

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

10X307

School Name:

LUISA PIÑEIRO FUENTES SCHOOL OF SCIENCE AND DISCOVERY

Principal:

YOLANDA VALEZ

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 307 School Number (DBN): 10X307
Grades Served: Pre-K to 5th Grade
School Address: 124 Eames Place, Bronx, NY 10468
Phone Number: 718-601-2632 Fax: 718-796-7490
School Contact Person: Marcy Schickler Email Address: mschick@schools.nycv.gov
Principal: Yolanda Valez
UFT Chapter Leader: Betsy DiazMurphy
Parents' Association President: Nyeisha Dortch
SLT Chairperson: Marcy Schickler
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Isabel Rafael
Student Representative(s): Not Applicable

District Information

District: 10X Superintendent: Melodie Mashel
Superintendent's Office Address: 1 Fordham Plaza, Bronx, NY
Superintendent's Email Address: Mmashel@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: Bronx BFSC Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza
Director's Email Address: jruiz2@schools.nyc.gov
Phone Number: (917) 608-0230 Fax: 718-326-8140

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)
Yolanda Valez	*Principal or Designee	
Betsy Diaz Murphy	*UFT Chapter Leader or Designee	
Nyeisha Dortch	*PA/PTA President or Designated Co-President	
Jennifer Arenas	DC 37 Representative (staff), if applicable	
Isabel Rafael	Title I Parent Representative (or Parent Advisory Council Chairperson)	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sheila McChesney	Teacher/Member	
Callie Rotsko	Teacher/Member, Co-Chair	
Marcy Schickler	Teacher/Member, Co-Chair	
Yohanny Diaz	Member/Parent	
Dignora Firpo	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Elizabeth Morillo	Member/Parent	
Joanna Torres	Member/Parent	
	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.

Unique/Important Characteristics :

PS 307, Luisa Piñeiro Fuentes School of Science and Discovery, is a small school with 405 students, a staff of 54 who is housed in a non-DOE building. We have a nurturing, caring staff that goes above and beyond for our students. As a science school, science content is taught by three literacy/science specialty teachers and the Arts is enriched through a CASA Grant awarded by Councilman Cabrera.

Mission Statement (revised 2015): The mission of PS 307 is to provide a safe and secure student centered environment that will promote the core belief that all students can grow and develop the skills necessary to become critical thinkers and problem solvers to attain their individual goals as lifelong endeavors. Parents, faculty and staff establish trusting relationships as collaborative units to ensure that all students are prepared for success in their future endeavors.

Special Initiatives :

- Continuation of teacher initiated and created PBIS Program with school wide monthly PBIS Read Alouds with extension activities. However, we have sort out additional social and emotional training and supports with this initiative. Currently, we are awaiting notification from the Morningside Center for Teaching Social Responsibility in collaboration with the University of Virginia's School of Education to see if we will be the intervention or control group school for their program. Their program studies the 4R's and MTP (My Teaching Partner) Program.
- Implement School – Wide Incentive and Behavior Academies to encourage students to be good PS 307 Citizens.
- Continuation of our School wide Cultural Read Alouds which is aligned to the new Social Studies Scope and Sequence.
- Continued 25 Book Initiative with intermittent goals and incentives for students meeting each reading goal.
- Establishment of a student government (grades 3-5).
- Multiply Service Initiatives with various organizations (Local Church Food Pantry, March of Dimes, Juvenile Diabetes Research Fund, St. Jude, Smile Train, American Cancer Society, NYFD, Bronx Veteran's Hospital, Rotary Club of Riverdale, Red Cross, Honor Flight's Letters to a Vet and Pearson's Jumpstart Read for the Record).
- 2nd Annual Disney Theater Musical Review for 4th/5th graders which was by audition only. Students worked with theater and music teaching artists provided by The Town Hall and the CASA Grant to produce a Disney Performance titled "Heroes and Villains" which they performed for their families. We plan to continue this performance for the coming school year.
- Applying for the RESO-Ag rant for Technology.

- Use of technology for curriculum (Lexia, IXL, Science Flix, Light Box, Math, Go Math Think Central, Edmodo).

Collaborations :

- Our school community has a strong collaboration with Councilman Cabrera and his staff. Our students know the Councilman and considered him an integral part of our school community.
- Continued collaboration with The Town Hall through the CASA Grant and Councilman Cabrera who provides dance teaching artists for all students Pre-K – 5th grade.
- Continued collaboration with Ballroom Basix through the CASA Grant who provides Ballroom and Latin Dance teaching artists for 4th and 5th grade students.
- Phyllis Rose Dance Company will be performing for our students in celebration for a multicultural celebration.
- Collaborations with various organizations (Local Church Food Pantry, March of Dimes, Juvenile Diabetes Research Fund, St. Jude, Smile Train, American Cancer Society, NYFD, Bronx Veteran’s Hospital, Rotary Club of Riverdale, Red Cross, UNICEF and Pearson’s Jumpstart Read for the Record) as an avenue to teach our students a sense of responsibility to give back to those in need.
- Collaboration with Lehman College to host student teachers in our school to support in teacher development.
- Collaboration with the Westchester Reading Council who offers literacy professional development to our staff and whose Executive Board includes several of our staff members.
- Continued collaboration with Reading Recovery with its professional development and RTI intervention for targeted 1st grade students.
- Hugely successful literacy collaboration with Public Allies for Read Across America Day.
- Establish collaborations with other health organizations to provide parent workshops.

School Strengths and Accomplishments :

- Nurturing supportive staff who truly care and know our students. Teachers have “adopted and bonded” with certain students across the grades and can be relied upon to reconnect with these students have specific needs .
- School based Literacy and Math Coaches
- Monthly coaching with Science Specialty Teachers
- Building leadership among staff and students
- Alignment of literacy and math curriculum to CCLS
- Alignment of school wide Cultural Read Alouds to the 10 unifying themes in the Social Studies Scope and

Sequence

- Emphasis of writing across all content areas
- Establishment of a Student Government with inauguration by Councilman Cabrera
- Participation in Councilman Cabrera's "Council Person" for a Day" at a City Hall Meeting
- Maintained a 95% or better student attendance
- Highly functioning Data Inquiry Team
- Reading Recovery and the number of discontinued students
- School-Wide Service Initiative and collaboration with a wide spectrum of organizations
- Successful bi-annual Scholastic Book Fairs
- PBIS was launched school-wide during the first week of school
- Highly functioning BRT and Safety Committee
- An increased of participation of fathers at Parent Engagement Events
- Afterschool and/or Saturday Academies for targeted students in grades K-5
- 100% response rate to the NYC Parent Learning Environment Survey for the 2014-2015 school year

Parent Involvement :

- Creation of a Community Street Watch
- Series of Family as Art Partners (FAAP) Saturday Workshops
- Cadre of parents trained as Learning Leaders
- Active & functioning SLT & PTA
- PTA that supports student attendance through incentives
- School-wide Annual Science Fair
- Student Led Parent Conferences
- School-wide School Spirit
- "Packed" audiences at culminating grade dance art performances
- Successful PTA Fundraisers

- Parent Workshops - both instructional and health related
- Support on Instructional Trips
- Monthly Parent Calendar
- Ruffled book baskets for completion of Learning Environment Survey
- Highly successful bi-annual Scholastic Book Fairs (November & March)
- 1st Annual “Aiming High Perfect Attendance” Luncheon for students and their parents

Most Growth During 2014-2015 :

- Awaiting data from State

Key Areas of Focus for 2015-2016 :

- See our goals and action plans above

10X307 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	409	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		81.5%	% Attendance Rate	94.2%
% Free Lunch		75.7%	% Reduced Lunch	0.5%
% Limited English Proficient		22.8%	% Students with Disabilities	21.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.2%	% Black or African American	8.4%
% Hispanic or Latino		82.2%	% Asian or Native Hawaiian/Pacific Islander	7.2%
% White		1.7%	% Multi-Racial	0.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		2.62	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	3.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	7.05
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		22.0%	Mathematics Performance at levels 3 & 4	33.1%
Science Performance at levels 3 & 4 (4th Grade)		70.0%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
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		N/A	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		N/A	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	YES
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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.

On May 18, 2015 at an after school literacy professional development, classroom teachers grades K-5, coaches, out-of-classroom teachers and paraprofessionals met in grade level clusters with their assorted yearlong literacy data (performance tasks, performance series, conference notes, student work, Lexia, etc.). A school wide needs assessment survey was also administered regarding both student and teacher needs. The needs assessment was inclusive, so the needs of ELL and SWD were also addressed. An analysis of the student data collected, including administrative formal and informal teacher observations, revealed that our students need to continually self-monitor and build independence and stamina as readers and writers. Specifically, improvement is needed in their critical thinking skills, determining importance, vocabulary and finding evidence in text to support arguments and theses. Through the purchase of the TC professional development package and reading and writing units, students will build the strategies and develop the habits necessary to increase their mastery of the standards.

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 2015-2016 school year, teacher teams will work together to customize and implement the Teachers College reading and writing units to engage students in higher order thinking, discussions and rigorous activities which will result in a 15% increase of students in grades K–5 meeting grade level ELA standards as measured by running records (K-5), NYS ELA tests (grades 3-5) and Teachers College Reading and Writing Performance Assessments (K-5).

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>
Application, interview and acceptance into the Teachers Reading and Writing Project	Administration, Literacy Coach	May 2015- June 2015	Administration, Literacy Coach
Purchase of TC reading and writing units	Administration, Literacy Coach, Generation Ready Literacy Consultant	June 2015 - July 2015	Administration, Literacy Coach, Generation Ready Literacy Consultant
June in house professional development for overview of Teachers College Reading and Writing units, professional development for 2015-16 from TC and TC expectations	Administration, Literacy Coach, Generation Ready Literacy Consultant	June 2015	Administration, Literacy Coach, Generation Ready Consultant
Selected dates in July and August for unpacking the new TC curriculum to familiarize the staff and begin grade level planning	Various teachers across the grades	Selected dates in July 2015 & August 2015	Administration, Literacy Coach, Generation Ready Consultant, Teachers

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>Human Resources :</p> <p>Teachers, Literacy Coach, Generation Ready Consultant, TC Staff Developers, AIS/RtI providers, Administration, Reading Recovery Teacher, ESL Teachers, Specialty teachers, Substitute teachers</p> <p>Instructional Resources : TC Reading and Writing Units of Study, grade level lab sites, on and off-site professional development, TC Treasure Chest, technology</p> <p>Schedule Adjustments : Grade level common planning preps, adjusting schedules for grade level teachers to observe demonstration lessons in lab sites and time for debriefing, possible schedule changes to accommodate lab site professional development, substitute coverage for off-site professional development</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	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>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> <p>By January 2016, 5-10% increase of students in grades 3-5 will meet or exceed grade level standards after administration of TC running records, NYS ELA simulations and TC Performance Assessments.</p> <p>By January 2016, 5-10% increase of students in grades K-2 will meet or exceed grade level standards after administration of TC running records and TC Performance Assessments.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

A school-wide needs assessment for mathematics was conducted on May 11, 2015. Classroom teachers grades K-5, coaches, out-of-classroom teachers and paraprofessionals completed an independent needs assessment. Data sources for the needs assessment included Chapter Performance Tasks, Critical Area Performance Tasks and Chapter Tests, observations with conference notes; quick checks and pre-assessments were also reviewed. This wide range of assessments will provide an optimal venue to ascertain trends in mathematics representing student strengths and needs. The results from an independent needs assessment were compiled and analyzed by the administration and Math consultant to formulate strengths and needs of our students. The needs assessment was inclusive, so the needs of ELL and SWD were also addressed. The ability to calculate mathematical problems using assigned operations was found to be strength of our ELL and SWD population, while modeling with mathematics, procedural understanding and perseverance were identified as areas of need.

Student strengths in mathematics include accurate responses to multiple choice questions, engagement in one-step problem solving and accuracy when performing calculations using mathematical skills. Student needs related to this needs assessment included student’s ability to complete multi-step word problems, modeling with mathematics representing problem situations, application of past concepts to build new understandings, exhibiting perseverance in problem solving to meet the rigor of the common core assessments and the development of procedural understanding. The priority needs that will be addressed in the goal are:

- Strengthen students’ ability to model with mathematics
- Support students with development of perseverance when engaging in multi-step problem solving
- Bridge student understanding of skills and process when engaging in mathematics
- Support student engagement in multi-step problems solving

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, 60% of all students in grades kindergarten – grade 5 will improve their ability to model with mathematics and demonstrate perseverance when engaging in problem solving.

