



P.S. 299 THOMAS WARREN FIELD

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 299 THOMAS WARREN FIELD
ADDRESS: 88 WOODBINE STREET
TELEPHONE: 718-574-0301
FAX: 718-574-1080

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 333200010299 **SCHOOL NAME:** P.S. 299 Thomas Warren Field

SCHOOL ADDRESS: 88 WOODBINE STREET, BROOKLYN, NY, 11221

SCHOOL TELEPHONE: 718-574-0301 **FAX:** 718-574-1080

SCHOOL CONTACT PERSON: WILMA KANOVA KIRK **EMAIL ADDRESS:** WKirk2@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Sharon George

PRINCIPAL: WILMA KANOVA KIRK

UFT CHAPTER LEADER: DeNeil Pollack-Campbell

PARENTS' ASSOCIATION PRESIDENT: Fletta Stocks

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 32 **CHILDREN FIRST NETWORK (CFN):** Community Learning Support Organization

NETWORK LEADER: ADA ORLANDO/Tatyana Ulubabova

SUPERINTENDENT: LILLIAN DRUCK

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. **SLT membership must include an equal number of parents and staff** (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
WILMA KANOVA KIRK	Principal	Electronic Signature Approved.
Sharon Locus	Admin/CSA	Electronic Signature Approved. Comments: I Approve
Diane Lopez	UFT Member	Electronic Signature Approved.
Cynthia Dowdy	DC 37 Representative	Electronic Signature Approved.
Debbie Makins	Parent	Electronic Signature Approved.
Talena Jackson	Parent	Electronic Signature Approved.
Fletta Stocks	PA/PTA President or Designated Co-President	Electronic Signature Approved.
Elaine Cruz	Parent	Electronic Signature Approved.
DeNeil Pollack-Campbell	UFT Chapter Leader	Electronic Signature Approved.
Rochelle Hughes	Parent	Electronic Signature Approved.

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

P.S. 299 is a pre-kindergarten to fifth grade school nestled in the heart of the Bushwick section of Brooklyn. The students are predominately African-American and Hispanic, with approximately 25 students residing in temporary housing. The school proudly celebrated 50 years of service to the students and families of Bushwick.

The school's mission statement is: 'Through home, school, and community partnership, the administration, teachers, and staff of P.S. 299K are committed to helping students to become lifelong learners, creative thinkers, and productive citizens. This will be achieved through relevant instruction in and out of the classroom with the realization that it takes a village to raise a student's achievement and performance standards. The school's motto is: "I believe I can score a level 3 or 4, like an eagle I will soar".

The school is under the leadership of Principal, Wilma Kirk. She is a career educator with over 30 years of experience. Under her leadership, the school has made many significant changes:

*Established Grade Wings on the floors to encourage teacher collaboration around curriculum planning and the sharing of instructional resources. Assigned grades and programs are based on teachers' strengths and data related to the previous years performance.

*Established a professional development period once a week for each grade to engage in collaborative inquiry, implementing common core standards in the curriculum and reading and writing in the content areas.

*Established an intervention period as part of the flow of the day to support the academic progress of the K-5 students. Teachers and paraprofessionals have been trained in the usage of intervention materials such as Voyager, Great Leaps and Intervention Station.

*Implemented periodic progress monitoring in the early childhood grades as part of the Harcourt Trophies reading program to track student progress, with a focus on special education and high need students.

*Strengthened security procedures, including visitor sign-in process and better communication with the main office and with parents.

*Participated in a chronic absenteeism program sponsored by District Attorney Hynes and established an Attendance Team to improve school attendance.

*Conducted special assembly programs, parent breakfasts, pizza parties and ice cream sundaes in recognition of students with perfect attendance as part of the incentive plan to increase student attendance rates.

*Involved the school community in the following celebrations and school wide events: Playground Opening, 50th School Anniversary, Grandparents' Day, Hispanic Heritage, African-American Heritage, Career Day, Literacy Celebrations, Dr. Seuss Pajama Party-Read Across America, Health Fair, Field Day, Math Olympics and Science Fair. Parent involvement is a critical element in raising student achievement and high expectations.

