in section 200.56 of the Title I.

The Parent/ Guardian Agrees

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

- To ask parents and parent groups to provide information to the school on the type of training for assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.

Tear Off and return to your Child's Teacher

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

Child's Name Class

Parent Signature _____

PS 304 School-Parent Involvement Policy 2015-16

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

II. The policy encompasses all parents including parents of English Language Learners and special needs students.

III. The policy is designed based upon a careful assessment of parents' needs and the evaluation of the effectiveness of the Title I Parent Involvement Program.

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

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

-

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

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

-

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

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 Joseph Nobile	Assistant Principal Bonnie Boltax
Coach Cathy Bernard	Coach type here
ENL (English as a New Language)/Bilingual Teacher Linda Gonzalez	School Counselor
Teacher/Subject Area	Parent type here
Teacher/Subject Area	Parent Coordinator Lisa Schihiro-Reilly
Related-Service Provider Claudia Baez	Borough Field Support Center Staff Member type here
Superintendent	Other (Name and Title) type here

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

D. Student Demographics

Total number of students in school (excluding pre-K)	483	Total number of ELLs	18	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): #INGEST ERROR!
Dual language program (DL)	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Freestanding ENL	Yes <input 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 #
Transitional Bilingual Education														0
Dual Language											18	4	4	0
Total	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					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	0
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (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	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	4	0	0
ENL	3	0	0	0	0	0	7	4	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE —											0	SELEC T ONE Alban ianAr abicB engal iChine seFre nchHa itianK orean Polish Punja biRuss ianSp anish Urdu Yiddis h		0
SELECT ONE —											0	SELEC T ONE Alban ianAr abicB engal iChine seFre nchHa itianK orean Polish Punja biRuss ianSp anish Urdu Yiddis h		0
SELECT ONE —											0	0	0	0
TOTAL	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	ELL	EP														
SELECT ONE —															0	0	SELEC T ON EAlb ania nAr abic	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																	
																		Bengali Chinese French Haitian Korean Polish Punjabi Russian Spanish Urdu Yiddish			
SELECT ONE —																0	0			0	0
SELECT ONE —																0	0	0	0	0	0
TOTAL	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	0
SELECT ONE —						0	0			0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____						0	0	0	0	0
TOTAL	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): 3

Number of students who speak three or more languages: 3

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	2	4								13			0
Chinese	1		1								2			0
Russian											0			0
Bengali	1										1			0
Urdu											0			0
Arabic											0			0
Haitian											0			0
French											0			0
Korean											0			0
Punjabi											0			0
Polish											0			0
Albanian			1								1			0
Other 1											1	0	3	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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 NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)											0			0
Emerging (Low Intermediate)											0		1	0

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Transitioning (High Intermediate)			1								2		3	0
Expanding (Advanced)			2								5			0
Commanding (Proficient)											0	0	4	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 NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT 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			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	3	2	3								11		1	0

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3		1	2	2	0
4		4			0
5		0			0
6		0			0
7		0			0
8		0			0
NYSAA		0			0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3						1	3		0
4						5			0
5						0			0
6						0			0
7						0			0
8						0			0
NYSAA						0			0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4		4				6			0
8						0			0
NYSAA Bilingual (SWD)						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				
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)								
Chinese Reading Test						The assessment tools we use to assess the early literacy skills of our ELLs are	In the NYSESLAT, the data shows that in all grades, 1-5 as they move up	Our school uses the AMAO tool to help make data driven decisions. We are able to

						<p>the Fountas and Pinnell, Foundations, Teachers College-Phonics and Word Recognition, IRLA-Word Recognition and Letter Sound for Kindergarten Only, DIBELS-Close reading assessment, MOSOL-writing performance task and teacher created assessments. After these assessments, the data has shown that some students are having difficulty distinguishing between the short vowels, a,e,i,o,u. In the lower grades, some students are only looking at the initial letter of a word and not</p>	<p>to the upper grades, the students with disabilities are having a lot of difficulty with the reading and writing portion of the test. The general education students are also having difficulty with the reading and writing portion of the test. The students do better with the speaking and listening portion of the NYSESLAT.</p>	<p>focus on the progress toward achievement of proficiency for specific subgroups of ELLs and the design of effective instructional programs and/or interventions for those students. According to the data, patterns across the modalities, there is clearly a need to continue to expand the vocabulary, reading and writing instruction. In order to address the language acquisition and speaking skills of the ELLs in literacy, we will provide the students to interact with each other during the "Turn and Talk"</p>
--	--	--	--	--	--	---	---	---

						<p>looking further at the rest of the letters to read the words correctly. In the close reading assessments, students are in need of comprehending what they are reading when it comes to analyzing and need to work on critical thinking skills. The data also shows that we need to work on vocabulary skills. In writing, the students are lacking grammar skills, spelling, difference in homophones, writing in paragraphs and answering the questions that are given. The instructional plan is to work on</p>		<p>sessions to share common and uncommon experiences. In writing, the opportunity to produce written pieces daily will be incorporated, not only in literacy lessons but into content area instruction as well.</p>
--	--	--	--	--	--	--	--	---

						distinguish ing all the short vowel sounds, the Foundations strategies for reading, comprehe nsion skills, grammar and vocabu;ar y skills. Progress monitoring will be done with teacher observati ons and teacher made assessmen ts including assessmen ts from the programs used.		
--	--	--	--	--	--	---	--	--