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) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Go Math Program (revised edition) will be implemented in all classes, grades kindergarten through grade 5. Students will engage in daily problem solving through ‘Think Smarter’ and ‘Go Deeper’ questions to support modeling with mathematics and in Common Core Assessment Formats to build perseverance.</p>	<p>Students grades k-5 (including ELL and SWD), Classroom teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Classroom teachers, coach, administration and consultant</p>
<p>Students will complete Chapter Tests and Performance Tasks at the conclusion of each chapter of the Go Math program. Tests and Performance Tasks will be scored and analyzed for student use of modeling with mathematics. Tests will be timed to provide an alternative assessment of perseverance through speed and accuracy. Chapter Tests (including chapter performance tasks) from the Go Math program will be utilized to measure student achievement. Students will demonstrate their ability to modeling with mathematics by drawing appropriate representations of the mathematics in problem situations including pictorial models, graphs, fraction models, number lines and equations, among others. Students will demonstrate perseverance through engagement in multi-step problems solving by accurately completing all necessary steps required to answer the question completely and accurately.</p>	<p>Students grades k-5 (including ELL and SWD), Classroom teachers</p>	<p>Sept. 2015- June 2016</p>	<p>Classroom teachers, coach, administration and consultant</p>
<p>Select teachers as members of a vertical team (PLT) to identify mathematical progressions that support procedural understanding. This learning community will explore connections between literacy strategies including comprehension, listening & speaking and vocabulary to support interpretation of math problem situations. This vertical team will result in “content experts” who will turn-key findings and strategies to their grade levels to bridge student understanding of skills and process leading</p>	<p>Selected classroom teachers from kindergarten-grade 5 and out-of-classroom teachers</p>	<p>Sept. 2015- June 2016 The team will meet weekly during Tuesday Inquiry PLT</p>	<p>Members of the PLT, administration, coach and consultant</p>

to improved student engagement in modeling with mathematics and problem solving.			
ELL and SWD will receive additional support through small group instruction provided by classroom teachers and AIS teachers. Vocabulary cards with visuals, real-world examples connecting mathematical models to problem situations and timed engagement in completion of one-step problems will provide additional progress monitoring for both populations.	ELL and SWD, AIS teachers, classroom teachers	Sept. 2015- June 2016	Classroom teachers, AIS teachers, coach, administration and consultant

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.											
Human Resources : K-5 classroom teachers, Math coach, School Based Mentor, Generation Ready Consultants, AIS providers,											
Instructional Resources : Go Math program, ThinkCentral, IXL MATH technology resources, manipulatives, etc.											
Schedule Adjustments : Grade level common planning time, adjusting schedules for grade level teachers to observe demonstration lessons in lab sites and time for debriefing, possible schedule changes to accommodate lab site											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.
Benchmarks for meeting the goal are:
<ul style="list-style-type: none"> •By December 2015, 25% of all students in kindergarten through grade 5 will perform at grade level on the scheduled Chapter Test and Performance Task •By March 2016, 45% of all students in kindergarten through grade 5 will perform at grade level on the scheduled Chapter Test and Performance Task •By May 2015, 60% of all students in kindergarten through grade 5 will perform at grade level on the scheduled Chapter Test and Performance Task
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.

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.

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>

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.

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21st 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.

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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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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 parent leadership and engagement as a key lever for school improvement. 	<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>

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.

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

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 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.

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

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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 School Leadership Team Meetings, parents and staff members discussed some family needs and/or goals for our families. Feedback included the need for such items for our parents as ESL classes, resume writing and career building, health care services, availability of a social worker, parenting workshops, homework help, resources available in the city and the need to further strengthen communications between home and school.

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, home school ties will be strengthened to foster a shared responsibility in improving student academic achievement which will result in a 5% increase in the strong family ties indicator on the Framework for Great Schools Report 2016.

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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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>Continue the PTA structure for 2015-16</p>	<p>Parents of all students (</p>	<p>June 2015 – June 2016</p>	<p>Parent Coordinator, District Family Advocate, 2014-15 PTA Executive Board Members</p>

	including ELL and SWD)		
Continue the School Leadership Team composed of 50% parents and a Title 1 Committee	Parents of all students (including ELL and SWD)	June 2015 – June 2016	Parent Coordinator, Administration, 2014-15 PTA Executive Board Members, SLT Co-Chair(s)
Maintain and expand a cadre of parent volunteers and/or learning leaders	Parents a of all students (including ELL and SWD)	October 2015 – June 2016	Parent Coordinator, Administration, PTA, SLT co-chair(s)
Recruit parents for participation and/or assistance in special functions	Parents a of all students (including ELL and SWD)	October 2015 – June 2016	Parent Coordinator, Administration, PTA, 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.

Human resources: Learning Leaders for parent involvement, the use of Home Outreach personnel to contact parents about Parent Teacher Conferences, School events, special programs, etc., Councilman Cabrera CASA Grant, Wellness Grant, Fitness Grant, support of the School Leadership Team constituents, support of Parent Coordinator, P.T.A. and Title I committee members. Support from other organizations to provide information sessions, parent workshops, etc.

Instructional Resources: We will purchase instructional materials to raffle at all Parent involvement events, Purchase technology materials that will support students at home such as Science Flix, Lexia for ENLs, IXL Math, Light Box e-books to support the Science instruction.

Schedule adjustments: Launch a school wide website with the support of the Assistant Principal to allow us to improve communication and dissemination of information to families, such as family handbook, Monthly Parent Newsletters, homework, etc. Program all events after school, during the day, and on Saturday for all parent involvement activities. Provide childcare were necessary during parent involvement activities.

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

	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	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 October 2015, there will be a 5% of parents in pre-K through grade 5 will attend Back-to-School Night and Grade Level Orientations.
- By December 2015, there will be a 5% of parents in pre-K through grade 5 will attend November Parent Teacher Conferences.
- By April 2016, there will be a 5% of parents in pre-K through grade 5 will attend March Parent Teacher Conferences.

- By June 2016, there will be a 5% of parents in pre-K through 5 grade will attend other school wide events, such as but not limited to Family Art Performances, Science Night, Family as Art Partners Institutes, Publishing Celebrations, Student Led Conferences, Attendance Recognition Celebrations, etc.
- By April 2016, maintain our 100% parent responses to the Learning Environment Survey.
- From September 2015 to June 2016, maintain Parent Attendance sign -in sheets for all parent involvement activities/events and monitor the parent attendance at all of our events.
- From September 2105 to June 2016, maintain and monitor Attendance at Parent Teacher Conferences
- By October 2016, in collaboration with the P.T.A. executive board create a Parent Survey to get feedback on some topics of interest.
- From September to December 2015, support the newly selected Title 1 parent to understand the role of the Title I Committee
- From September to December 2015, support the newly selected Title III parent to understand the role of the Title III LAP Team.
- By June 2016, increase by 5% the strong Family-community Ties response of the Learning Environment Surveys
- From September 2015 to June 2016, create Parent Feedback forms to monitor their input after family workshops
- From September to June 2016, maintain and monitor the dissemination of home-school communication via Parent Newsletters, Principal to Family Letters, Parent Website, Parent Calendars, etc.

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)	Targeted students identified by teacher based on literacy data from all school based assessments	Fundations, Wilson, Wilson Just Words, Vocabu-lit, Lexia, myOn, Reading Recovery, Rtl targeted instruction	Small group, one-to-one	During the school day &/or after school
Mathematics	Targeted students identified by teacher based on mathematic data from all school based assessments	Go Math Think Central, IXL Math, Big Brainz Reteach one on one and/or small groups	Small group, one-to-one	During the school day &/or after school
Science	Targeted students identified by teacher based on data from all school based assessments	Teacher developed science program based on Kaplan testing strategies	Small group	After School & Saturday Academies for 4 th graders
Social Studies	NA	NA	NA	NA
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	NA	NA	NA	NA

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.
<ul style="list-style-type: none"> • The New Teacher Induction Committee members consist of a broad representation from our staff. The committee consists of the Literacy Coach and includes teachers of Special Ed, ESL and various grade levels to have representation of teacher expertise. • Math and Literacy Coaches are assigned to specific teachers to support them with planning, implementation of instruction, assessments, classroom management and any other needs of the specific teachers. This is achieved through demonstration lessons; debrief sessions, observation feedback and inter-visitations. • Literacy and Math Consultants are also assigned to specific teachers to support them with assessment, planning and implementation of instruction through means of demonstrations, co-teaching, planning, discussions, etc. • School based mentors who are strategically matched with new teachers to support them in planning, implementing curriculum, classroom environment, classroom management, assessments, analyzing data, and any other areas of need or support. These mentors have attended mentoring training through the NTC Instructional Mentoring Initiative and School Leadership Series. • Establishment of grade level literacy labs to support ongoing implementation of TC curriculum units of study • Our collaboration with Lehman College provides us with student teachers who fulfill their observation hours or practicum at our school building. We identify possible candidates based on recommendations and teaching performance, then candidates' interview with the NTI Committee to determine hiring status and if necessary a demonstration lesson is scheduled. • Our collaboration with St. John's University and Hostos Community College allows us to recommend teachers who are interested in pursuing TESOL Certification. • Extensive professional development opportunities both onsite and off-site such as, but not limited to DOE Sponsored PDs, Learn Teaching Channel Webinars, Learn Videos, Westchester Reading Council meetings, UFT Professional development meetings.

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).

Our goal is to ensure that teachers are constantly learning on site and/or off site. The school has a PD Committee whose members assist administration in focusing in on the content and curriculum needs of all staff members. To help ensure high quality PD, the school is collaborating with Generation Ready and Teachers College for consultants in both literacy and mathematics. Administration is constantly researching for additional outside sources to support teachers based on school wide goals and/or classroom observations. As a result, teachers participate in professional development that is specific to school wide goals, classroom observations, content and curriculum needs. Professional development activities are ongoing and may include but are not limited to literacy and math curriculum planning, CCLS, RtI, assessments, Performance Tasks and Data Inquiry, differentiation, conferring, integration of technology, questioning, etc. Teachers also have opportunities to participate in webinars, video viewings, book clubs, discussion of professional articles, common planning sessions, lunch shares, etc. Teachers are continuously sent out to professional development offered by Teachers College, Reading Recovery, NYCDOE, Reading Organizations and curriculum developers such as the Go Math Workshop Series. Teams of teachers participate in professional development offered by organizations such as the Danielson Group, RtI, Thinking Maps, ESL, Related Services, etc. to build capacity within the school and to create a cadre of teacher experts who can then turn-key pertinent information which is needed to move teachers and administrators forward to meet the demands that ensure students perform successfully. The establishment of grade level literacy lab sites will offer greater opportunities for staff members to observe TC staff developers implement units so as to build capacity within the building. Additionally, selected staff members will attend TC ongoing study group PD and then turn key to build capacity. Our staff is accustomed to always sharing best practices.

Part 3: TA Schools Only

3a. Use of Program Resources

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

NA

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).

NA

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.).

- Pre-K curriculum is aligned CCLS
- Pre-K staff is included in internal school based professional development

- Parent involvement activities include Pre-K parents
- Pre-K staff have a common lunch period with rest of early childhood staff
- Pre-K students are included in our CASA Grant for the arts and receive jazz dance instruction by a teaching artist from The Town Hall
- Pre-K students are included in all school wide activities (PBIS, Cultural Read Alouds, Book Fairs, PTA Bake Sales, etc.
- Other staff members interact with Pre-K students so that they form relationship with staff members other than their classroom teachers
- Pre-K students along with Pre-K staff
- Instructional support is provided to Pre-K teachers to ensure that the instruction and curriculum is aligned, rigorous and developmental appropriate for a smooth transition
- During the month of June, the Pre-K teacher plans several “Getting Ready for Kindergarten” visits for her students. They are introduced to the Kindergarten teachers and their classrooms. During and after these visits, they discuss what they observed noting the similarities and differences.

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.