We have partnerships with the following Community Based Organizations such as: The Botanical Garden, Ballet Tech, Learning Leaders, Salvation Army Day Care Center, Roundtable Day Care Center, New York Junior Tennis League, Evergreen Baptist Church (Allan Houston Basketball Camp and Character Development), Music and the Brain, Mighty Milers, School Wellness and Fuel 60.

□

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
School Name:		P.S. 299 Thomas Warren Field								
District:		32	DBN #:		32K299	School BEDS Code:				
DEMOGRAPHICS										
Grades Served:		<input checked="" type="checkbox"/> Pre-K	<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	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		36	33	34			88.5	90.4	TBD	
Kindergarten		68	64	69						
Grade 1		83	67	78	Student Stability - % of Enrollment:					
Grade 2		78	83	80	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		86	72	71			87.6	86.29	TBD	
Grade 4		92	83	62						
Grade 5		83	74	69	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			82.7	86.3	87.6	
Grade 8		0	0	0						
Grade 9		0	0	0	Students in Temporary Housing - Total Number:					
Grade 10		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 11		0	0	0			18	64	TBD	
Grade 12		0	0	0						
Ungraded		5	2	6	Recent Immigrants - Total Number:					
Total		531	478	469	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							4	1	5	
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:						
<i>(As October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		47	59	57	Principal Suspensions		73	29	TBD	
# in Collaborative Team Teaching (CTT) Classes		0	3	0	Superintendent Suspensions		7	8	TBD	
Number all others		24	19	21						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# in Transitional Bilingual Classes		0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	48	39	43	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	1	2	5	Number of Teachers	41	47	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	13	13	TBD
				Number of Educational Paraprofessionals	1	2	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	68.3	66	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	63.4	59.6	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	83	87	TBD
American Indian or Alaska Native	2.1	1.7	2.6	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	70.8	82.1	TBD
Black or African American	55.6	57.5	56.9				
Hispanic or Latino	38.8	37.4	35				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	0.8	0.4				
White	2.8	1.9	2.6				
Multi-racial							
Male	47.8	49.2	47.5				
Female	52.2	50.8	52.5				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance			<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Students with Disabilities	Ysh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B	Overall Evaluation:	
Overall Score	62.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	7.4	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	12.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	39.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Early Childhood Literacy Data-For the 2009-2010 school year our students in grades K-2 scored the following on the End of Year Assessment (EOY) according to the Dibels Assessment.

74% of kindergarten students scored at the benchmark level in nonsense word fluency.

65% of first grade students scored at benchmark level in oral reading fluency.

53% of second grade students scored at benchmark level in oral reading fluency.

- An improvement in score from 3.1 (2007-2008) to 7.4 (2008-2009). The score for 2009-2010 is 4.1. The greatest need in this area of the Learning Environment Survey is Safety and Respect and Attendance which was 89.3% a decrease of 1.7% from the previous year.

- An improvement in score from 3.1 (2007-2008) to 7.4 (2008-2009). The score for 2009-2010 is 4.1. The greatest need in this area of the Learning Environment Survey is Safety and Respect and Attendance which was 89.3% a decrease of 1.7% from the previous year.

- The percentage of students at proficiency in ELA is 33%. The median student proficiency level is 2.63, which places the school at the low end range relative to both peer and city schools. The percentage of students at proficiency in math is 42.5%. The median student proficiency level in math is 2.85%, which places the school at the low end range relative to the schools's peer and city schools.

The results of the 2009-2010 Progress Report indicates that we need to continue to make

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The results of the 2009-2010 Progress Report indicates that we need to continue to make:

A) School Environment - An improvement in score from 3.1 (2007-2008) to 7.4 (2008-2009). The score for 2009-2010 is 4.1. The greatest need in this area of the Learning Environment Survey is Safety and Respect and Attendance which was 89.3% a decrease of 1.7% from the previous

B) Student Performance: The percentage of students at proficiency in ELA is 33%. The median student proficiency level is 2.63, which places the school at the low end range relative to both peer and city schools. The percentage of students at proficiency in math is 42.5%. The median student proficiency level in math is 2.85%, which places the school at the low end range relative to the schools's peer and city schools.