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.
In the NYSESLAT, the students show progress every year and they are moving up in the performance levels, however, as the work gets more difficult, they are not progressing as well. The teachers are giving assessments to the ELL students and finding that they are having difficulty with vocabulary, reading comprehension, and writing skills. With the data from the assessments and teacher collaboration, they are using the data to teach the children. From the periodic assessments, the school is learning that some ELL's are still having difficulty and are working at a slower pace and are trying to catch up to other students.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
In our school, Tier 1 is the instructional core that is needed to incorporate high quality, rigorous and evidence based instruction for all students. The teachers do a baseline assessment at the beginning of the year and progress monitoring is done by teacher observations, "turn and talk", informal and formal assessments. The teachers do the Tier 1 Core Instruction and from the data they teach according to the students needs. Then Tier 2, the students identified as "at risk" who are performing below expected levels or needing support are provided with small group instruction, Academic Intervention Services or "Double Dose" of the Foundations program with progress monitoring, to find out how the students are responding to the instruction, in addition to the core instruction. Then, in Tier 3: students who continue to struggle without progress after a period of 10 weeks in Tiers 1 and 2 the student is provided with individualized intervention along with the Tier 1 instruction. The classroom teacher and the service providers collaborate during their weekly meetings regarding the progress of the students and make an instructional plan for each child. For each English language

learner who scores below specified levels of performance on the annual English language proficiency assessment, we as a school will determine the additional support services to provide to the student, taking into consideration the number of years of instruction in the English as a new language program, English and home language literacy, content area and social-emotional support needs of students with inconsistent/interrupted formal education, the English and home language needs of long term ELLs, results of the annual English language proficiency assessment exam, the ENL teacher recommendation, samples of the student work and content teacher recommendation. According to the patterns across the modalities, there is clearly a need to continue to expand the vocabulary, reading and writing instruction. In order to address the language acquisition and speaking skills of the ELLs in literacy, we will provide the students to interact with each other during the "Turn and Talk" sessions to share common and uncommon experiences. In writing, the opportunity to produce written pieces daily will be incorporated, not only in literacy lessons but into content area instruction as well. If a student isn't doing well academically, the team will meet and discuss the concerns and try to get the needed support services for the student, whether it be Academic Intervention Services in reading or math or whether the child needs to be serviced by the Special Education Teacher for support services. Teachers are given ENL strategies in order to address the needs of the students. RTI, Response to Intervention, is an instructional model that aims at prevention and early intervention through a tiered system of instructional support- one that adds layers of instructional support to the core curriculum, based on the changing needs of the student learners. This includes levels of intervention and instruction that increase in duration and intensity over time. As students improve, measured by reliable and valid assessments, the extra supports are removed. Our Child Study Team meets every two weeks or when needed and they discuss the children in the school who need RTI or any other support service. We believe that the earlier or younger the students get the support, the better it is for the child.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The classroom teachers meet with the ESL teacher and are notified of the ELL students and the former ELL students. The ESL teacher and the classroom teacher collaborate and look at the scores the students received on the NYSITELL and the NYSESLAT. They look at the data from their assessments and teacher observations and make a plan of action for the instructional needs of these children. The ESL teacher gives the other content area teachers and the cluster teachers some strategies. Some of the strategies are how to speak at a slower pace, enunciate when speaking, repetition, pair the students, role play, "talk and turn" and team up with a buddy.

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?

We do not have a Dual Language Program in our school.

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](#).]

We evaluate the success of our programs for ELLs by doing teacher observations, "turn and talk," informal and formal assessments. The ESL teacher uses the Empire State NYSESLAT materials and The Foundations phonics program to teach the foundations of reading to scaffold them and then use other materials, to address the students needs according to the data. We use the Teachers College Program and their assessments. The students are limited in their ability to meaningfully decode words and/or demonstrate more than direct comprehension. They can understand mostly common words or phrases but get lost or confused when reading becomes more challenging. In writing, the Entering or Emerging level children use familiar vocabulary and write simple descriptions about familiar topics. Teachers meet during a common prep and evaluate the students work. Teachers look to see what the students are using and doing correctly, so they can meet the needs of the students. Teachers also evaluate their teaching. They think about, could it be taught another way or maybe we can observe another teacher in the building and learn different strategies from their colleagues. We also look at the pre and post assessments that are given to the students. We also look at the NYSITELL modality scores and compare to the Spring NYSESLAT scores and evaluate where they made progress and what needs to be addressed. We look at the Annual Yearly Progress for all ELL's. The data is then used for instruction. In their classroom, the ELL students take baseline assessments in reading, writing and math. The data will be used for instruction. After the instruction, the teachers will do teacher made assessments, and post assessments from the reading, writing and math.

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

During the registration process, parents of new entrants to the NYC Public School System are required to complete the Home Language Identification Survey (HLIS). The procedures we follow to identify our ELLs are initiated based on the responses to the HLIS. As CR Part 154.2, we administer the Home Language Survey to new NYS admits in grades K-5 as well as those who have not been in a NYS public school for 2 or more years. Students who have not been in a NYC or NYS public school for 2 or more continuous years are eligible to go through the ELL identification process. Then based on the HLIS results, which includes an oral interview with detailed questions in the students and parent language, the ENL teacher, Mrs. Gonzalez, who has a New York State Permanent certification license and a Bilingual Common Branches License will determine if the student needs to be given the NYSITELL. The NYSITELL will only be administered to those students whose home language is not English and eligible after the interview. If the student does not pass the NYSITELL, then the Spanish Lab is administered. Once the HLIS is completed and the parent identifies the

home language is English, the student enters a general education program. If the parent indicates the home language is other than English or the student's native language is other than English, initial informal assessment procedures are implemented. All new entrants whose HLIS form indicates a language other than English on one question in Part 1: questions 1-4 and two questions in questions 5-8 must take the NYSITELL. A student who scores below the cut scores on the NYSITELL in English and speaks Spanish is then given the Spanish Lab. Any student who scores below commanding level is considered an English Language Learner (ELL) according to the NYS education regulations. All these procedures must be done within the first 10 days of school.