A MOSL committee comprised of teachers, UFT and Administration meet to discuss the current assessments, the validity of the data and decided on the assessments for the current school year. Teachers expressed concerns about streamlining and matching assessments to curriculum. The decision to go with TC will enable the school to do that streamlining and matching. Some members of the MOSL committee will attend professional development on assessments and then provide professional development and support to the rest of the staff. Teacher teams met with the Literacy Coach, Data Specialists, Rtl liaisons, ESL teachers to score, to analyze data and to identify trends and instructional needs. This information was utilized to form targeted groups and identify resources to help students be academically successful .

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	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

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	298,416.00	X	<ul style="list-style-type: none"> • After school Programs for students in Grades K-5 • Teacher College RWP to improve instruction for all students • TCRWP for Teacher Professional Learning
Title II, Part A	Federal	141,486.00	X	<ul style="list-style-type: none"> • Gen Ready Literacy & Math Consultants to improve the instruction & Teacher Practice • School Based literacy & Math Coaches to support teacher practice & improve instruction • School Based Mentor to support new teachers in improving teacher practice • Data Specialist to support teachers with data analysis, inquiry, student performance

				<ul style="list-style-type: none"> • School Aides for Home Outreach for after school programs • Core Instructional materials • Expenditures for all Parent Engagement workshops resources to support student instruction
Title III, Part A	Federal	11,200.00	X	<ul style="list-style-type: none"> • After school Programs for students in Grades K-5 • Fund ENL Teachers in After school Programs for students in Grades K-5
Title III, Immigrant	Federal	0	X	
Tax Levy (FSF)	Local	2,190,873.00	X	<ul style="list-style-type: none"> • Teachers in After school Programs for students in Grades K-5 • School Based literacy & Math Coaches to support teacher practice & improve instruction • School Based Mentor to support new teachers in improving teacher practice • Data Specialist to support teachers

				with data analysis, inquiry, student performance <ul style="list-style-type: none"> • School Aides for Home Outreach for after school programs • Fund Parent coordinator to support Parent Engagement
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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.

TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY (PIP)

(Reviewed November 2014 by the School Leadership Team)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. **PS 307, Luisa Piñeiro Fuentes School of Science & Discovery**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement

between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. **PS 307** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will facilitate in scheduling parent workshops based on the assessed needs of the parents of children who attend the

school and will work to ensure the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;

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

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

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

SCHOOL-PARENT COMPACT (SPC) (Revised October 2014 by School Leadership Team)

PS 307, Luisa Piñeiro Fuentes School of Science & Discovery, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 (via our Parent Coordinator, the “Can We Talk’ form in the Main Office, through Parent Teacher Conferences, Family Orientations, Family Curriculum Meetings, etc.);
- arranging opportunities for parents to receive training to volunteer through the Learning Leaders Program and participate in their child’s class through instructional trips and celebrations;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences, culminating Arts performances, Science Fair, Sports Night(s), Family as Art Partners Saturday Workshop, etc.

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>92</u>
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
of certified ESL/Bilingual teachers: <u>3</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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

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

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

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

When looking at our NYSITELL data for our incoming kindergarteners, we noticed that about half of them are advanced, while the other half are intermediate with a few beginners. In order to address the diverse needs of these students, we will have two cycles of after school for our kindergarten ELLs. Beginning in early January and continuing through mid-February, Ms. Maturen will teach a group of nine kindergarten ELLs on Wednesday afternoons for one hour. During this cycle, Ms. Maturen will work with the beginner and intermediate kindergarten ELLs. We feel that having this small group intervention will

Part B: Direct Instruction Supplemental Program Information

help to support the ESL instruction that is happening during the day as well as offer additional time to target the areas these students are struggling with in a small group setting. During this academy, Ms. Maturen will use the Lexia Core 5 reading program, as well as Brain Pop ESL and teacher created materials.

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

When examining the 2014 NYSESLAT data for our current first graders, it can be seen that about half of them need additional practice in one or two modalities, while the other half seem to be struggling in three or four of the modalities. In order to provide instruction that is appropriate for their needs, Ms. Giangrasso will teach these students in two groups. The first group of first graders will be a group of nine students who are struggling to achieve proficiency in three or more modalities. This group will meet with Ms. Giangrasso on Wednesday and Thursday afternoons for one hour and fifteen minutes each day. The academy will begin in late February and take place until the end of March. Ms. Giangrasso will provide instruction with the help of Discussions4Learning, LexiaCore5 Reading and Brain Pop ESL. To provide targeted instruction to the other nine ELLs in first grade, Ms. Giangrasso will work with them on Wednesday and Thursday afternoons starting in early April. The academy will take place for one hour and fifteen minutes twice a week until late April. Since these students all seem to be struggling in the areas of listening and speaking, according to the 2014 NYSESLAT data, these two modalities will be the primary focus of the academy. Of course, attention will be paid to reading and writing as well in order to continue the development of all of the skills needed to be proficient in English. Ms. Giangrasso will use the Discussions4Learning program to support the students' speaking skills. To help further the students' listening skills, she will make use of Brain Pop ESL, and the Continental New York ELLs listening program. Also during the last session of after school, beginning in early April and lasting through the end of April, we plan to use hold sessions for students who are still struggling at this point in the year and need additional intervention. We are planning to have one session a week, on Wednesdays, lasting one hour. Ms. Maturen will teach these sessions. Data from periodic assessments and class work will be used to determine areas of need. This group will include ten to fifteen students, depending on need. Materials to be used during these sessions will depend on the needs of the students.

Our Saturday academies this year will include ELLs in grades two through five. Each Saturday session will last three hours and fifteen minutes and all instruction will be in English. Our second grade Saturday academy will include thirteen ELLs and will take place three Saturdays in March and April. Ms. Howard, an ESL certified teacher from another school will teach these three Saturday academy sessions. According to NYSESLAT and NYSITELL data, the ELLs in second grade need to work on their English skills in all four modalities. This is why we chose to work with these students on Saturdays, when there is a larger time period to address the skills in each modality. Ms. Howard will work on listening, speaking, reading and writing using the Discussions4Learning program, as well as the Continental New York ELLs program and books.

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

Part B: Direct Instruction Supplemental Program Information

activities, graphic organizers, background knowledge, songs, dances and visual arts to teach the content area material.

Part C: Professional Development

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

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

Begin description here: _

Since we have English Language Learners in all of our classes, P.S. 307 aims to offer professional development in areas pertinent to teaching ELLs to all teachers of ELLs. We believe that offering this professional development to all teachers and staff who deliver any type of instruction to ELLs builds capacity and makes us a stronger, more cohesive staff. This year we plan to offer a variety of professional development pertaining to ELLs including topics such as: ELL teaching strategies for newcomers, looking at the new NYSITELL and NYSESLAT, examining and working with the new language progressions, and an introduction to and/or review of the LexiaCore5 reading program. While these are the topics we have planned at this point, we will add topics as our teachers and staff request additional support in areas of need. In addition to these workshops, the ESL teachers will hold professional development sessions to turn-key useful information and strategies as they attend ESL related professional development events. These professional development workshops will take place both during the Monday professional development time, sometimes extending beyond the 3:58 school day if necessary, and after school on days when after school academies are not taking place. At this point in the year, we have scheduled these sessions for October 6th and during a portion of Election Day. The Professional Development planning committee has scheduled professional development through November, however the committee, which includes Ms. Giangrasso, is aware that ESL professional development should take place on a monthly basis and will schedule these sessions at each committee meeting.

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

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here: _

We work very hard at P.S. 307 to ensure that our parents are informed and involved in their student’s education. In addition to the various workshops Ms. Ocasio, our parent coordinator offers to all parents, we will have workshops specifically for our parents of ELLs. Topics for these workshops will include: introduction to the NYSESLAT, strategies to support language acquisition at home, and supporting literacy skills in two languages. Ms. Giangrasso is currently reading the book, Involving Parents in Their Children’s Reading Development by Bruce Johnson. Ms. Giangrasso will hold workshops based on the information in this text as well. We are planning to hold workshops for our parents of ELLs every other month, with one session during the day and another identical session after school hours. We hope that having two sessions will allow for more parents to attend these workshops. Depending on the topic of the workshop, each one will last one hour to one and a half hours. Ms. Giangrasso, Ms. Maturen and Ms. Ocasio will provide these workshops for our parents. In order to notify parents of these workshops, Ms. Giangrasso and Ms. Maturen will use some of the parent engagement time on Tuesday afternoons to make fliers and to call parents to inform them of the activities. Since the majority of our parents speak English and/or Spanish, all of our parent workshops are presented in English and Spanish. Our bilinigual teachers or bilingual office staff provide the translation services as well as our bilingual parent coordinator. All fliers, letters and materials distributed to parents are also translated by the bilingual personal mentioned above prior to distribution. For those parents who do not speak English or Spanish, a family member typically provides translation. However, should we need additional translation services to meet the needs of our parents, we will contact the Translation and Interpretation Unit and utilize their services.

Part E: Budget

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

Allocation Amount: \$ _____

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

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 10	Borough Bronx	School Number 307
School Name Luisa Pineiro School of Science and Disc		

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 Yolanda Valez	Assistant Principal Debra Springsteen
Coach Sheila McChesney	Coach Lisa Terrero
ENL (English as a New Language)/Bilingual Teacher Michelle Maturen	School Counselor Denny Matos
Teacher/Subject Area Elizabeth Nichols/ENL	Parent Yanira Castro
Teacher/Subject Area Marcy Schickler/EGCR	Parent Coordinator Liza Ocasio
Related-Service Provider Laura O'Connell/SETTS	Borough Field Support Center Staff Member Socorro Diaz, Dep.Dir. for ELL
Superintendent Melodie Mashel	Other (Name and Title) Linda Weinbaum, Consulatant

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	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	3
Number of certified bilingual teachers currently teaching in a bilingual program		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)	393	Total number of ELLs	97	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 <input type="checkbox"/> 12

This school offers (check all that apply):

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

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

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	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	97	Newcomers (ELLs receiving service 0-3 years)	87	ELL Students with Disabilities	32
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	10	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	0	0	0
ENL	87	1	26	10	0	6	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	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								
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
TOTAL	0									

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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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	20	21	16	11	12	11								0
Chinese	0	0	0	0	0	0								0
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	0	0	0	0	0	0								0
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	0	0	0								0
Albanian	0	0	0	0	0	0								0
Other TW, VS, PI	2	1	1	0	1	1								0
TOTAL	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 NYSESAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	5	2	3	1	3	2								0
Emerging (Low Intermediate)	6	5	2	2	1	0								0
Transitioning (High Intermediate)	2	6	1	3	0	1								0
Expanding (Advanced)	9	9	11	5	9	9								0
Commanding (Proficient)	0	3	6	5	1	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 NYSESAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	1								0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	10	0	0	0	0
4	11	0	0	0	0
5	8	3	1		0
6					0
7					0
8					0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	7	1	2	0	0	0	0	0	0
4	10	1	1	0	0	0	0	0	0
5	6	1	5	1	0	0	0	0	0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1	1	3	0	7	0			0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
As a new Teachers' College school, P.S. 307 will use Columbia University's Teachers' College assessments, which consist of running records as well as optional early literacy skill-based evaluations, to assess the literacy skills of our ELLs. The optional components being used in kindergarten and first grade aim to assess those foundational skills typically mastered prior to reading, such as rhyme and sound-letter associations. The data from previous such assessments show us that our ELLs typically perform lower than their proficient classmates on early literacy preparedness. In addition, we have found while there are many visual references in these early literacy assessments aimed at assisting the students, many of our ELLs are not familiar with the vocabulary for the visual, causing them to struggle to answer the question. For example, a student is shown a picture of a cat and asked to say what sound the word starts with. If the student does not know the English word for "cat" he will struggle to produce the first sound of the word. We have also noticed that many of our ELLs in the early grades struggle to master the concept of letter/sound relationships. To combat these areas of weakness, ESL instruction will be tailored to include intensive phonological awareness. Daily ENL instruction will include practice in the areas of weaknesses, as identified in the early literacy skills assessments. For example, in order to address weaknesses in sound/letter relationships, each time the group meets the ENL teacher will review the sounds the students struggled with through pictures, words, kinesthetic motions corresponding to the sound, and literature. Across the grades, those students identified as below the needs of the class majority in literacy will receive literacy intervention (Rtl) at a minimum of three times per week from a highly-qualified early literacy specialist, in addition to their ENL minutes. This time allows for intensive, small group instruction on targeted skills identified as areas in need of further instruction through these early literacy assessments
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data gathered from the NYSITELL and NYSESLAT results provide us with an opportunity to recognize patterns across proficiency levels and grades. In kindergarten, we find that most of the NYSITELL-eligible students who have attended Pre-Kindergarten at P.S. 307 score at an advanced level. Those kindergarteners who are new arrivals to the country or who have not had a Pre-Kindergarten experience with P.S. 307 tend to score at a beginner or intermediate level. Regardless of proficiency level, all Kindergarten ELLs tend to struggle more with the reading elements of the exam than the writing, listening and speaking portions. Kindergarten students tend to increase about one proficiency level from the NYSITELL at the beginning of their Kindergarten year to the NYSESLAT during

the spring of their Kindergarten year. There are, of course, a few exceptions where the students' proficiency level decreases from the NYSITELL to the NYSESLAT, primarily due to literacy struggles, as reading and writing are not assessed at Level I of the NYSITELL. In first grade and beyond, the ENL teachers work diligently to pinpoint the modalities where the ENL students struggled on the previous year's NYSESLAT in order to address these areas of weakness in the students' proficiency. As with our kindergarten students, we find that across the proficiency levels in first grade, students all tend to struggle more with the reading than other portions. We have also noticed that some of our students achieved an advanced level score in the latter of two gradebands, only to fall back to an intermediate level when they move to the next NYSESLAT gradeband. To reverse this trend, our certified ESL teachers are diligently working with both classroom teachers to target those ELLs whose growth is inconsistent. In addition, these students are receiving other intervention services by AIS teachers and experienced F-Status teachers, as well as participating in all core curriculum activities.