C) Student Progress - Student progress in both ELA and math is above the middle range relative to both peer and city schools. The data pertaining to student progress indicates that students made very good progress from last year to this year in both ELA and math. In addition, the school received additional credit (4.5) for demonstrating exemplary gains among high needs students

D) State Accountability Report - For the past 2 years we have made our AYP in all subgroups including the Students with Disabilities with the Safe Harbor of Science

A) Our teachers need to clearly engage students in the lessons and differentiate activities during independent and small group instruction.

- Daily Routines-(calendar, number line, sun rise/sun set, etc.)
- Unit Planning (understanding developing goal,
- Lesson Organization/Planning
- Workshop Model (mini lesson, independent work time, share)
- Tools/Manipulatives (calculators, games)

We have identified that teachers must receive additional training that will reinforce implementation of writing in the area of math, and the implementation of games as a support to specific math units. B) Non Fiction/Expository Texts are common elements within any standardized ELA Exam. Currently- there is a need to increase the level of expository reading and writing using leveled readers. We also selected Liberty Learning Lab as one of our SES providers because of their computer reading program "Achieve 3000" which provides non-fiction reading passages using Lexile levels for students of varied reading levels.

Our focus is to promote a type of non fiction learning that is not based on "drill and practice"; we want to teach non fiction in a way that will bring meaning to every student. It is clear that we must provide teachers with the assistance they need in order to plan effective non fiction lessons. We will emphasize and monitor teachers that the social studies lessons using DBQs extend beyond the social studies exam and that all teachers in every grade will implement DBQs in the lessons.

Through our observations we have noticed that some teachers need more professional development in terms of active student engagement, rigor and differentiated instruction. Professional Development need to be differentiated from the novice to the more experienced educators.

The Greatest Accomplishments

Our students know their reading levels and can identify their goals for the school year.

The Harcourt Reading Program and Everyday Math curriculum has made a positive impact on our assessments. Our goals are to spiral the lessons and continue this upward growth.

We use a variety of hands-on materials during our 37.5 minute Tutorial period as well as use technology. The tools we use during this time are Voyager Passport, Wilson, Foundations, V-Math, Destination Reading, as well as the Harcourt Intervention Station in grades K-3.

Our Science Program has been successful in preparing our fourth grade students for the NYS Science Exam partly due to the double science periods provided to all fourth grade classes.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal’s Performance Review (PPR) goals should be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, 60% of our 2 nd graders will read at or above benchmark levels in oral reading fluency as compared to 53% during the previous year, an increase of 7% as measured by the DIBELS end of year assessment.	<input type="checkbox"/> To achieve the goal we will engage the students in fluency building activities on a continual basis. Their progress will be tracked bi-weekly.
<input type="checkbox"/> To increase parental involvement and communication between home and school by 5 % by June 2011 as measured by an increase in parent attendance at PTA meetings, Parent Teacher Conferences, other school functions, evaluations completed by parents, and an increase of the number of submissions of the Parent Learning Environment Survey.	<input type="checkbox"/> To achieve the goal we will provide explicit feedback to families, clear information related to students academic strengths and next learning steps to improve student achievement.
<input type="checkbox"/> To continue to provide professional development for teachers and support staff in all literacy, math, and inquiry work in order to build capacity by 5% as measured by professional development agendas, teacher sign-in and evaluation sheets by June 2011	<input type="checkbox"/> To achieve the goal we will provide bi-weekly PD sessions during the school day. PD will be provided on and off-site.
<input type="checkbox"/> To decrease the number of level 1’s for all students including special needs in Mathematics by 5% by June 2011 as measured by the NYS Mathematics Exam.	<input type="checkbox"/> To achieve the goal teachers will analyze data regularly and engage students using a variety of instructional strategies
<input type="checkbox"/> By June 2011, the school environment will improve by decreasing the number of suspensions by 5% as measured by the OORS Summary Report.	<input type="checkbox"/> To achieve the goal we will monitor instruction, provide PD for teachers in de-escalating potential problems so that learning can take place for all students.
<input type="checkbox"/> By June of 2011, 5% of the special education subgroup in grades 3-5 will	<input type="checkbox"/> To achieve the goal teachers will continue to receive professional development in the utilization of analyzing

make one year's progress as measured by the 2009-2010 proficiency rating on the ELA assessment.