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?

If we register a SIFE student, we use a questionnaire in English and in the student's native language to determine if they need the ENL services. The questionnaire consists of Personal and Language information, Benchmark 1: Family and Home Background, Benchmark 2: Education History, Benchmark 3: Language and Literacy Practices and Benchmark 4: Other questions.

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

The Language Proficiency Team (LPT) consists of Assistant Principal, Bonnie Boltax, Linda Gonzalez, English as a New Language Teacher, Claudia Baez, Special Education Teacher and the student's parent. A student who enters our school with an Individual Education Program (IEP), we review the IEP in order to determine NYSITELL eligibility, whether the student should take the NYSITELL. A student may come from a home in which a language other than English is spoken however, due to prior educational, social, and/or personal experiences the student is dominant in English. Therefore, we interview the student in both English and the home language. If the student is ineligible to take the NYSITELL then the identification process ends. If the student is eligible for the NYSITELL, it is then administered. If they don't do well on the NYSITELL, and they speak Spanish, the Spanish Lab is then administered. Based on all the evidence, the LPT makes a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the parent needs translation services, a pedagogue will translate. If a student who has an IEP needs the ELL service, the student is given the NYSITELL. The LPT reviews the IEP and makes a recommendation to the principal whether the student should take the NYSITELL or should not take the NYSITELL. The principal signs the Language Proficiency Team NYSITELL Determination Form. Then the form is submitted to the Superintendent and determines whether the student should take the NYSITELL and the parent is notified. This is done within 20 days of enrollment.

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.
Letters are sent home with the students in the parent's preferred language. Parents are called and notified that they will be receiving a letter whether their child is entitled or not entitled to English language services. Copies of the entitled or non-entitlement letters are kept in a binder. The English as a New Language teacher is responsible for this process.
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).
Beginning 2015-2016 year, a student who has undergone the ELL Identification Process (as a result of first time entry or reentry) may go through the ELL Re-Identification Process. The Re-Identification Process allows schools, parents and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification process may be utilized for students who have a home language other than English and are ELL's and non-ELL's. The school must initiate a review of the ELL status determination upon receipt of a written request from, a student's parent or guardian, a student's teacher (if the teacher's request includes written consent from the parent or guardian), a student of 18 years or older. The Re-Identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days. The parents receive the letters in their preferred language, Spanish, English, Bengali, from Mrs. Gonzalez, the English as a New Language teacher. Copies are kept in a compliance binder. These records are kept for 3-5 years in the school files.
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).

After parents fill out the HLIS and the interview or NYSITELL is given, parents are notified if their child is entitled or not entitled for ENL services. If the child is entitled, Parents receive a letter stating that they should come in for the Parent orientation with Mrs. Linda Gonzalez. In September, a date and time is given for them to attend. Mrs. Gonzalez conducts Parent Orientation sessions using translated materials (brochures and DVDs) provided by the Office of ELLs. Translation is provided for non English speaking parents by Mrs. Gonzalez the ENL teacher in Spanish. From this orientation the school provides parents with information that allows them to understand all three ELL program choices which are offered by the NYC DOE: Transitional Bilingual Education (TBE) English as a New Language (ENL) and Dual Language programs. Our school adheres to the state regulations on placing ELL students in the program the parent has chosen within the first ten days of school. After watching the DVD, if any parents have any questions, they are addressed by Mrs. Gonzalez, the ENL teacher. If the parent selects the Transitional Bilingual Program then information about the process will be communicated to them. Mrs. Gonzalez, the ENL teacher, explains that the Transitional Bilingual Program is when standard based subject matter instruction is provided in the students native language with intensive support in ENL. As English proficiency increases, so does the amount of time students are taught in English. Mrs. Gonzalez also explains the Dual Language Program. Programs integrate ELLs with native English speakers so that all students develop second language skills while learning content knowledge in both languages. As for the ENL Program parents are informed that ELL students are taught in English using the ENL methodologies and native language support for a specific amount of time. At this time, due to lack of enough ELL students, the school is only offering ESL.

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.

Mrs. Gonzalez, the ENL Teacher sends an entitlement letter home with the child and also makes a personal phone call informing them to come in for a parent orientation on a given date and time that is convenient for the parent but within the allowed time as CR Part 154. The parents view the video in their native language and then fill out the program selection form after the video. If a parent decides to take the form home and has not been returned the following day, the ENL teacher calls the parent and reminds them to bring it in or send it in with their child. This process is done within the first 10 days of school or enrollment. The English as a New Language Teacher, keeps these forms in a compliance binder. If the parent selects the Freestanding ENL program, the child will receive those services in our building. If the parent selects the TBE/DL program, the student will continue to receive services in PS 304 until a TBE/DL program is located in another school within our district.

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).

We have not experienced Parent Survey and Program Selection forms that have not been completed or not returned. However, if we did experience this, the ENL Teacher would call the parent to return the forms in the parents preferred language. Letters are also sent in the parents preferred language.