By second grade, many of the students who have attended P.S. 307 since kindergarten have achieved a level of proficient or advanced on the NYSESLAT. However, those who have achieved at an advanced level seem to get stuck at that level and struggle to make progress according to the NYSESLAT in third grade. To address this issue the ENL teachers and classroom teachers are working together alongside the administration to identify targeted strategies that can be used by both the classroom and ENL teachers to assist these students in both reading and writing (the identified areas of need). In the upper grades, we find that those students who have been enrolled at P.S. 307 for more than one year tend to improve a proficiency level or achieve proficiency. By fourth and fifth grade we find that the majority of students who have been with our school for at least three years achieve proficiency on the NYSESLAT, with the exception of students with IEPs, who have traditionally struggled to pass the NYSESLAT.

Since the weakness in reading is across the grades, the intervention to address these weaknesses will be a priority throughout the ENL program. In order to address literacy in these grades, every attempt is made to allow ENL teachers to push-in to these classrooms during literacy periods. ENL teachers pushing into a classroom during literacy periods are able to scaffold reading and writing assignments to make them more accessible for struggling readers and writers. ENL teachers can also work on strategies during these literacy periods, such as: word attack skills, comprehension skills, grammar skills, and writing mechanics. In addition, due to the new CR Part 154, ENL teachers will also provide instruction in content areas, which will improve ELLs' conceptual and vocabulary knowledge, which are essential to reading.

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

We use data in the AMAO Estimator Tool worksheets to determine how we are doing overall as a school with our ELLs' English acquisition, and also to determine which ELLs' needs are not being met. In 2013-14, we met all three AMAO targets, as determined by the AMAO Estimator Tool. Eighty-one percent of our ELLs made progress (a 43 point gain) on the NYSESLAT, a percentage well beyond the AMAO 1 target. Eighteen percent of ELLs attained proficiency, a percentage above the AMAO 2 target. And 54% of our ELLs improved one proficiency level in terms of AMAO 3. In 2014-15, data for AMAO 1 and AMAO 3 were unavailable on the report, perhaps due to the transition of categorizing ELLs from four levels of proficiency to five progressions of proficiency. Our results dropped for the AMAO 2 to thirteen percent, five percent below the target. However, criteria changed on the new NYSESLAT in 2015, and different aspects of language were emphasized than previous evaluations on the 2014 and prior NYSESLAT exam. For example, grammar was a fundamental aspect of the speaking evaluation in the previous NYSESLAT. Grammar no longer holds such weight. Also, the new NYSESLAT is content-based, requiring that ENL instruction include integrated instruction in the content areas. We have modified our instruction to target these changes and expect to see the AMAO indicator rise this academic year. Overall, our positive results from 2013-14 and our modifications to our instruction to meet the new ENL demands are evidence that our ENL and classroom teaching methodologies are meeting the needs of our ELLs.

In general, our lower grade ELLs do very well at meeting targets--100% of our kindergarten and first grade students made progress. However, our upper grades tend to have a few students each year that do not meet AMAO 1. Many of such students were already advanced and scored commanding in terms of their scale score, but did not achieve proficiency in one modality. For other students not meeting AMAO 1 we noticed that they also scored at level one on the ELA and at level one or low two on the math exam. Such correlating data confirms that they face considerable academic risk in the future. Several of these students received RtI Tier II intervention in literacy or AIS intervention in math, although not all did, given that they did not fall outside the needs of the whole class (Tier I). We are now using this information to form additional RtI groups for next year as well as see these students in smaller pull-out and push-in groups.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?

- a. Since P.S. 307 has only a Freestanding ENL program, students typically only take assessments in English. Students are provided with a

copy of the assessment in their native language, if available; however, we have noticed that many of our students rely more on the bilingual testing glossaries than the translated copy of the assessment. With the exception of a few recent arrivals, all of our students who are provided with the translated copy of the assessment choose to use the English version of the assessment. Since our students are not taught or assessed on a regular basis in their native language and the students choose not to use the translated copies, these assessments in the native language are not used in data analysis.

b. We have chosen not to use ELL Periodic Assessments at this time.

c. We do not use ELL Periodic Assessments at this time.

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*.]

The ESL staff at P.S. 307 looks at the assessment data for our ELLs in order to plan instruction for our ELLs within the RTI framework. The staff looks at data from sources such as the NYSESLAT, the NYSITELL, the Spanish LAB, running records, state assessments and NYC Performance Tests to determine Tier I whole-class needs and also to form Tier II groupings for our RtI intervention periods. These intervention periods take place during the literacy centers period in each classroom, and intervention is provided by a high-quality early literacy specialist. During these periods ELL students may be grouped by areas of need to ensure that instruction is meeting them at their level and working to get them to a performance level consistent with grade expectations. One example of such a grouping is in grades four and five where our newcomers were grouped together to receive support in vocabulary and decoding-- two areas where these students were far below the levels of their peers, as determined by the Gates-McGinitie screener.

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

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

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?

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

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

The school assesses the success of our programs for ELLs through many different channels. First, the school staff examine assessment data from sources such as running records, performance tests and tasks, state assessments, conferencing, and informal observations to determine literacy growth periodically throughout the year. The data collected at the beginning of each year is compared to the data collected at the middle and the end of the year to measure ELL students' overall academic movement throughout the year. If the ELLs have not made progress on the middle of the year assessments, the ENL teachers work with the administration and the classroom teacher to discuss the effectiveness of the current Tier I ENL and classroom programs and instructional methods, and hence make any changes necessary for the ELL students. For example, if an intermediate level ELL student is not showing sufficient progress in an all push-in program, the team may decide that the student would benefit from being pulled out for stand-alone ENL with the entering and emerging ELL students two times a week for small group instruction. This new setting would be evaluated for its effectiveness in assisting the student in making academic progress.

Finally, the NYSESLAT is used to measure the success of our programs for ELLs. When NYSESLAT scores are received, the ENL Team at P.S. 307 examines the data to ensure our programs are meeting the needs of our ELL students. If the programs are not meeting the students' needs, areas of need are identified and alternative methods, groupings, and scheduling are discussed.

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.

In compliance with State and Federal requirements, P.S. 307’s two full-time ENL certified teachers--Ms. Nichols and Ms. Maturen--work with parents/families to complete the Home Language Information Survey (HLIS) during the registration process. Administration of the HLIS encompasses both new admits to the NYC Department of Education, and to those students who have been absent from New York State schools for more than two years. Both of our full-time ENL teachers hold a New York State teaching licence for teaching English as a Second or Other Language. In addition to working with our families to complete the HLIS, the teachers conduct an oral interview with the parent and student in English (as well as Spanish for incoming Spanish-speakers). If the survey and interviews reveal that the student is required to be NYSITELL tested, one of the following ENL certified teachers, trained in administering the NYSITELL, administers the test to determine if the student is eligible for ENL services: Ms. Nichols (1.0), Ms. Maturen (1.0), Ms. Boksner (0.4), Ms. Silverstein (0.4), Ms. Lier (0.2), or Ms. Taveras (0.2). If the student’s native language is Spanish and the student does not achieve proficiency on the NYSITELL, Ms. Maturen will administer the Spanish LAB, as she is bilingual. The initial screening, administration of the HLIS, and administration of the NYSITELL (as well as administration of the Spanish LAB, if necessary) are all done within the ten days of the date of registration. The school’s bilingual ENL staff, as well as our bilingual school secretary, Yesenia Diaz, are available to translate when/if necessary throughout the initial identification process. Throughout each school year, there is ongoing and consistent communication between the ENL staff and main office staff to maintain an updated list of ELL students within the school. The ENL teachers make contact with the pupil secretary on a weekly basis to get a list of students who have been admitted and discharged. This communication and coordination is extremely important in order to ensure that all new admits and discharges are reviewed so that a list of students with mandated ENL services is kept current at all times. When a new family comes to the school to register their child(ren), a member of the ENL staff is asked to report to the main office to partake in the registration process and to determine eligibility for testing. If a member of the ENL staff is not available, Ms. Valez, our principal and former bilingual teacher, will conduct the initial interview.

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).

When students in grades 3–5 are enrolled, we request a transcript of their former schooling. If such documentation demonstrates interrupted schooling or the absence of schooling, then we proceed with the SIFE Oral Interview. If documents are unavailable, we proceed with the SIFE Oral Interview to determine SIFE status. If a student is a Spanish-speaker, we also use proficiency on the Spanish LAB to determine native language literacy skills, and proceed with the SIFE Oral Interview if a student is below grade level. Once SIFE status has been determined by the SIFE Oral Interview, we investigate the students’ foundational knowledge in math and literacy in the native language using the LENS assessment (if the child is a Spanish, Bangl, Chinese, Hatian Creole, or Arabic-speaking ELL). We then indicate SIFE status in ATS using the BNDC function within 30 days of enrollment.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

For incoming students with IEPs whose home language is other than English, our Language Proficiency Team (LPT), (composed of the ELL coordinator, the IEP teacher, our assistant principal, and the parent of the child in question) determines whether the child has language acquisition needs and whether the child should take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs, and if the Committee on Special Education (CSE) determines that the student’s disability is the determinant factor affecting whether the student can demonstrate proficiency in English, the LPT will recommend not testing the child. This determination is then passed on to the principal for review, and upon her confirmation, is then passed on to the superintendent for final approval. If confirmed by the superintendent, a notification letter is sent to the parent within three days. Should the principal or superintendent disagree with the recommendation of the LPT, the child then proceeds with NYSITELL testing and the ELL identification process.

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.

Upon scanning and uploading NYSITELL scores into ATS, we are able to determine whether a student is entitled or non-entitled using the RLCB function. Letters are sent home the following day in the child’s homework folder to ensure that parents receive the letter. If a child is absent, the letter is sent in the mail immediately, and a copy is held for the homework folder on the next day the child is present. For ELLs who are currently enrolled in the school and are not new admits, Continued Entitlement letters are distributed as soon as possible at the beginning of the school-year. These letters are placed in students’ homework folders as well. A distribution list is kept of all Entitlement letters sent to parents. One copy is kept in a file in the ENL office and another copy is kept on file in the principal’s office. In addition, a copy of the letter is placed in each student’s cumulative file. This system also applies to Continued Entitlement letters, Transitional letters, Placement letters and Non-Entitlement letters as well. All letters are sent home in the family’s preferred language when available.