data and differentiating the instruction. Instruction will be monitored daily by the administrative staff.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject Area Literacy
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, 60% of our 2nd graders will read at or above benchmark levels in oral reading fluency as compared to 53% during the previous year, an increase of 7% as measured by the DIBELS end of year assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/> 3D which extends the Dibels to running records containing comprehension questions. aloud with Written Response and Comprehension) Inter-class visitations with the 3rd grade teachers during the Literacy Block. Bi-weekly fluency activities that will be tracked and monitored by teachers and administration.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Scheduling-provided for clusters and out of classroom teachers to provide push in support services for the purpose of small group instruction during a locked in literacy block.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Dibels Middle of Year Assessment (MOY) and End of Year Assessment (EOY) Running Records 5X a year Progress Monitoring Timelines for Intensive, Strategic and Benchmark students. Attendance sheets and Agendas of Professional Development</p>
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**Subject Area
(where relevant) :**

Parental Involvement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> To increase parental involvement and communication between home and school by 5 % by June 2011 as measured by an increase in parent attendance at PTA meetings, Parent Teacher Conferences, other school functions, evaluations completed by parents, and an increase of the number of submissions of the Parent Learning Environment Survey.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> ➤ Formal invitations to Literacy Celebrations with follow-up thank you letters ➤ Survey parents regarding area of interest and times of availability. ➤ Newsletter to parents to communicate class projects, special school events and updated school information. ➤ Increase communication to parents via school website, interim progress reports, monthly calendars and the School Messenger. ➤ Evening and Saturday Parent workshops that will coincide with Saturday Institutes. ➤ Parent and teacher school wide activities including PTA meetings, Parent Teacher Conferences and Retreats. ➤ Parent Recognition Events ➤ Translation services available in verbal and written form ➤ Parent Handbook in English and Spanish ➤ Academic Progress Reports to parents throughout the year ➤ Cultural trips for Parents/Events for Parents and Children

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Funding of the Parent Coordinator Funding for Parent Involvement Activities(Title 1, Title 3) Funding and Training for Parents on the School Leadership Team Scheduled dates for PTA and SLT Meetings</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Agendas and Attendance sheets Interval surveys of parent feelings about parent workshops, communication and the progress of the school. Correspondence in English and Spanish. Trips/Activities for parents and feedback Learning Environment Surveys</p>

Subject Area **Professional Development**
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/>To continue to provide professional development for teachers and support staff in all literacy, math, and inquiry work in order to build capacity by 5% as measured by professional development agendas, teacher sign-in and evaluation sheets by June 2011</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> • Professional development will be provided by instructional specialists by CFN 307, literacy coach, teacher center specialist, and assistant principals. • Professional development will be provided via scheduled PD periods during the school day, afterschool study groups, lunch and learns, grade meetings, faculty conferences, and Chancellor professional development days.

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Funding for the CFN Professional Development package Funding for Teacher Center and Literacy Coach positions. Funding for teacher training afterschool</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Agendas (CFN ,CSA,UFT, In-house) Logs of attendance at PD sessions Evaluations/Feedback</p>

Subject Area
(where relevant) :

Student Achievement

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/></p> <p>To decrease the number of level 1's for all students including special needs in Mathematics by 5% by June 2011 as measured by the NYS Mathematics Exam.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <ul style="list-style-type: none"> ➤ Teachers, administrators and support staff will utilize the data monthly throughout the school year from Acuity, V-Port Math, Acuity and Every Day Math Assessments in order to provide differentiation of instruction based on student needs and interests. ➤ To provide appropriate math materials for all students facilitated by Classroom Teachers and the AIS Math Teacher ➤ To provide test sophistication strategies ➤ To utilize more manipulatives in teaching mathematics ➤ School staff will create opportunities for students to expand and explore their learning by implementing lessons involving Communicating Mathematically, Games, Projects and Clubs. ➤ To integrate technology daily into the math curriculum facilitated by the technology

	teacher, classroom teachers and other support staff.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i>	<input type="checkbox"/> Purchasing of on-line educational programs such as Discovery Education Purchasing of Smart Boards and Smart Board PD for staff using Title I SWP Funds Funding for technology upgrade (City Council-RESO)
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<input type="checkbox"/> Interim Assessment 3 times per year. basis in order to monitor student gains and plan for next steps for instruction. Increase use of technology