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 the parent has selected their program of choice, letters are sent home in their child's folder. Letters are sent in the parents native language. Copies of the placement letters are kept in the compliance binder.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

The HLIS form and the program selection forms are placed in the child's cumulative record card. The ENL Teacher, Mrs. Gonzalez, retains copies of the HLIS,

Entitlement or Nonentitlement letters or any other documentation in a binder. The main office also retains a copy of the HLIS forms.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

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

9. Describe how your school ensures that placement parent notification letters are distributed.

Once the NYSESLAT scores have been received at our school, in September, the ENL Teacher sends letters home to the parents in their preferred language, for those children who will be receiving continued services and transitional support in our Freestanding ENL program within the first five days of school.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
The trend in program choices that parents have requested is the Freestanding ENL program. We offer the Freestanding ENL program which is aligned with the parent requests. In the past years, parents of the kindergarten children who registered at PS 304, have selected the English as a New Language program. In the fall of 2014, four parents selected the ENL program for their kindergarten children. Every year parents have selected the English as a New Language program. In September, 2015, we have not registered any children who need to take the NYSITELL because they do not need the program according to the HLIS and the Oral language Interview.
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.
The students receive ENL for a certain number of minutes according to their levels in the ENL program. The students are grouped heterogeneously or by levels. The students receive the ENL services for a block period of time. They are not pulled out of the classroom during the literacy or math block periods. Here are the different models for ENL. The stand-alone
English as a new language is an ENL delivery model which students receive instruction in order to acquire the English language needed for success in core content courses. A student cannot receive stand-alone English as a new language in lieu of core content area instruction.
Integrated ENL-English as a New Language is an ENL delivery model in which students receive core content area (ex: English language arts, math, science, or social studies) and English language development instruction from dually certified teacher or two certified teachers.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Paste response to questions here:
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).
Paste response to questions here:

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.
The ENL is delivered by the ENL teacher as a stand alone program. Entering and emerging students get, 2 units of study, 360 minutes per week. The Transitioning and Expanding students receive 1 unit of study per week (180 minutes). The former ELL's must receive services for an additional two years after exiting the ENL program for 90 minutes each week. The students receive the number of minutes that they are entitled too by getting their services in a block of time which meets the standards.
 - b. TBE program. *If applicable.*
ENL strategies are infused into content area instruction. We align our instruction to the Common Core Learning Standards and scaffold them for our ELLs in the following ways:
Teachers use visual, aural and kinesthetic (hands on) modes to address multiple learning styles and multiple intelligences.
Teachers scaffold the students learning by reinforcing and repetition.
Small group instruction allows for differentiated instruction.
Center activities encourage language development.
In the lower grades during guided reading, students are encouraged to develop language through an extensive picture walk.

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

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

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

Our ENL

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

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

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

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

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

Teachers scaffold the students learning by reinforcing and repetition.

Small group instruction allows for differentiated instruction.

Center activities encourage language development.

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

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

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

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

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

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

their prior knowledge. Students participate in activities that promote academic discourse, such as accountable talk.

Teachers guide the students on how to use the "Writing Process": process of pre writing, drafting, revising and proof reading to produce a well constructed informal text. Teachers incorporate the linguistic objective/linguistic teaching point. This is done through graphic

organizers, scaffolding information through schema building, the use of process charts, experience charts, shared writing, flexible partnerships and think and pair-share activities. The teachers regroup the students according to their level. The beginners are using picture cue cards to identify certain items to enhance their English. Listening and following directions is being addressed.

c. DL program. *If applicable.*

We use the Freestanding ENL model, therefore the ELLs are not evaluated in their home language, but we do assess in the English language.

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)?

The ESL teacher assesses the students for speaking and listening through discussions, "turn and talk" activities, presentations, role play, playing games. In reading the student is evaluated with the Fountas and Pinnell Assessments by doing a running record for fluency, answering comprehension questions related to the text to see if the student is demonstrating the level of competency. In

writing, the students are assessed in the Teachers College writing and the writing performance task.

The children are assessed throughout the year with Teacher made assessments and also by using Continentals New York ELLs workbooks which address all four modalities. The children are assessed during the year with a baseline assessment, Foundations assessment, listening, speaking and writing activities.

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.

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

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

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

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

e. Our plan for former ELLs is to give them the support after they have received a Commanding in the NYSESLAT. The former ELLs are entitled to receive services for two years after they have become proficient. ELL student are also entitled to get testing accommodations, they will receive extended time on state exams and also classroom assessments. Our school provides Academic Intervention Services and Extended Day Services to the former ELLs. ESL instruction and or regular consultation between the ESL teacher and the classroom teacher is also provided.

A newcomer ELL works on oral language, vocabulary, identifying pictures of items like animals, places, names of things, identifying letters and sounds. The newcomers need a lot of oral language to develop their language acquisition. The developing students work on literacy strategies to enhance their English language skills. They also work on listening, reading and writing skills. The long term students will continue to work on the skills and strategies needed to achieve the commanding level. The former ELLs will continue to work on speaking, listening, reading and writing strategies that are aligned with the common core learning standards or any skills they are lacking according to the assessments.

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

The school will initiate a review of the ELL status upon the receipt of a written request from a student's parent or guardian, a student's teacher (if the teacher's request includes written consent from the parent or guardian). The re-identification process must be completed within 10 school days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days. There are several other steps to be taken. The school reviews all documents related to the initial or reentry identification process. We review the student's work in English and in the home language. We may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the NYSITELL be readministered. The school has to consult with the parent or guardian. The school has to review the results of a school based assessment administered by the qualified personnel in the student's abilities in listening, speaking, reading and writing in English. Based on the recommendation of the qualified personnel, the principal determines whether to change the ELL status or not. Written notification is sent to the parent or guardian. If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the status, the process continues. Upon the receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student, the relevant documents and recommendations are sent to the superintendent for review and final decision. Written notification of the decision is sent from the superintendent to the principal, parent or guardian in the parent's preferred language within 10 school days of receipt of the documentation from the principal. If the decision is not to change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified. All notifications and documents are kept in the student's cumulative folder. Between 6 and 12 months from the date of the superintendent's notification to the principal, parent or guardian, the principal reviews the reidentification process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal then meets with the qualified personnel and consultation with the parent or guardian and if they decide that the student was affected academically by the determination, the principal must provide additional

support services to the student and may reverse the determination within the same 6-12 month period. if the principal decides to reverse the ELL status, he must consult with the superintendent.the final decision notification is then sent to the parent or guardian

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

Some of the strategies we use for the ELLs are:

Teach key words, for vocabulary and language development, read and reread books, read alouds, shared reading, "turn and talk" with a partner , guided interaction, metacognition and authentic assessments, explicit instruction, meaning-based context and universal themes, modeling, using graphic organizers and visuals.