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).
 Contained within the Entitlement and Non-entitlement letters is a notification to parents that they have the right to appeal their child's ELL status within 45 days. The name and contact number of the ENL Coordinator, Michelle Maturen, is listed on the letter, and parents are encouraged to contact her if they are interested in appealing their child's status, or if parents have any other questions regarding entitlement. A copy of these letters, along with the list of students who received them, is filed in the ENL files in the ENL room. These letters are also found in the Communications Binder in the office.
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.
 Within 10 days of the beginning of the school-year (or within 10 days of enrollment if the child enters during the school-year), an ENL teacher holds an ELL Parent Orientation meeting. At this meeting the NYCDOE Orientation Video for Parents of English Language Learners is shown to inform parents of newly admitted ELLs of the three ENL programming options in New York City. Once the video has been viewed, parents' questions are answered in their preferred languages with the help of bilingual staff. Then the Parent Survey and Program Selection forms are distributed to the parents in both English and the native language and are completed by the parent before leaving the orientation. For those parents who are not in attendance at the orientation, the ENL Coordinator works with the Parent Coordinator to accommodate an orientation meeting at a time convenient to the parent. This ensures that all parents view the video, have their questions answered, become informed of their options, and complete the Parent Survey and Program Selection forms.
 The school follows the procedure of asking parents to complete the Parent Survey and Program Selection forms during the orientation and to hand the completed form to a member of the staff in order to ensure that these forms can be collected in a timely manner. The ENL Coordinator makes photocopies of these forms, files the originals in the students' cumulative files, and keeps a copy on file in the ENL office and another copy on file in the principal's office.
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.
 We work very hard to communicate with the parent and encourage them to meet with us at a Parent Orientation. We accommodate parent schedules, and have met with parents before and after school hours in order to ensure that the parent of every ELL has a proper orientation. We ask that the forms are filled out immediately during the Parent Orientation so that we do not encounter a situation where the forms are not returned. Should we be unable to get a parent to complete the forms, the ELL would be placed immediately in Freestanding ENL program, as we do not offer transitional bilingual or dual language programs at 307 as of yet.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
 As mentioned above, we are very persistent in getting parents into the building for the Parent Orientation. Our two full-time ENL teachers are very accommodating, coming in early or leaving late to meet the scheduling needs of parents. During the orientation meeting, parents are asked to fill out the Parent Survey and the Program Selection forms. The forms are collected immediately, selections are inputted to ATS in the ELPC screen, program placement letters are sent home, and the original forms are copied before being filed in students' cumulative files.
9. Describe how your school ensures that placement parent notification letters are distributed.
 Upon completing the Parent Orientation and subsequent Parent Survey and Parent Selection forms, the chosen program is entered in to ATS in the ELPC function. Notification letters are then immediately printed and distributed to students and sent home in their homework folders.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
 Upon completion of any one of the ELL documents, they are immediately copied. One copy is filed in the ENL Department room. Documents are filed by year and by type of document. Another copy is filed in the principal's office. All original documents are added to students' cumulative files.
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.
 P.S. 307 takes many steps to prepare and administer the NYSESLAT examination. Well in advance of the testing windows, the ENL staff and school-wide testing coordinator run the report of students eligible to take the NYSESLAT in ATS (function RLER) to make sure that all eligible ELL students have been identified. The list from ATS is compared against the ENL Department's existing list of ELLs to make sure all entitled/eligible ELL students will be tested. In addition, with the assistance of the pupil secretary, the ENL coordinator keeps close watch on all admitted and discharged students around the time of the test so that an accurate list of eligible students can be maintained. The ENL Coordinator also checks the IEPs of ELL students who are entitled to testing accommodations. The list of ELLs who have testing modifications listed on their IEPs is distributed to all staff members administering the examination to make them aware of accommodations for the students they will be testing. The New York State Education Department memo detailing the testing accommodations will also be distributed to test administrators to ensure clarity in giving accommodations. The ENL certified staff members

administering the examination are also given training on what each testing modification requires in relation to the NYSESLAT. Also before the test, we visit the City's testing calendar site for the exact assessment dates, as well as the State's NYSESLAT homepage to check for the School Administrator's Manual and other testing information. In addition, we constantly check the City's testing memo site for other important memos that will provide city-specific administration directions and guidelines.

Once we know the specific test dates, we begin to make test schedules. The ENL teachers typically make an outlined schedule that shows the dates on which the different parts of the tests will be given. Once the school's test coordinator and administration have approved the outlined schedule, the ENL teachers make detailed schedules showing the times, grades, and student groups to which different text sections will be administered. Some things that are considered while making these schedules include:

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

When the testing materials are received, the School Administrator's Manual is opened in order for the testing coordinator to become familiar with information about administering the test, with important testing dates and timelines, and with timelines for packaging and return of the documents. The test is administered by following both the steps above and the instructions in the School Administrator's Manual.

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

In the event that a NYSITELL-eligible student enters our school during the NYSESLAT administration window, the student will first be administered the NYSITELL to determine ELL status. If the student is determined to be an ELL, the student will then be administered the NYSESLAT to the extent possible.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. During the first ten days of the school-year, the ENL Coordinator checks the status of previous ELLs to determine whether these students are still ELLs, are transitional ELLs entitled to continue receiving ENL support, or whether these students are now former ELLs without transitional support.

Those students who continue as ELLs receive continued entitlement letters. For those students who are former ELLs, the ENL Coordinator determines if proficiency has been attained within the past two years. If so, these students will receive transitional support--0.5 units of integrated ENL instruction--and are sent a transitional entitlement letter. Upon completion of this review, she sends parents of both continuing ELLs and proficient-but-transitional ELLs their respective notification letters via homework folders.

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).

Since the opening of P.S. 307 in 2003, the majority of the parents of ELLs who have completed the Parent Survey at P.S. 307 have chosen to enroll their students in our Freestanding ENL Program (formerly known as the "ESL" Program). Over the past two school years (2013-2014, 2014-2015), between three and five parents each year have chosen a program other than ENL. Due to these program selections, we do not currently have bilingual or dual education programs at P.S. 307. During the program selection process, our ENL staff does convey to parents that these programs are offered at our school, but we do not currently have enough parents who chose these programs to open a class. They are informed that should enough parents in a grade band choose the same program, a class with that program will be opened within 307 for their children. The staff then informs parents that these programs may be available at other schools in the area and that we will assist them in finding a school that can provide their child(ren) with the opportunity to participate in a bilingual or dual language setting.

So far during the 2014-2015 school year, all of the parents, with the exception of one, have chosen to have their children enrolled in our Freestanding ENL program. Several parents who did not choose the ENL program preferred that their children be in a Dual Language program. Another two preferred a transitional bilingual program. After explaining to the parents that our staff will be

happy to begin the process of finding a placement in their requesting programs, all but one elected to have their child(ren) enrolled in our ENL program because they did not want to transfer their child(ren) out of our school.

After reviewing our Parent Surveys and Program Selection forms for the past several years, they have revealed that the overwhelming majority of parents at P.S. 307 have opted to have their children participate in a Freestanding ENL program. Based on these requests, we can say that the model of ELL programs at P.S. 307 does align with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.

In our school, we have found push-in very effective for our higher level ELLs and pull-out effective for our newcomers. We have also found that spreading out our ELLs across all classrooms allows our ELLs the most interaction with English-proficient students, which aids in their English acquisition. Thus, in accordance with CR Part 154, we will have an ENL teacher providing integrated ENL by pushing in to each classroom for 180 minutes (four periods) per week to address all ELLs (Entering through Commanding) and will also have an ENL teacher pulling out both Entering and Emerging level ELLs for 180 minutes (four periods) per week for stand-alone instruction.

In the integrated model, our ENL teachers will teach ELA along with the classroom teacher in a co-teaching format and/or science along with the science teacher in a co-teaching format. We are excited for the co-teaching format, as we believe that it is the best setting for our ENL teachers to train our classroom teachers with ENL strategies, which we assume will eventually carry over to all subjects taught in the classroom.

For the stand-alone model, students are grouped according to language needs, and may be pulled-out across multiple grade levels. For example, newly arrived Entering students in grades one and two may be grouped together to focus on developing oral and aural English, as these are predecessors of developing reading and writing skills. Likewise, Emerging students on the same grade band will be pulled together to address their needs as determined by the NYSITELL or NYSESLAT. In the upper grades, we often group newly arrived ELLs with low literacy backgrounds together in order to teach foundational literacy skills in addition to oral and aural skills. Those upper level ELLs with high native literacy often grasp such literacy concepts of English quickly and require more accelerated curriculums.

- b. TBE program. *If applicable.*

At this time, we do not have any TBE classes.

- c. DL program. *If applicable.*

At this time, we do not have any DL classes.

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)?

In preparing for 2015-16, we have scheduled an ENL teacher in every classroom for 180 minutes (four periods) per week. The ENL teacher will either teach independently or co-teach in the area of ELA or science. This time covers the mandate of Transitioning, Expanding, and Commanding leveled ELLs through integrated ENL. These push-in periods also cover the mandated integrated ENL periods for Entering and Emerging leveled ELLs.

In addition, an ENL teacher will provide stand alone ENL to Entering and Emerging ELLs, pulling them out for 180 minutes (four periods) per week according to their language acquisition needs. They may be pulled with students at their own grade level or with students within their grade band (1-2, 2-3, 3-4, and 4-5).

At the moment, we only have a Freestanding ENL program and thus do not teach home languages. However, Spanish-speaking ELLs have access to literature in the home language both in paper and via MyOn, an online library.

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.

During our push-in integrated ENL-through-science or ELA, all content is delivered thematically in English using the SIOP model. Thematic units allow students to deepen their level of understanding and master Tier III level terms. The SIOP model allows

teachers to break down the language and the concepts appropriately, yet still teach with grade-level rigor. In the SIOP model, teachers discover students' background knowledge and front-load as necessary from there. They use visuals, including various forms of media as well as realia, songs and chants, graphic organizers, and Total Physical Response to develop concepts and vocabulary. Learning may occur through the gradual release of responsibility model, or through inquiry and investigation. During inquiry, students work collaboratively through the scientific method, jigsaw reading, reciprocal teaching, or literature circles. Throughout the lessons, all four modalities (Speaking, Listening, Reading, and Writing) are incorporated. At the culmination of lessons, students are pushed to reflect on their learning using the terminology and language structures taught during the lesson and throughout the thematic unit.

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

While P.S. 307 currently only has a free-standing ESL program, we strive to ensure our ELLs are evaluated in their native languages when appropriate. We really want to know what knowledge our students have in all languages, not just the knowledge they are able to express in English. In order to accomplish this goal, we administer assessments in our students' native languages whenever possible. Since the majority of our ELLs are native Spanish speakers, there are many opportunities for them to show what they know. For example, during running records, we allow our students to express their comprehension in the language of their choice. In the upper grades, our students who are ELLs can choose to take the New York State mathematics and science tests in Spanish. Also, our school is implementing the use of the New York City Performance Tests, which are available in Spanish for our Spanish-dominant ELLs.

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

In addition to the NYSESLAT, our ELLs are evaluated in the four modalities in different ways throughout the year. In kindergarten through fifth grade, students are assessed in reading using the Teachers' College (TC) running records system. This assessment is done at the beginning, middle and end of the year. This assessment also provides an evaluation of speaking as students choose respond to comprehension questions in English as they become more English proficient. The running record assessment also includes a fluency score that tells the teacher how the student's fluency is improving throughout the year. In writing, students are expected to complete a writing task as part each TC unit. Teachers use rubrics to evaluate these writing pieces, and the data from these tasks will be used to evaluate student progress in writing across genres. In addition, our teachers are collect informal baselines to use as a starting point for each genre. The informal baseline can be compared to the end of module piece to assess writing progress. Finally, for the listening modality, students frequently hear read alouds during ENL periods as well as other instructional periods throughout the day. These read aloud times are an excellent opportunity to assess listening skill acquisition. Our teachers assess these skills through questioning, re-tells, summaries, and other literary tasks.

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

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

a. SIFE

We currently have one SIFE student in the fifth grade at P.S. 307. Unfortunately, she was identified as SIFE when the classification system was transitioning, and unfortunately as a result she was not classified officially as SIFE within the 12-month window. Although assistance has been sought, we have been informed that she is no longer eligible to be classified appropriately.

In order to address her needs, we have worked through the following steps: assess the student(s) to identify areas of strength and need, place the student based on those strengths and weaknesses, employ additional intervention services, and ongoing assessment to monitor progress. She has received 1:2 literacy intervention and 1:1 math intervention throughout the past academic year, in addition to her mandated ENL minutes. As with all students at P.S. 307, differentiated instruction is implemented to ensure the SIFE student's needs are met. She frequently uses the differentiated online programs XL Math, Lexia Core 5, and Big Brainz to support the development of foundational skills. Her progress is monitored on these programs, and when she demonstrates difficulty, her teachers work with her 1:1 to clarify and re-teach.