Subject Area
(where relevant) :

School Environment

Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	<input type="checkbox"/> By June 2011, the school environment will improve by decreasing the number of suspensions by 5% as measured by the OORS Summary Report.
Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<input type="checkbox"/> <ul style="list-style-type: none"> ➤ Parents and staff will share their views on the School Survey about the School Environment ➤ SAT team will conduct monthly consultation meetings to discuss intervention plans for students. ➤ Periodic surveys of staff ➤ Monthly safety meetings with security, the custodian, UFT chapter leader and other

	<p>staff members</p> <ul style="list-style-type: none"> ➤ Discussion of Safety procedures at monthly staff and grade meetings. ➤ Special Programs will include Mentoring for Students, Power Brain, Special Assemblies, School Clubs and other pro-social activities to reinforce a positive school climate facilitated by school staff and outside consultants. ➤ School Discipline Code-reviewed by parents, staff, and students throughout the school year facilitated by the administration. ➤ Roles and Responsibilities of the SAT Team members clarified at Faculty Conference. ➤ More frequent communication between school and home regarding student progress ➤ Clarifying expectations. vision and action plans for school improvement ➤ Establishment of Arts/Dance Residencies integrated with the curriculum
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>Purchasing of citizenship awards and certificates (AIDP and SWP). Funding of a full time SAPIS worker, Crisis intervention teacher, guidance counselor, SAT staff members- Title IV and OASAS Sub. Abuse Funds Scheduling of Informational Meetings and Workshops Funding through School-wide Projects</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Administration will conduct monthly reviews of logs/intervention plan kept by support personnel Interim parent and staff surveys will be conducted to measure progress NYS ELA and Math scores Results of on-going Acuity and DRA assessments</p>

Subject Area
(where relevant) :

Special Needs Students

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June of 2011, 5% of the special education subgroup in grades 3-5 will make one year's progress as measured by the 2009-2010 proficiency rating on the ELA assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/> Schedule push-in small group support during the last 45 minutes of the 90 minute literacy block. intervention (Voyager, Sidewalks and Intervention Station) for special needs students School-wide planning time with the regular education teachers. order to group for instruction and align instruction with the IEP goals. Mainstreaming of students in the least restrictive environment</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> of Special Education (CFN 307) Contracts for Excellence (funding of the Coaches) Purchase of materials such as Wilson, Voyager and Kaplan</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/> IEP Goals will be updated and reviewed by classroom teacher, IEP teacher and SAT team to better align them with need, standard and instruction. Dibels Assessment-Grade 3 Teacher's College Assessment/Fountas and Pinnell reading levels</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	32	12	N/A	N/A	3			1
1	15	8	N/A	N/A	1		1	
2	43	20	N/A	N/A	1	2	2	3
3	43	23	N/A	N/A	2	1	2	2
4	17	20	12	10	10		2	2
5	11	12	10	8	10	1	3	1
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> AIS in ELA is provided in the 371/2 tutorial 3X a week in small groups. Foundations and Harcourt Intervention Station are used with K-3. AIS students (K-5) are also instructed during the 90 minute literacy block in small groups that focus in on specific skills that students are lacking. Cluster teachers and other out of classroom personnel push in during the small group instruction time. In every K-3 classroom Tier 1 intervention is differentiated through literacy workstations. Guided reading (grades K-5) is another instructional strategy that is used during this time. Some at-risked students are also instructed by the SETSS teacher using the Wilson program. Students scoring in the bottom 3 rd of grades 3-5 are instructed using Voyager. Students are encouraged to attend After School or have in-home tutoring by the SES providers. ESL students are instructed 5 times a week by the ESL teacher and 4X a week during Afterschool. There are 1-2 classes on each grade that house our ESL students to facilitate push in and pull out by the ESL teacher. All students are progress monitored and conference with teachers weekly. Grades 3-5 Acuity results are accessible to teachers to make informed decisions on instruction. Teachers keep conference notes on all students. Students work portfolios are maintained by classroom teachers and are checked by supervisors and AIS caseworkers. AIS services will be provided by the IEP teacher, librarian, and the two literary coaches.
Mathematics:	<input type="checkbox"/> AIS in Math is provided in the 371/2 tutorial 3X a week in small groups. Math instruction is differentiated during the 90 minute Math classroom instruction daily following the Math Workshop model. Tier 1 students meet with classroom teachers during small group work daily. Math conference notes and student portfolios are completed by the teachers and are checked by supervisors and AIS caseworkers. 3-5 grade students in the lowest third are instructed in Math by the AIS support staff, SETTS teacher and IEP teacher using V-Port Math. Students are progress monitored weekly.
Science:	<input type="checkbox"/> All students will receive the State mandated period of science instruction weekly in the classroom and in the science lab. The science lab teachers will also provide one additional instructional period to targeted students. The instruction will be differentiated and will include an online component that includes investigations provided by Discovery Education. All AIS students will be encouraged to complete projects for the Science Fair and will be supported by the classroom teacher and Science Lab teacher. Science Lab teacher will also conduct mock