Teachers have regrouped students according to their level in literacy and math. They are using materials that are age appropriate, supports the curriculum, and have strong picture support for the low literacy students. Listening and following directions are being addressed. Repetition is key for the newcomers. Interactive role play, games, songs, Read Alouds, CDs, and tapes are used for listening. Teachers model the use of language in which the students are expected to participate. Teachers use stories that are based on students interest and connect to their prior knowledge. Students participate in activities that promote academic discourse , such as accountable talk. The strategies being used are, using visuals that reinforce spoken or written words, employ gestures for added emphasis, adjust our speech: speak slowly, enunciate; use longer natural pauses, use shorter sentences and simple syntax. We stress high frequency words. Teachers guide the students on how to use the "writing process": process of prewriting, drafting, revising and proofreading to produce a well constructed informal text. Teachers incorporate the linguistic objective/linguistic teaching point. This is done through the use of graphic organizers, scaffolding information through schema building, the use of process charts, experience charts, shared writing, flexible partnerships, and think pair-share activities. This instructional strategies used for English language development are: read alouds, shared reading, turn and talk with your partner. is done throughout all the content areas. All staff members become familiar with the IEP. The teacher read the students goals are so they can be addressed in the instruction of the students. On Tuesdays, from 2:40-4:00 have meetings and read the IEP of the students for instructional needs.

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

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

The Child Study Team meets and discuss the concerns of the students who are having difficulty academically or in their setting. The team may recommend screenings or any intervention services for the child. There is flexible scheduling, if a student is strong in a certain subject area, they attend a flexible program in the same grade. We use differentiation. There are more than one adult in the classroom and during our content areas , the teacher and the paraprofessionals work in small groups, we do not pull out during the literacy or math block. We also place the students with IEPs in general education classes with support from the Special Education Teacher (SETSS) . We have inclusion classes with two teachers and differentiated instruction is done. During the literacy block, no provider is allowed to pull out any children, at these times the providers push into the classroom.

The teachers read and are familiar with the students IEP On Tuesdays, paraprofessionals meet and discuss the goals of the students IEP. They will work with the students on the goals.

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.

The language the programs are being offered are in English. The targeted intervention programs we use are the Fountas and Pinell, Intervention Works, Double Dose Foundations in grades Kgn and grade one, Imagine Learning for grades Kgn-3. In Math, we will be using a component of the Go Math Program. There is an online component for the Go Math and the students and parents will be trained in using this program. In grades 1-5 we offer extended day program, where the teachers do small group instruction in literacy. The teachers work on specific skills with the students in literacy or math. As the dates for the state

tests get closer, we offer Test Prep sessions for grades 3-5 for literacy and math. In Social Studies and Science the teacher uses graphic organizers, visuals, manipulatives, small group instruction and technology, laptops, to address the needs of the students.

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?

For the past few years, we have used the Empire State NYSESLAT program. This program has been effective because it addresses the needs of the students. It has the Speaking/Social Interaction, Listening, Reading and Writing components that are aligned to prepare the students for the NYSELAT. Using the picture cue cards and the spoken word for the picture has been effective for the newcomers to learn the language of English. We have also used the Foundations program and it has been very effective in teaching the phonics, decoding and spelling skills needed for reading and writing. Using Big Books and doing repeated readings have helped the ELL students with language, high frequency words and comprehension. Read Alouds have also been effective in listening to the English language and having discussions where the students need to participate and collaborate with their peers. In math we used Everyday Math and placed the students into groups according to their level and had group discussions on how to solve the problem and explain the process and how they got their answer. For ELA and Math we use performance assessments including On Demand in writing. The teachers review the data and provide small group instruction. The teachers look at the pre and post data to provide the instruction necessary aligned. The Social Studies teacher is being trained in curriculum to develop understanding and integrating of Social Studies in ELA. We are part of the Carmen Farina initiative of the TCRWP: Teachers College Professional Development in Writing. The Science teacher attends PLC: Professional Learning Cycles District Wide. Teachers are made aware that they have ELL students in September by the ENL Teacher. They attend a one on one meeting with the ENL teacher to discuss who the ELL students are, the level they are in, the number of years in the program, former ELL's and are given strategies on how to address the child's needs. In ELA the students are given performance assessments in ELA and Math. For writing, the students are given an On Demand writing assessment. The teachers review the data and provide small group instruction in reading, math, and writing. The language development is addressed by using the teacher observation and the "turn and talk" method and while listening to the students, the teachers write down their observations and then addressed. The Social Studies teacher is being trained in curriculum to integrate the understanding the use of social studies in ELA. We are a part of Carmen Farinas initiative of the TCRWP- Teachers College Professional Development in writing. The Science teacher is attending the District wide PLC- Professional Learning Cycle to address the needs of the students.

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?

For the upcoming school year, we will incorporate a new program, IRLA, for Word recognition and Letter sounds for Kgn only. We will continue to use the Foundations phonics and decoding program for the lower grades. another new program we will use is DIBELS for close reading. We will incorporate the Teachers College Reading and Writing for grades Kgn-3, and for grades 4-5 we will use the Ready Gen Program. We will be introducing Teachers College Reading, the Teachers College Writing Program, the NTN-National Training Network for Math. We are part of the school initiative program.