Should P.S. 307 admit a group of SIFE students, these students will be invited to participate in a Breakfast Academy during which socialization skills and appropriate school behavior will be introduced. Finally, each SIFE student is matched with a buddy in the classroom who has the same home language, if possible, and will serve as a friend and resource for the SIFE student.

b. Newcomers

Our newcomers typically score at the Entering or Emerging levels, and thus they receive both integrated push-in and stand-alone pull-out periods. Newcomers in the upper grades (3-5) with low literacy skills in their native language receive stand-alone ENL together so that the teacher can build foundational literacy skills. Newcomers are closely monitored by their classroom and ENL teachers to ensure they are progressing both academically and socially. Both the classroom teacher and

the ENL teacher examine the students' data, make observations of the students, and conference with the students to assess their needs. If the student does not seem to be progressing, the teachers will meet to reassess the instructional plan. These students typically become a part of the Response to Intervention (RTI) groups based the specific literacy skill(s) where they are deficient. Newcomers also receive targeted instruction during our Afterschool Academy for recent arrivals. All newcomers also participate in BrainpopESL and Lexia Core 5, two online programs that develop language and literacy, respectively.

c. Developing ELLs

Depending on their proficiency level, and their individual needs, ELLs receiving services for multiple years will have their data reviewed and analyzed by the ENL team in conjunction with our Data Specialist. During the mandated amount of minutes for the student's proficiency level, progress is constantly monitored. If the students' needs are below the needs of his/her classmates, s/he will receive literacy intervention through Rtl. If the intervention does not seem to be working, the teachers will meet to reassess the instructional plan, and possibly move the student to Tier III Rtl service. Again, areas of student need in ENL are targeted during ENL push-in sessions, assuming they are at a Transitional level or above. These students are also invited to attend after-school academies and/or Saturday academies along with their grade level peers.

d. Long-Term ELLs.

For the 2015-2016 school year, we have no projected long-term ELLs. However, P.S. 307 places great emphasis on providing rigorous academic intervention services to students who are identified as long term ELLs. Depending on their proficiency level, and their individual needs, long term ELLs have their data reviewed and analyzed by the ENL team and Data Specialist. Progress is constantly monitored and if the intervention does not seem to be working, the teachers will meet to reassess the instructional plan. Because in the past all of our long term ELLs have had IEPs, the ENL teacher servicing such students also works with the special education committee to work toward their IEP goals in conjunction with their ENL goals. We feel that this collaboration is a vital component to these students' success.

e. Former ELLs:

Since each of our classes will receive 180 minutes of push-in Integrated ENL instruction, our former ELLs benefit from the co-teaching and other interventions implemented by our ENL teachers. In addition, if a former ELL would benefit from the work that is being done in an ENL group in their classroom, the ENL teacher will pull the student(s) into the group during group or independent worktime. A list of former ELLs is kept along with the current ELL list to ensure that our ENL teachers are checking in on these students and working with them when they need intervention. Former ELLs at P.S. 307 receive all testing accommodations that they are entitled to on all assessments. These accommodations include: extended time, separate location, and bilingual glossaries.

7. 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.

According to the ELL re-identification process, between 6 and 12 months from the date of the superintendent's notification of re-identification our school must review the re-identification decision to ensure that the student's academic progress has not been detrimentally affected by new classification. Our principal, Yolanda Valez, will consult with a qualified staff member (e.g. the ENL or classroom teacher), the parent/guardian, and the student. If the principal, in consultation with the teacher and parent/guardian, believes that the student has been adversely affected by the determination, she will provide additional support services to the student. These additional support services will be provided by our Early Literacy Specialist or our senior F-status literacy intervention teacher. In addition, Ms. Valez might decide to reverse the determination and will consult with the superintendent before doing so. The principal's final decision will be sent in a letter to the parent/guardian in the parent's preferred language within 10 school calendar days.

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 ELL students identified as having special needs, the current IEP is reviewed by ENL teachers working with these students to ensure that those mandates stated in the IEP are adhered to during ENL instruction. The ENL teachers collaborate with the special education classroom teachers and related service providers to review these students' data in both literacy and math to identify areas of strength and weakness to be addressed during ENL instruction. Within the mandated amount of minutes for the student's proficiency level, ENL strategies and alternative academic interventions will be applied.

Our teachers of ELLs work very hard to ensure that their environments are welcoming to ELLs and ELL-SWDs by providing visual representations, hands-on activities, concrete materials and examples, art activities and TPR activities. In addition, ENL teachers will employ strategies based on student need, including but not limited to: redirection, repeating directions, reading questions and directions aloud, and listing steps in a question or in directions with visual supplementation.

Chart 7 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?

P.S. 307 makes every attempt to adapt and modify curriculum to address the needs of our ELL-SWDs. In order to do this, supplemental aids are utilized to support these students in their classroom. Examples of these supplemental aids include, but are not limited to: scaffolding, visuals, kinesthetic activities, technological tools such as educational videos, computer games, listening centers, and iPads. To address the needs of this population during instructional time, ENL teachers ensure understanding of lesson objectives through formal and informal assessments, check-ins, and by analyzing student work. The ENL teachers then use this data to inform their instruction to assess the need for revisiting the lesson in the next session, moving on to the next objective or revisiting the lesson with a small group. In addition, throughout each lesson, ENL teachers ensure extra time for students to complete tasks, repeat directions, or to address student questions. When looking at scheduling for our ELL-SWDs, the administration at P.S. 307 makes every attempt to meet the diverse needs of each student. Many of our ELL-SWDs have been mainstreamed into general education classes and receive SETTS in addition to their ENL instruction. In third, fourth, and fifth grades, our several of our ELL-SWDs are in an ICT setting where the ENL teachers can push-in and collaborate directly with the special education teacher.

Our ELL-SWDs may be grouped with other ELLs who have not been identified at SWD if they share a common area of need or proficiency level. Classroom teachers show flexibility in scheduling when groups of students stretch across classes. Our classroom teachers understand the importance of ENL instruction and therefore work with our ENL providers to ensure that their schedules and the ENL teacher schedules work together to allow for appropriate groupings for ENL instruction.

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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		

The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.

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



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

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

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

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

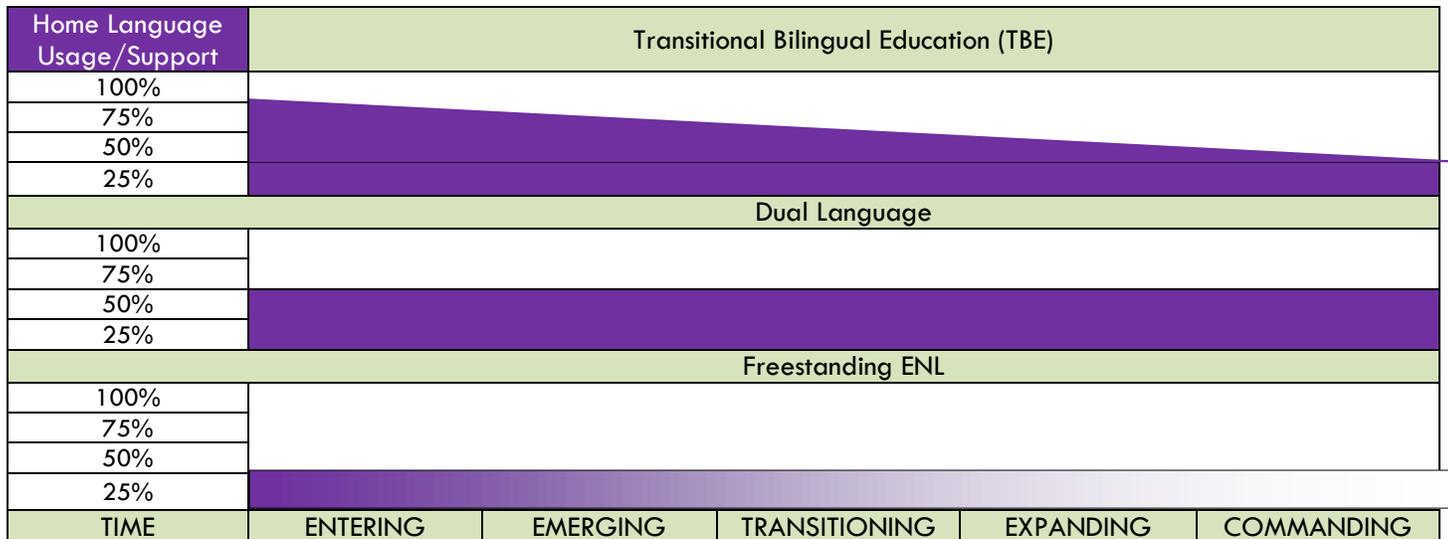


*Note: “other approved services” does not apply to New York City at this time.

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. Since our current program is a Freestanding ENL program, all content area material is delivered in English. Below is a description of the targeted intervention programs used for ELLs in ELA, mathematics, and science. Through ENL professional development programs, our entire staff has learned to implement proven ENL strategies and techniques such as the use of music, pictorial representations, activating prior knowledge, building background, kinesthetic activities, and Total Physical Response in order to help students succeed academically. All ELLs are eligible for all of the academic intervention services offered based on their academic needs.
- We use the following researched based programs for ELA academic intervention services: Foundations and Just Words by Wilson Reading, the Flying Start to Literacy guided reading series, and the Comprehension Toolkit. The Academic Intervention Services are provided to our students in a variety of methods. During the school-day we offer AIS for ELLs with IEPs, Tier II Rtl for ELLs, and Tier III Rtl for ELLs via Reading Recovery, well as the after school program, and Saturday academies. We have classroom teachers, content specialty teachers, ESOL certified teachers, EGCR Teachers, and F-status teachers providing these services for students. Across the grades, we find that our ELL students struggle the most with literacy. As the result of this observation, our interventions are focused primarily on language development and literacy skills. In addition, all ELLs participate in Lexia Core 5 online literacy skills program which is differentiated to tailor each student's literacy level. Students have also enjoyed MyOn, an online library of books, where students can read independently, or listen and read along. Books are available in both Spanish and English. P.S. 307 uses two programs for mathematics academic intervention services; Go Math! intervention and re-teaching resources and data driven, teacher planned intervention lessons. The academic intervention services are provided to our students in a variety of methods – via small group, during the school day, in the after school program and Saturday academies. These services are provided by classroom teacher, content specialty teachers, and senior F-status teachers. ELLs are targeted during these intervention sessions based on their mathematics performance data.
- P.S. 307 has two full-time science specialty teachers who push into all of our classrooms to provide science instruction. These teachers will teach the class alone or will co-teach with the ENL teacher. In the science, we also use the following programs/strategies for science academic intervention services: Buckle Down Science (Gr. 4), Measuring Up Science (Gr. 4) and data driven, teacher planned intervention lessons. We also provide an after-school Science academy for fourth grade students to enhance their experiences and knowledge of the scientific method. In grades K-3, the science teachers work with the students to research and create science fair projects to display at our Family Science Fair Night. In addition, Saturday Family Science workshops are offered to provide our students and their families with further science exposure and instruction.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- When analyzing our ELL students' state assessment data, we see that our current program is meeting the needs of our ELLs in content areas. When we look at the 2013-14 NYSESLAT data, we see that 81% of our ELLs demonstrated progress as determined by the AMAO data report. This data indicates that our current program is meeting the needs of our ELLs in terms of language development. Outside of assessment data, we see our students becoming increasingly confident in using English when speaking, reading and writing. This is a great indication to the staff at P.S. 307 that our programs are successful.
12. What new programs or improvements will be considered for the upcoming school year?
- In May 2015, school wide needs assessment survey was administered to all coaches and teaching staff regarding both teacher and student needs, including the needs our ouf ELLs and SWDs. An analysis of the student data collected, in addition to formal and informal teacher observations done by the administration, revealed that our students need to build independence and stamina as readers and writers, and in conjunction, develop the essential habit self-monitoring. In order to build such independence, improvement is needed in their critical thinking skills--such as determining importance and finding evidence to support theses--as well as their word and conceptual knowledge. Upon recommendation of our literacy consultant Linda Weinbaum, we applied to work with Columbia University's Teachers' College reading and writing units and professional development package. After a thorough review of the new TC curriculum, we believe it will help students build the strategies discussed above and develop the habits necessary to increase their mastery of the Common Core Learning Standards.
- In the 2014-15 academic year, we also piloted a program called BrainPopESL. We used this program with a small group of newcomers in our afterschool and Saturday academies, and we found it beneficial for helping students quickly develop oral and aural knowledge of English, as well as letter sounds and sight words. Our students enjoyed the program very much, and we feel its appeal and utility will be equally beneficial for all of our Entering ELLs, and possibly our Emerging ELLs as well. Thus, we have decided to expand and extend our purchase license.
13. What programs/services for ELLs will be discontinued and why?
- Our biggest change is our literacy curriculum. For the past two years we attempted to implement ReadyGen, but found its benefits were limited for our population of students. In place of ReadyGen, we have chosen the new TC literacy curriculum with professional development support.
- Also, while we found Lexia Core 5 (an online literacy program) very beneficial for building literacy skills for low-literacy students,

as well as pushing our above-grade level readers as well, the program was very expensive for our school. We have decided to continue our license, but with limited quantities to address our students who struggle the most with literacy.