	science performance exams.
Social Studies:	<input type="checkbox"/> All students will receive the State mandated periods of social studies instruction. Students that score below grade level will receive Tier 1 intervention in the classroom. All lessons will be differentiated via content, process, and or product. Students will be encouraged to complete a variety of projects integrating several content areas.
At-risk Services Provided by the Guidance Counselor:	<input type="checkbox"/> The school counselor will provide guidance instruction that include methods for: anxiety reduction, focus activities, conflict resolution, decision making skills, anger management, and relational motive behavioral training 2-3 times per week.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> The psychologist will provide counseling services to students for short durations of time such as trauma, death in the family, etc. These appropriate short-term intervention services will be on an as needed basis.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> The Social Worker (Mon. and Thurs.) will provide AIS students with appropriate at-risk interventions during the school day of no less that one period per week. In conjunction with the guidance counselor, students will be assisted with issues that tend to impede student performance including personal and family tragedies and homelessness.
At-risk Health-related Services:	<input type="checkbox"/> Health services related to AIS students provided by the school nurse, school nurse assistant, SAPIS worker and physical education teacher will take place during the school day as needed. This service will cover succeeding in the face of a variety of health issues including asthma, juvenile diabetes, healthy eating habits, and obesity. School nurse also conducts asthma classes once a month. The SAPIS worker will provide Lifeskill training which consists of 8 science/evidenced based lessons. The topics include stress management, refusal skills, self-esteem and decision making.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information.

Grade Level(s)

K-5

Number of Students to be Served:

LEP 47

Non-LEP 0

Number of Teachers 1

Other Staff (Specify) N/A

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

- Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

□

We are building a learning community team in which all students, staff and parents work collaboratively to meet high expectations for improvement in all academic areas. In addition, all staff members and parents participate in high quality professional development to enhance their teaching and learning, so as to promote children's academic success in meeting and exceeding the NYC and NYS Performance and Learning Standards and Common Core State Standards.

P.S. 299's Title III program provides English Language Learners with supplementary instruction in Literacy/Math during an afterschool program. One fully certified ESL teacher, Ms. Teresa Sanchez. There are 47 entitled students who are eligible to attend the program. The Title III Afterschool Instructional Program will be held on Monday through Thursday from 3:10 PM to 5:10 PM. The lower grades (K-2) attend the program on Mondays and Tuesdays. The upper grades (3-5) attend the program on Wednesdays and Thursdays. All of the students are grouped for instruction by their language proficiency levels(beginning, intermediate, and advanced). Although the program is taught by one teacher, the students are working in groups. Each group has the opportunity to meet in a teacher directed group for at least 15-20 minutes during each session before working independently. Earobics is a multisensory technology system that incorporates prints and multimedia to build proficiency skills and delivers content. Earobics Literacy Program is built on the natural stage of language acquisition and provides students with active listening opportunities in a meaningful context appropriate to students' proficiency levels. The ongoing and long-term vocabulary instruction will improve student comprehension and help students to attain language proficiency which will be used to improve their writing skills.

In our Title III Program we utilize a variety of instructional materials and resources. For our lower grades we use the Empire State NYSESLAT Test Prep, Options Math Program and the New Comer Phonics Program. For the Upper grades we utilize the Empire State NYSESLAT Program, Math Options and Kaplan Reader's Workshop Approach to Testing Readiness. This program differentiates the instruction based on the students' reading levels.