Chart

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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

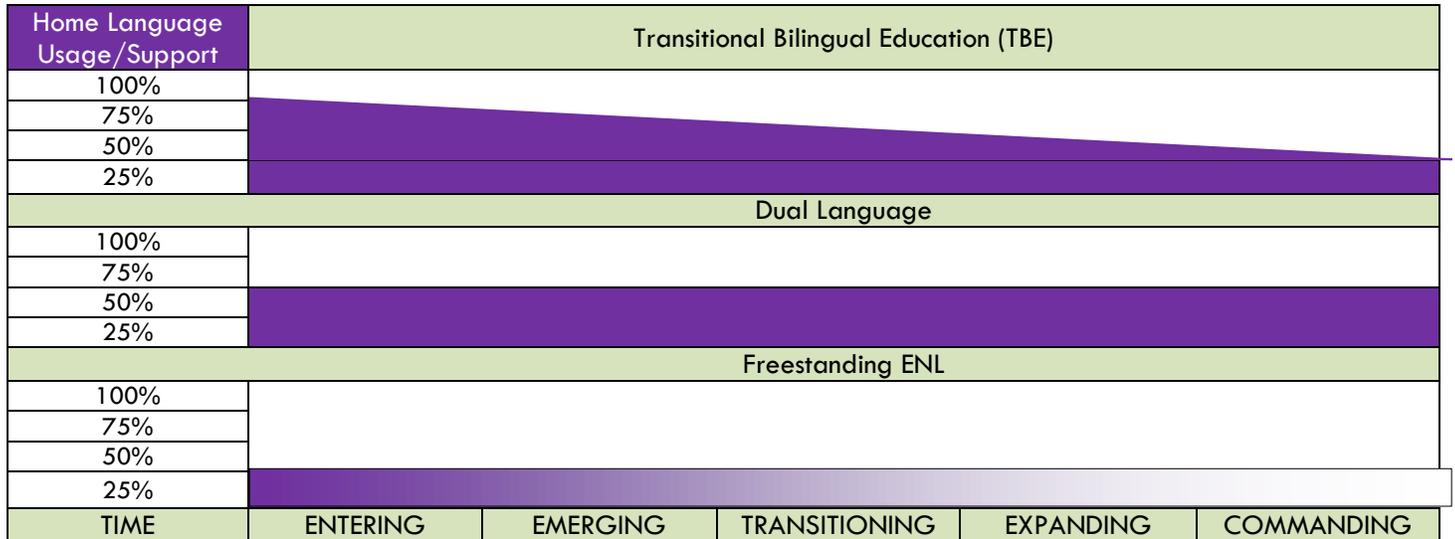


*Note “other approved services” does not apply to New York City at this time.

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.
We are discontinuing the Ready Gen Program in the lower grades, 1-2. The coursework was much too difficult for the students. This program didn't meet the needs of our students. It didn't teach our students the reading strategies they needed for early literacy.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
All students, including the ELL students are invited and encouraged to participate in all after school programs. Letters are sent home to notify the parents of the school programs and parents get the notices in their preferred language. The ELLs are held to the same high standards as all the other students. The ELL students have equal access to all the programs the other students are given. Ultimately, it is our goal to help ELLs achieve academically through quality, sensitive, challenging and focused instruction. In our building the after school programs we offer are, extended day. During the extended day, teachers work with small groups. On Mondays, small instruction is in literacy and on Tuesdays small group instruction is in math. We also have a Cluster Program for grades 3-5 on Friday afternoons which allows the ELLs to select a program of their choice which is an extra curricular program but involves academics.
12. What new programs or improvements will be considered for the upcoming school year?
In grades K-2 we use the Foundations Program for phonics, decoding and writing. Concepts of print, Teachers College writing and Go Math. The Go Math program is specifically written to support the Common Core State Standards. It has a technology component which allows the students and the parents go online and practice the math. The students go to Social Studies and use the laptops. They are taught the language and vocabulary for using the laptops. The students in grades 3-5 use the laptops during the Social Studies period to do research on the states, presidents or any other related topics and then do a culminating activity related to art. The students are placed in small groups with students who are knowledgeable with computer skills so if the ESL student has some difficulty, the English proficient student can help the ELL student. In the upper grades 3-5 they use technology to gather information and work on projects. They learn about the different websites that can be used. In the classrooms, the students have computers or laptops to enrich the literacy and other content areas. The ESL teacher uses the Empire State NYSESLAT Program which addresses the listening, speaking, reading and writing modalities. The students use laptops and are exposed to different websites. One program which is used for grades K-2 is Starfall.com literacy program. For the Go Math program, it has an online component that will be used and parents also have access to it. In science, the teacher uses the smart board and has the students come up and do the interactive learning.
13. What programs/services for ELLs will be discontinued and why?
We offer the Free standing ESL program. During this program, if a student needs some support with comprehending the English language then the ESL teacher will translate them into their native language for understanding purposes.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
For ELLs who are newcomers, less than three years, our plan is to assess them and see what their language and academic needs are. Since they are newcomers to the U.S. schools, we would have them fill out a Home Language Identification Survey. Newcomers are in need of a lot of language and social interaction in English. For the ELLs who are receiving 4-6 years, we will look at their NYSESLAT scores and see what their academic needs are and address them. If they need speaking skills, then we will focus on speaking. We will use the Readers Theatre to get them to work on their fluency and orally perform so they can become more comfortable with speaking in front of others. The students who are academically low level will get small group instruction, Academic Intervention Services or any other services needed according to the assessments and data.
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.
The parents of the newly enrolled students are called by the school secretary, assistant principals or the ENL teacher so they can bring their child in on a specific date and time in June or during the summer so the student can be interviewed or assessed for NYSITELL or the Spanish Lab. Also the Kindergarten teachers do assessments which include, letter I.D., colors, shapes, and numbers. Then in September the students will be placed in their classes heterogeneously.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
This is not applicable to our school. We do not offer any language electives.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
We do not provide dual language in our school.
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).