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

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

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

Since the 2009-2010 school year, P.S. 307 has included ENL in the Saturday Academies for students in grades 2-5. An ENL-certified teacher works with the ELLs in these Saturday academies to supplement the classroom teacher's instruction with additional scaffolding, visual representations and vocabulary instruction.

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.

Students develop their reading, writing, listening, and speaking skills in English through a variety of ENL methodologies aimed at maximizing students' understanding of newly introduced concepts, such as: Total Physical Response (TPR), singing, chanting, rhyming, building background, activating prior knowledge, using graphic organizers, using meta-cognitive strategies, incorporating a variety of media, and the use of bilingual glossaries. Teachers have also differentiated instruction by grouping, as per NYSITELL and Spring NYSESLAT results, informal assessments, conferencing, and teacher observations in other subject areas, such as mathematics and science, to differentiate instruction. Classroom and ENL teachers collaborate and/or co-teach to ensure that ENL strategies are incorporated into all subject areas to meet the needs of individual ELL students. Intervention materials are chosen based on student need, but some of the materials used come from sources such as: Flying Start Guided Reading Kits, the Fountas and Pinnell Intervention Kit, and Wilson's Foundations and Just Words programs.

Over the past couple of years, P.S. 307 has worked relentlessly to integrate technology into our curriculum. Throughout the school year, ELLs use many different types of technology in many different settings. English Language Learners use computers along with their non-ELL peers with various literacy and mathematics software programs to support them in these content areas. Such programs include Lexia Core 5, MyOn, BrainPopESL, XL Math, and Big Brainz Math. ELLs are also given the opportunity to work on websites such as Starfall.com and Thinkfinity.org to allow them access to content with visual and audio resources. In mathematics, GoMath! provides computer games to assist students in reaching their mathematics goals. ELLs are also exposed to the iPad on a regular basis as they use these devices in small groups to practice basic literacy.

All classrooms are equipped with EnoBoards and ELMOs. These two technological tools assist teachers in presenting lessons and materials visually, which has proven to be very beneficial to ELLs. In addition, P.S. 307 uses online resources such as pbs.org, Netflix, arkive.org, and schooltube.org to find video and images for social studies and science in order to build background experiences for our students. These resources have proved successful for all of our students ELLs and non-ELLs alike.

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

P.S. 307 has a Freestanding ENL program and does not typically deliver instruction in native languages. However, two out of four of our ENL teachers (as well as the majority of our school staff) are bilingual and are able to provide native language support to our Spanish-speaking ELLs when necessary. P.S. 307 has a number of books in Spanish, as well as bilingual glossaries and content specific glossaries which are all accessible for student use. Students also have access to texts in Spanish on MyOn, an online library. In addition, some of the New York State examinations are given to students in their native language as well as English. Students who need additional support in their native language are seated with a buddy who speaks their native language in addition to English. These partnerships allow for translations from same aged peers, allowing our ELLs to feel more comfortable when needing additional support.

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

Since all of our AIS providers and ENL teachers review the student data, they are aware of students' levels and academic performance. These individuals use age and level appropriate ENL strategies in their instruction. Professional development in ENL strategies is offered to classroom teachers to empower them to make informed instructional decisions with regards to their ELLs. ENL teachers also give staff-wide development sessions on ENL best practices multiple times throughout the school year to ensure that classroom teachers are well-informed.

The school makes every effort to ensure that all ELLs are given equal access to grade and age appropriate materials and services. AIS and ENL providers who are working with our ELLs have background knowledge and prior experience with the grade levels and materials with which they are working. For example, the literacy AIS provider working in our kindergarten and first grade classrooms is a former early childhood classroom teacher.

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

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).

Parents of students in all grades are invited to orientations to familiarize themselves with the school building, the school staff and the curriculum in their child(ren)'s grade. Parents are also informed of the school's procedures and policies at these orientations, which are hosted by the parent coordinator, Liza Ocasio. Letters are posted outside of the school in late August informing parents of the beginning of the year procedures and important upcoming dates. Now that the school is permitted to begin NYSITELL testing prior to the first day of school, parents of ELLs are engaged in conversations about the school and the ELL programs at our school with an ENL teacher when they bring their child into the school for testing.

In order to assist some of our newly arrived ELL students in staying academically active through the summer, our ENL coordinator compiles a package of materials for these students to work on over the summer. The package includes books in the home language, various phonics and phonemic awareness activities, sight word practice, and basic mathematics activities. The purpose of these materials is to provide consistent academic activity throughout the summer break for those newly enrolled ELL students.

19. What language electives are offered to ELLs?

As an elementary school, P.S. 307 does not offer language electives to its students.

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)?

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

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.)

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

When a member of the staff at 307 attends a training that he or she feels would be beneficial to the whole staff, that teacher will turnkey the information to interested staff members. These turnkeys may take place during regularly scheduled professional development times and/or lunch-and-learn sessions. P.S. 307 will continue to seek out these professional development opportunities for both ENL-certified and non-ENL certified staff members. The school frequently checks the websites of the New York City Office of English Language Learners, the Bronx BETAC at Fordham University and Teacher's College for these opportunities. Professional development is offered by the administration as well as by the ENL Coordinator and experienced ENL teachers on Election Day or during Monday professional development sessions, in-house. These sessions are used to explain the NYSITELL and NYSESLAT tests, how the scores can help to further expand teachers' understanding about the tests their students are required to take, and how to use the ENL data to drive instruction. They are also used to review ENL strategies essential for ELL students so that teaching and learning can be most effective.

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

Our fall calendar of professional learning for non-ELL teachers has included training on the new ENL Progressions, modifications to CR Part 154, the use of Lexia Learning for our ELLs, and Language Translation and Interpretation access. Upcoming professional learning will include vocabulary development for ELLs, project-based learning for ELLs, and enhancing our contextual supports to ELLs. Professional learning for our ELL teachers includes in-house co-teaching strategies for our integrated ENL periods, Teachers College ELL workshops, the Nuts and Bolts of ENL for Ms. Nichols, a first-year ENL teacher, and various other opportunities that arise during the school year.

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

All teachers at P.S. 307 attend weekly professional development sessions on Monday afternoons. These sessions are facilitated by our literacy and mathematics consultants from Generation Ready. These sessions focus on planning, implementing and reflecting upon instruction based on the CCLS. Segments of these professional development sessions focus on differentiating instruction for different groups of students including ELLs. In addition to our in-house professional development, all teachers are eligible to attend any outside professional development that may match their needs as a teaching professional. Our ENL teachers and administration receive weekly e-mails from the Office of English Language Learners that highlight opportunities for professional development on topics related to ELLs as well as emails regarding professional learning opportunities facilitated by the Bronx Borough Field Support Center. The administration and ENL teachers identify staff members who would benefit from this training. Since it is not possible for all of our staff members to attend every meeting, every effort is made to have a turn-key session of important information obtained at these professional development meetings.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

To respond to the needs of our ELL students transitioning to middle school, our ENL Coordinator, Ms. Maturen, will work with our fifth graders to ensure that they are getting ready for the transition to middle school. Ms. Maturen has worked in a middle school with ENL students and can help ease some of the students' anxiety as well as to answer questions that the students may have. In

addition, our bilingual Parent Coordinator works with parents and upper grade staff members to ensure all middle school applications are completed and submitted. The Parent Coordinator and ENL teachers are also available to answer and address any questions or concerns the parents may have about their child's transition to middle school.

4. Describe 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.

Thankfully, through the Office of ELLs, our ENL staff has had the opportunity to attend several ELL-centered PDs over the past two years, including RtI for ELLs with Harvard University's School of Education, Building a Strong Tier I for ELLs with Diane Haager, Unpacking the NYSESLAT, and Scaffolding Instruction for ELLs with Stephanie Harvey. Our network, which will now be supplanted by the Borough Field Support Center, offered several beneficial PDs to our ENL teachers over the past two years, including Nuts and Bolts of ESL Compliance, AMAO Tool and Data Analysis, and NYSESLAT Scoring Workshops. Often, one of our non-ENL teachers accompanies one of our ENL teachers for such PDs. Such information is turn-keyed to all teachers during our Monday professional development series, allowing non-ENL staff to access the learning.

We are looking forward to more of these high-quality professional developments offered by the Office of ELLs and by the new Bronx Borough Field Center in the upcoming years. Both ENL and non-ENL teachers have already registered for a few upcoming ENL PDs including Vocabulary Instruction that Works, the Disproportionality of ELLs Identified in Need of Special Education, and the Nuts and Bolts of ENL.

Record of each and every external workshop attended by staff members of P.S. 307 is maintained in the school-wide Professional Development Binder. For in-house PDs, meeting agendas, attendance sign-ins, and any accompanying materials are filed. For external workshops, a copy of the agenda along with teacher attendance information is saved.

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?

In order to provide these annual individual meetings, our ENL team will reach out to parents at the beginning of the school-year to make appointments for individual meetings with parents. We will attempt to schedule these meetings for Tuesday afternoons during mandated parent outreach time. However, we know that many of our parents work and are unavailable during the weekday, and thus we plan to hold appointments on two Saturdays of the year as well as on weekday evenings. Once meeting dates are set, our support team in the office takes care of reminding parents of such meetings.

One of our ENL teachers is fluent in Spanish, and will provide translation services as needed for our Spanish-speaking parents. We have yet to have a family that requests interpretation in another language, as our current non-Spanish speaking ELLs have an English-speaking parent. However, should a parent request an interpreter in a language other than English or Spanish, the school will contact the Translation and Interpretation Unit to request an interpreter for the event or use the over-the-phone interpretation provided by the Translation and Interpretations Unit's telephone service.

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.

All official documents signed by the parent, including the HLIS, Parent Survey, and Parent Selection Forms are placed in the student's cumulative file, and a copy is filed in the ENL Office as well. Any outreach to parents, including parent meetings, are documented in the ENL Files. Attendance for all in-person meetings is also kept in the ENL Files and in the Parent Coordinator's office.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELLs are given equal opportunities to participate in any and all family activities and programs that P.S. 307 offers.

Families are involved through a variety of venues. Initially, ELL Family Orientation Meetings are held to inform parents/families of the various program choices they have. In the fall of each year, Family Curriculum Institutes are held in each grade with the goal of providing families with opportunities to learn about the literacy, mathematics, science and social studies units, and how parents can support their children at home. During the 2014-15 school year, we incorporated Science Family Night into our science fair during which parents participated in science experiments similar to those their students experienced during the school year. Experiments were provided at every grade level and were very popular. During the family night, parents receive detailed information on the expectations of the New York State science test and the importance of exposing students to all the areas of science. As with other family workshops, Science Family Night presentations and handouts were provided in both English and Spanish to assist parents in accessing the workshop content. Science Family Night will again be provided during the 2015-2016 school year.

Parents are also involved in other ways. We invite ELL parents specifically to workshops hosted by our ENL teachers during each marking period regarding how to support and foster their child's language development both in and outside of school. Family workshops are held throughout the year to address such issues as: asthma, hygiene, healthy eating, safety, and the state mathematics and ELA tests. Throughout the year, during the school day and on Saturdays, family institutes/workshops will also be held in order to maximize parent and family participation. These institutes afford parents opportunities to learn a variety of literacy and mathematics skills/strategies and how to support their children at home.