According to DIBELS, Reading 3-D, ELA and Acuity, our ELLs' need systematic literacy instruction to increase their phonemic awareness, vocabulary development, and reading comprehension strategies. In September we incorporate social studies in our literacy instruction in preparation for the NY State ELA Exam. Next, we will concentrate on preparation for the NY State Math Exam. The math scores show that our ELLs language deficiencies prevent them from scoring at levels 2 or higher on the Math Exam. In the Spring we will concentrate on the Science Performance Standards of Science exploration and inquiry through the use of hands-on materials and activities. By using effective multiple-strategy instruction the teacher and students will work together so that the ELLs be able to coordinate and adjust several strategies, as they need in reading literature, informational and math text, and thereby show progress on the ELA, City and State Math Exams and NYSESLAT.

Professional Development Program

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.



Professional development at P.S. 299 will ensure that the ESL teacher that provides the Title III instruction will have the skills and support necessary to implement the program effectively, using the ESL strategies to meet the reading needs of individual students. It will also focus on how to prepare ELLs to meet and exceed the NYC and NYS Performance and Learning Standards. The ESL teacher will attend workshops offered by the CFN 307 and any workshops offered in-house by the literacy coach and the Teacher Center Coach. Other topics that will be addressed during professional development will include:

Language Allocation Implementation-Lang. Allocation Committee Meetings:

10/04/10 , 10/13/10 , 12/03/10 , 3/11/11 , 5/13/11

Differentiated Instructional Strategies-In House Study Group-PD

2/4/11 , 3/11/11 , 4/9/11 , 5/26/11

Mathematical instructional strategies to develop and enhance students' skills and performance on the city and state assessments.

In-house PD 12/16/10 , 2/8/11

Parental and Community Involvement

To facilitate parental involvement and the development of a comprehensive program of school, family, community partnership, our school parent coordinator in collaboration with our ESL teacher will continue to organize a variety of monthly parent workshops that have been presented by bilingual coordinators to ensure home-school communication. Bilingual parents are provided with additional funding for notifications, materials and translation services. Some of the monthly partnership activities at P.S. 299 will include such topics such as:

Bilingual Parent Orientation/Program Selection- to inform parents of the educational options available for their children (Parents Rights for ELLs-9/23/10

Orientation for Free English Classes for Parents and Free After School for Children-SES Supplementary Educational Services 10/20/10

Learn strategies parents can use at home to prepare children for the New York State ELA/NYSESLAT Assessment

Informal Meeting for Parents 4/7/11

Implementing the Promotional Policy for ELL's 5/20/11

Section III. Title III Budget

School: P.S. 299

BEDS Code: 333200010299

Allocation Amount:		
Budget Category	Budgeted	Explanation of expenditures in this category as it relates to the

	Amount	program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$9,978.00	<input type="checkbox"/> <input type="checkbox"/> Lower Grades 1TR x 2hours x weekly x 25 weeks x49.89= \$4,989.00 Upper Grades 1 TR x 2hours x weekly x 25 weeksx\$49.89= \$4,989.00 Total \$9,978.00
Purchased services - High quality staff and curriculum development contracts	(0)	<input type="checkbox"/> N/A
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$4, 500	<input type="checkbox"/> Multicultural libraries from Benchmark and instructional supplies
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	522.00	<input type="checkbox"/> Parental involvement -parental supplies and refreshments.
TOTAL	522	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

The above data indicates that we have a high need for written translation and oral interpretation in order to effectively communicate with all parents including those whose Home Language is not English in order to increase Parental Involvement and parents' capacity to improve their children's achievement.

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

Our written translation and oral interpretation needs were reported to the school community through our Language Allocation Policy which is a part of the CEP Plan for 2010-2011. Needs were assessed at parent meetings by attendance.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

A bilingual staff member will translate letters, notices, calendars, and any other appropriate documents necessary to maintain continuous communication with our bilingual parents. We will recruit, train and hire a bilingual staff member to help meet this need.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We will recruit, train and hire a bilingual staff member that will provide oral interpretation services for parents during Parent Orientation, Parent-Teacher Conferences, Parent-Teacher Association meetings and other Parent Workshops that will help parents understand the educational options, the rules and regulations. Oral interpretation service will be provided based on parental linguistic needs.