At the beginning of the school year, in September, the ENL Teacher will do professional development on the procedures of the ELL identification process. During the school year, the ENL Teacher will provide strategies for the ELL students to the staff members. There are also grade conferences when the teachers, including the English as a New Language teacher, all collaborate and have the opportunity to share and voice their concerns. Teachers meet during their common prep to plan for the children. We also offer Teachers College Baseline writing and scoring Assessment, Go Math beginning of the year assessments, Curriculum Team meeting, Fountas and Pinnell Running Records, Introduce NYC Writing Performance Tasks, Go Math Format, small group instruction, ELA Planning, School wide Danielson Training, MOSL Training. The Assistant Principal attends principals meetings, Teachers College workshops for following the curriculum for all our students. Our Social Studies teacher is attending District 8 initiative workshops on Thursday, December 3, 2015, Tuesday, February 9, 2016, Tuesday, May 3, 2016. Our Science teacher will attend Professional Learning Cycles to address the instructional needs of the students. The title of one of the workshops is, Navigating and implementing the NYCDOE's Enhanced Science Scope and Sequence on the following dates: 11/2/2015, 12/7/2015, 1/11/2016. Our secretary has had trainings and workshops on Stars, Galaxy, payroll, ATS, purchasing, internal controls, and others. The Occupational therapists attend Professional development to be able to get strategies on working with the ELL student. All staff members attend the Professional development workshops offered in our school on Mondays from 2:40 - 4:00.

19. What language electives are offered to ELLs?

Teachers attend the professional development in Grade Core Curriculum workshops for grades K-5. With the professional development, teachers are following the common core aligned standards and then delivering them to the students. In grades K-2, teachers have attended professional development in the Foundations program which enables the students to learn the foundational skills in reading so they can participate in grade level coursework. For example, the Foundations program teaches the children the phonics, short and long vowel sounds. Children are taught to tap out and stretch out the letters to read the word. Also to recognize and name all upper case letters. CCSS. RF.1.A Follow words from left to right, top to bottom, and page by page. To add or substitute individual sounds, (phonemes) in simple, one syllable words to make new words. They have attended professional development on how to do ongoing assessments and feedback to guide the learning of the students. They have had P.D on Small Group Instruction. In Math, the teachers attend Professional development in the Go Math program.

4. The ESL Teacher meets with the classroom teachers to collaborate and give them strategies on how to address the needs of the ESL students. Also the ESL teacher notifies the teachers of the former ELLs and to continue monitoring their progress by observations or their informal or formal assessments.

Teachers attend professional development sessions in grade core curriculum for grades K-5. In grades K-2 teachers have attended professional development in the Foundations program which enables the students to learn the foundational skills in reading so they can participate in grade level coursework. They will attend professional development on how to do ongoing assessments and feedback to guide learning. The teachers will attend professional development on small group and differentiated instruction. The ENL teacher attends professional development for ELLs in different locations during the year.

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)?

The teachers in the fifth grade use strategies and skills to prepare the student's for middle school. They work on research, organizational skills. The parent coordinator attends workshops on Transitioning into Middle School and SEMS, Student Enrollment Management System- 5th grade applications. The Parent coordinator invites parent and students to visit the middle schools, she also invites the parent in to have a discussion about the requirements for middle school. The parent coordinator attends the District 8 Parent Engagement workshops on the 3rd Friday of every month for Parents as Partners. The social worker has sessions with the 5th grade classes on what is expected of the students in middle school. The parent coordinator attends a workshop on Transitioning into middle and then turnkeys the information to the staff. there is also a SEMS workshop- Student Enrollment Management System for the applications for middle school.

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.)
The ENL Teacher does professional development for all teachers. The ENL Teacher creates the agenda, minutes and attendance to the meetings and maintains them in the ENL compliance binder. The ENL Teacher also attends professional development from the network ELL person, Yliucha Jacquez or the DELLS and turnkeys the information to the staff.
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?
The English as a New Language Teacher will provide meetings with parents on Mondays or Tuesdays to discuss the goals of the program, language proficiency assessment results and the language development needs in all content areas. The ENL teacher will be able to translate for the Spanish speaking parents. If we have the need for translation for another language other than Spanish, then we will call for translation services from a parent or from the translation services available through the Dept. of Education. The parent meetings can be on Tuesdays during the Parent Engagement from 2:40-3:30 or as the ENL teacher deems it necessary to discuss the child's progress or any assessments. We offer workshops to parent for the ELA and Math Common Core State Learning Standards with translation if we have non speaking English paretns. The parents are also invited to attend the Parents Association meetings or workshops offered every month. There are also Test Prep workshops offered to the parents of students in grades 3-5. The parents are also informed of the citywide or district wide workshops.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Paste response here:
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.
2. During the annual individual meetings with ELL parents, the ENL Teacher, sends letters to parents or have a telephone conference during Tuesdays, for Parent Engagement. The ENL teacher creates an agenda and maintains an attendance sheet in the compliance binder. At PS 304, when we have meetings with parents, Parent Engagement, the workshops are offered every Tuesday from 2:40-3:30.
During this time teachers accept appointments to meet with parents or guardians to discuss performance and progress. The parents can make arrangements to meet in person with the teacher or have a telephone conference, whichever is more convenient. The teachers collaborate and plan some special Tuesdays to present exciting and informative workshops for each grade. Workshops will focus on topics relevant to the child's curriculum.
Pre-K, Kindergarten, First and Second Grades are the first Tuesday of every month. Third, Fourth and Fifth Grades are the second Tuesday of every month and Cluster Subjects are every third Tuesday of the month. Some topics for the parent engagement workshops are, Teaching Your Child Self Help Skills, Bedtime Stories, Successful First Grade Readers, Moving Up in Reading, Creating a Reading Environment at Home, Tips for Sirviving 4 TH Grade Math, Reading Strategies for 5 Th Grade. Further topics will be addressed.