Through the translation and interpretation work of our bilingual Parent Coordinator, parent volunteers, and our PTA executive board, all presentations and materials are provided in both English and Spanish to assist parents and families in accessing workshop content. These orientations and workshops also devote segments to possible modifications and/or enhancements for parents with ELL students. The workshops are provided for families on every grade level. The success of these workshops is measured by the families' enthusiasm, feedback, and desire for additional workshops.

All ELL parents are offered equal opportunities to participate in all of the activities mentioned above as well as in any additional trips, performances, or presentations done within the school. Parent and family participation is further encouraged by providing participants with gift bags of instructional materials and manipulatives that will assist them in reinforcing concepts with children at home. In addition to workshops and various family activities, all parents are encouraged to join the PTA and/or to volunteer within the school.

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

The school has worked in conjunction with many agencies to bring workshops and experiences to all parents in our school community. We will continue to work with these agencies to ensure the parents of our students are receiving the information they need. The school has worked with agencies such as: CAPPS to present a child abuse workshop and a workshop on bullying. We have also worked with NYC Learning Leaders to inform parents of the school and involve them in the school community, the Bronx Health Link to present information on asthma and breast cancer awareness, Safety City to speak to children and families about safety, and the Administration of Child Services to present information on abuse and neglect. The school as also worked with Dial-a-Teacher to inform parents of resources available to them for homework assistance and Town Hall, an art organization, with our series of Saturday "Families as Partners in Art" Workshops. P.S. 307 has also partnered with the Lehman College Art Gallery to learn about and produce different forms of art. In addition to the workshops and presentations that other organizations have helped the school to present, our bilingual parent coordinator is always available to parents to assist them in locating any resource or organization they may need.

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

The staff and teachers at P.S. 307 are constantly listening to the parents of our students and having conversations with them about their concerns and their needs. This year, as a ENL program, we expect to get quality feedback from our parents through questioning during the individual parent meetings and through anonymous feedback/suggestion boxes during parent teacher conferences. The parent coordinator, Liza Ocasio, is also in constant communication with parents. After workshops, she asks parents to give feedback on the workshop and also asks them what other workshops they would like to see provided by the school.

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

Since the staff of P.S. 307 is constantly listening to the parents of our students and having conversations with them about what they need and want, we are meeting the needs of our parents through numerous workshops, orientations, and activities carried out in our school as well as outside of our school. For example, when the parents of students in grades 3-5 began asking the staff questions about the state tests their children were required to take, the school worked diligently to put together and present parent workshops to inform the parents of what the exams involved and what they could do at home to support their children. The staff at P.S. 307 also located and distributed samples of the state tests and translated requirements in families' home languages to allow parents to fully understand the tests and their role within the school system. Currently, parent teams (drawn by lottery) are invited to attend Teachers College Reading and Writing Project parent days so parents can best support their children's literacy development. Parent feedback from these workshops has been phenomenal. If a parent has a need that we do not have the resources to meet, the staff at P.S. 307 works diligently to locate the information and to assist the parent in meeting their need. We also follow up with the DOE's Parent Survey at the end of each year to evaluate our parental satisfaction with our parent involvement opportunities.

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.

School Name: <u>Luisa Pineiro School of Scienc</u>		School DBN: <u>10x307</u>	
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)
Yolanda Valez	Principal		11/4/15
Debra Springsteen	Assistant Principal		11/4/15
Liza Ocasio	Parent Coordinator		11/4/15
Michelle Maturen	ENL/Bilingual Teacher		11/4/15
Yanira Castro	Parent		11/4/15
Elizabeth Nichols/ENL	Teacher/Subject Area		11/4/15
Marcy Schickler	Teacher/Subject Area		11/4/15
Sheila McChesney	Coach		11/4/15
Lisa Terrero	Coach		11/4/15
Denny Matos	School Counselor		11/4/15
Melodie Mashel	Superintendent		
Socorro Diaz	Borough Field Support Center Staff Member <u>Deputy Dir.</u> <u>for ELLs</u>		
Laura O'Connell	Other <u>Teacher/Related Ser</u>		11/4/15
Linda Weinbaum	Other <u>Literacy Consultant</u>		11/4/15
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **10x307** School Name: **Luisa Pineiro Fuentes School for Sc**
Superintendent: **Melodie Mashel**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) 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.

When new students enter our school, data is acquired initially through Home Language Identification Surveys (HLIS) and initial registration interviews. Language preferences are also noted on the blue emergency contact cards which parents fill out immediately. For students who transfer to our school from within the DOE, we also use ATS data to find the parents' preferred language for communication, including the RAPL and UPPG reports.

For Spanish-dominant families, our school has significant Spanish-English bilingual staff, and they serve as translators and interpreters to these families. For families whose dominant language is neither Spanish nor English, our Language Access Coordinator and Parent Coordinator reach out to families whose home language is neither language nor Spanish to further assess written translation and oral interpretation needs. For routine documents, we use the templates provided on the Translation and Interpretation intranet site. Should a family need a translator for a language other than English or Spanish, the school will contact the city's Translation and Interpretation Unit for over-the-phone and/or on-site translation services. Every effort is made to have documents and dates of meetings planned ahead of time to allow for any delay that may take place in the translation of these documents or in the reserving of an interpreter for scheduled meetings.

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.

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

Currently, P.S. 307 has one family that identifies Mixteco as their home language, one family that identifies Twi as a home language, one family that identifies Arabic (Morrocan), and four families that identify Philipino (a.k.a Tagalog) as their home language, and one family that identifies Bisaya as their home language. The parents in all of these families either speak English (families speaking Twi, Arabic, Tagalog, and Bisaya) or Spanish (the family that speaks Mixteco) in addition to their home language. The office staff at P.S. 307 is aware that these families may contact the office should they have any additional questions about materials sent home and the staff will make every attempt to address each question asked using the over-the-phone interpretation services. At this time, none of the families have requested written or oral translation of information from the school. Of course should the need for a translator or other translation services arise and an English speaking family member is not available, the school will use the over-the-phone interpretation services by calling (718) 752-7373.

The results from all of our Home Language Identification Surveys, which asks parents which language the parent prefers for written and oral communication, provide us with the information needed to identify what the needs of our families are in terms of language translation and interpretation.

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.)

The following documents are distributed to families each year at the following times:

School Handbook, September
Parent Involvement and Compact, Fall Parent Teacher Conferences
Principal-to-Families Letters, biweekly
Principal to Parent Newsletters, monthly
School Calendar, monthly
Parent Engagement Workshops, weekly
Student Afterschool Permission Slips, cyclicly throughout the year
Recess Dates, throughtout the year
Testing Dates, Spring
Curriculum Overviews, Bi-monthly
Chancellor's Regulations, September
Discipline Code, September

Pre-K Welcome Letters, September
Respect for All Brochure, September

All of these documents are translated into Spanish and sent home to all students in Spanish and English. School staff, translated templates and documents from the Translation and Interpretation intranet site, and translations done by the Office of Translation and Interpretation are utilized to complete these translations.

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.

The following is a list of the face-to-face meetings that our school provides to parents throughout the year:

Parent Envolment Workshops, weekly
Open Parent-Teacher Meetings, Tuesday Afternoons
Back-to-School Night, September
Science Fair Night, June
Curriculum Night, April
Individual English Language Learner Meeting for Parents of ELLs, Winter and Spring
Meetings for IEP Reviews, throughout the year
Meetings for students receiving counseling services, throughout the year
Attendance Home Outreach, daily
Teacher Home Outreach, daily

One of our several bilingual staff is always present to interpret for all meetings where a Spanish dominant parent is present. Should a parent have a home language that one of our staff does not speak fluently, we will use the over-the-phone interpretation services. Also, in the past we have used in-person interpretation services through the FAMIS vendor when needed. This has been the case for state exams when translated versions are not available in the child's native language. In these cases, the ELL students had a fluent English-speaking parent, and neither the over-the-phone nor the in-person interpretation services were necessary for parent-school interactions.

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.

As described in Part A, our findings indicate that the majority of our families are predominately Spanish speaking. Therefore, our Principal-to-Family letters and other school-to-home communications are sent to all students in both Spanish and English. The writing and translation of these letters are facilitated by school staff when the documents are not available on the Translation and Interpretation intranet site. The procedures that we have in place to ensure the timely provision of translated documents. The review and

revision of these communications in both languages is done by our bilingual principal prior to distribution.

For interpretation services, we schedule for bilingual staff to be available to translate for all parent meetings and workshops. Should we have a parent that prefers a language other than Spanish or English, we plan to use the over-the-phone interpretation services at (718)-752-7373. Also, should any new parent have a preferred language of communication other than English or Spanish, the school will complete a Translation Request Form and contact the Translation and Interpretation Unit to request to have the documents translated.

In addition, many of the documents that are distributed to parents such as the ELL Parent Choice Brochure and Student Report Cards are available to download in many different languages. Translated copies of these documents are kept in both the main office, the Parent Coordinator's office, and the ENL office for easy access should a parent need a translated copy.

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.

Interpretation services are provided by school staff, teachers, and administrators when needed. Such services include interpretation during parent teacher conferences, IEP meetings, parent orientations/workshops, etc. Of course, when the topic being discussed is sensitive or requires privacy, only appropriate staff members translate in order to ensure that the family is comfortable with the individuals who are in attendance at the meeting. While we do not typically need translation services for languages other than Spanish, should a parent request an oral translator in a language other than English or Spanish, the school will contact the Translation and Interpretation Unit to request a translator for the event through the The Big Word vendor, or will speak to a representative using the Translation and Interpretations Unit's over-the-phone interpretation service.

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.)

All staff and teachers are informed of the translation and interpretation services through a staff meeting, and through a follow-up email. At the meeting, two video clips are shown--the Childhood in Translation clip as well as minutes 26-30 from the Language Access Coordinator training video showing the process of over-the-phone interpretation. The procedures that are reviewed include: using the Office of Translation and Interpretation's over-the-phone interpretation services, and submitting documents for translation services. Also, the Language Access Coordinator, Ms. Maturen, provides her contact information so that any staff can reach out to her for assistance in any interpretation or translation needs. Also, all staff, including the security guards, receive the Translation and Interpretation Brochure, the Language ID guide, and Language Palm Card.

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

As a school, we will continue to fulfill Section VII of Chancellor's Regulations A-663 (Translations) by providing timely translation and distribution of critical communications.

Translations of routine notification documents, provided by the Translation and Interpretation Unit's intranet site (http://intranet.nycboe.net/SchoolSupport/translation_and_interpretation_unit) will continue to be utilized. We also will continue use our biligual staff and the translation services at the Translation and Interpretation Unit to translate many in-school documents. In addition, we will continue to inform parents as to how to obtain interpretation if it is not readily available, and will continue to provide interpretation services during school hours to those parents whose primary language is one which our staff and/or parent volunteers can speak. In addition, for curriculum nights, family/parent workshops, parent-teacher conferences, and for all parent meetings, we utilize all bilingual staff, school aides, psychologists, and social workers to translate information for all parents that require translation.

In the entryway hall, and highly visible to parents, is our welcome poster, Language ID Guides are placed in the main office, the ENL room, and the security desk. The parent coordinator, Ms. Ocasio, also has all documents available to non-English dominant parents, including the parent's guide to language access and the translated Bill of Rights. Finally, information on the Translation and Interpretation Unit, including written request forms, telephone translation services, vendor contract information for in-person translation is kept on file in the main office for easy access in the event that a parent needs further translation services.

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)

We use the NYCDOE Parent Survey to get a overall idea of how parents feel about the quality and availability of services. Specifically, we look at parent responses to the following questions: a) whether the school regularly communicates with families (93% agree), b) whether teachers communicate regularly with families (96% agree), c) whether the school works closely with families to meet their needs (98% agree), d) whether it is okay to discuss feelings and worries with the principal (84% agree), e) whether the teacher adequately supports the parent's child (95% agree), f) whether school staff encourage feedback from parents/guardians and the community (83% agree), and g) whether the school offers a wide enough variety of services and activities (87% agree).

These responses, current as of the 2014-15 Parent Survey, provide us with indicators demonstrating how many parents are satisfied with the quality and availability of services, and helps us revise policies and practices when necessary. Also, feedback from parents at the School Leadership Team meetings also provides crucial feedback for revisions. Our office staff and teachers are also receptive to parent concerns. We would like to improve the use of parent feedback, as this was our lowest score on the

aformentioned parent survey questions at 83% (see above).