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

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?

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

We also have Parent Engagement workshops on Tuesday afternoon from 2:40-3:40 PM.

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

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.

The parent coordinators role is, making it a warm and welcoming environment for all parents and children. Make parents aware of the resources that are available for their family to better educate and support their child's education. Reaching out to the parents, having workshops for parents to help them become more engaged in the child's academics and also social, emotional well being of the child. If translation services are required, the English Language Teacher will offer them to Spanish speaking parents. Parents reach out to the parent coordinator and from there the parent coordinator brings the concerns to the administrators and then we evaluate the needs of parents. Also, the parents fill out a parent survey which the data shows the needs of parents.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The Parent Coordinator is present during the parent activities. The parent coordinator makes phone calls, sends emails, sends letters to reach out to the parents so they can attend the parent activities. Parents attend workshops on ELA, Math, Writing and other fun activities to support their child but to also assist the parent. After each workshop, the parents fill out an evaluation form and can write down any suggestions they have on what they would like to learn about that is going on in the school with their children. We also send out survey forms and from the surveys, we hold workshops on the topics parents are suggesting or are concerned about. Translation services are offered in Spanish by the ENL/English as a New Language teacher. If other languages are spoken, the DOE translation services are required.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Paste response here:

5. How do you evaluate the needs of the parents?

304

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

08

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.

Joseph Nobile

Part VI: LAP Assurances

School Name: 10/22/15

School DBN: Bonnie Boltax

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)
10/22/15	Principal		Lisa Reilly
10/22/15	Assistant Principal		Linda Gonzalez
10/22/15	Parent Coordinator		
	ENL/Bilingual Teacher		
	Parent		
	Teacher/Subject Area		Cathy Bernard
10/22/15	Teacher/Subject Area		
	Coach		
	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 08X304 **School Name: Early Childhood Lab School**
Superintendent: Karen Ames

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.learnndoe.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.

P.S. 304 utilizes the Home Language Identification Survey to identify the language and interpretation needs to ensure open communication with parents. On the Home Language Identification Survey, it asks the parent, In what language would they like to receive written information from the school? It also asks, In what language would they prefer to communicate orally with school staff? There is also a student registration form which asks parents what their preferred language is. This is done in September or April during the registration process. During the registration process, the ENL teacher is present to translate for any parent. The registration forms are also given to the parents in their native language so they can understand the questions being asked. We can also access the preferred language of the parent by going into ATS and getting that report. Also, we have emergency contact cards that we have parents fill out and on the form, it asks the parent for the language spoken at home, preferred written language, translation services needed and the preferred spoken language.

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.

Parents preferred languages are English, Spanish, and Bengali.

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.)

.At our school the documents that have translation are, HLIS form, registration forms, Lunch forms, Promotion In Doubt letters, and Parent Teacher Conferences announcements.

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.

We have four formal face to face meetings. We have Meet The Teacher Night in September, Parent Engagement on Tuesdays from 2:40-3:30, Parent Teacher conferences in the Fall and in Spring, and in May we have a curriculum celebration called SATSS, Science, Art, Technology and Social Studies. Regarding attendance, any student who is absent or tardy a number of times, the teachers reach out to a school aide who writes down the childs name and dates absent and the concerns of the teacher. It is brought to the attention of the attendance teacher, Mr. Yousef Hataar, who calls the parent or makes home visit to find out why the student is absent or late. When there are any issues or concerns about a student, the Social Worker, Ms. JoAnn Akitcher will call the parent to notify them and at times requests a meeting with the parent and the student.

Part C: Providing Language Assistance Services

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.

When the parents fill out the registration forms, there are some questions that ask parents ,in what language would they like to receive information from the school and they check off or write the language preferred to receive information. Some of the documents that need translation are already translated by the DOE on certain forms. Other times we have the ENL Teacher who translates letters or assists us in speaking to Spanish speaking parents. If we need translation to another language than Spanish, we have money in our budget for translation services. We purchase it through FAMIS and make an appointment so the translator may come in to translate .

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.

When there are Spanish speaking parents, the ENL teacher, will provide translation services over the phone or in person. During the Parent Teacher Conferences, the teachers make appointments with the Spanish speaking parents and notify the ENL so that she may be present at the meeting for translation services. If we have parents who speak a language other than Spanish, then we reach out to an outside vendor.

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.)

The staff will get professional development on the translation services that are offered to parents from the English as a New Language Teacher. The staff will receive a brochure, Information for parents on the Department of Education's translation and interpretation services.

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

There will be a large multilingual Welcome poster , a language identification guide to post at the main office , and an "I Speak..." card to know how to access a free over the phone interpreter. We also have the English as a New Language teacher personally translate in spanish for those parents. Some of the information is given to us in a language access kit from the NYC Department of Education at the beginning of the year that lists a lot of different languages that allows the parent to be able to contact the Parent Coordinator and District Family Advocate.

Part F: Monitoring and Quality Control

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

In March, during Parent Teacher Conferences, the Parent Coordinator greets the parents in the lobby and informs them of the parent survey. There are some incentives so the parents fill out the forms. The incentives are, we raffle things off to get the parents to come in and do the survey. The class with 100% attendance get a pizza party or an ice cream party. The students compete with each other to get the parent surveys in so they can get one of the incentives. Before the end of the year, the principal receives the responses to the parent surveys and shares them with the School Leadership Team (SLT) and plans accordingly for the following school year.)