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

To comply with Chancellor's Regulation A-663 parental written notification will be forwarded to the translation unit. In addition, a staff member will be paid per session out of the translation and interpretation funds for any school documents which need to be translated on school premises.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I [Schoolwide Program \(SWP\) schools](#) must complete Part C of this appendix.
- Title I [Targeted Assistance \(TAS\) schools](#) must complete Part D of this appendix.

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$432,663.00	\$62,251.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,327.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$21,633.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$43,266.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
95%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

The art teacher has been made aware that she can be reimbursed for pursuing her studies toward certification.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation : In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.



- NY State ESL learning standards, ESL and ELA Curriculum and Assessments Informational Meeting for Parents.
- Orientation for Free After School for Children –Community Program Parent and Child Together Time.

- Academic Intervention Informational Parent Meeting

- Learn strategies you can use at home to prepare you child for the New York State ELA and Math Exams -parents will become familiar with the English Language Arts and Math performance standards.
- Science Curriculum Workshops for Parents
- Implementing the Promotional Policy.
- One of our cultural parental activities will include a trip to see a Broadway Show attended by parents and their children.

In our monthly calendars, we will inform parents and community residents about different activities, assemblies, events, trips, workshops planned for the school and events happening within the community.

PS 299 Parent /Family Room will provide parents with the information and educational material through the parental component as well as a place where the parents are able to gather and interact with each other, all staff members, and provide classroom support as Parent Volunteers.

Also, a variety of numerous workshops will be organized by our Parent Coordinator as well as with a few being facilitated by this trained individual such as: EPIC (Every Person Influences Children) a trained facilitator through EPIC, Artful Reading (Incorporating Reading and Art together).

Family Activities will be a collaborate effort organized by our Parent Coordinator and facilitated by our School Personnel and Parent Volunteers such as: Family Movie Night, Curriculum Night and our Annual Family Day Event.

1. Monthly Parent Workshops will be provided for all parents to develop knowledge of instructional program, assessments for city and state standards, Common Core State Standards, Chancellor's Promotional Policy, and Student Code of Behavior.

- Meetings are scheduled at various times during and after the school day to accommodate parents.

- Responses to parent written comments will be done through phone contact, individual parent meetings or written communication to contact appropriate supervisor.
- Parent contact will be made through monthly calendars, letters, meetings and phone calls to inform of school's instructional programs and performance standards, student assessments and summer programs.
- 10. Encouraging through our Parent Coordinator an Open Door policy and on-going 2-way communication with all parents concerning district programs and initiatives for student achievement as well as to effectively strength home/school relations and provide a strong support system both for parents and staff.

2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

Explanation : Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

PARENT COMPACT FOR PS 299

PS 299 staff and the 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 the responsibility for improved academic achievement and the means by which a school/parent partnership will be developed to ensure that all children achieve State Standards and Common Core Curriculum State Standards.

SCHOOL RESPONSIBILITIES

PS 299 will:

- Provide high quality curriculum instruction consistent with State Standards to enable participating children to meet the State's standards and Common Core State Standards by:
 - Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act.
- Address communication issues between teachers and parents by:

- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents.
- Provide parents reasonable access to staff by:
 - activities that include observations of classroom activities.
 - Parent Coordinators – Open Door Policy, room 110
- Provide support to parents by:
 - Supporting parental involvement activities as requested by parents

PARENT/GUARDIAN RESPONSIBILITIES

The Parent/Guardian will:

- STUDENT'S RESPONSIBILITIES

I will:

- Follow the school rules and be responsibilities for my actions
 - Always try my best to learn
- Parent / Guardian Signature

This Parent Involvement Policy and School-Parent Compact will be distributed and will be available on file on the Parent Coordinator's Office. and will be available on file in the Parent Coordinator's Office.

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

*See needs assessment section of the CEP

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

*See Curriculum and Goals

b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- o Help provide an enriched and accelerated curriculum.

- o Meet the educational needs of historically underserved populations.

- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Coaches conduct lunch and learns that are open to all teachers during all lunch periods. There are targeted walkthroughs in which feedback is given to the teachers. Afterwards professional development sessions are created in an effort to meet the deficiencies found. PD is also given at monthly grade conferences and at faculty conferences. Every grade and all cluster teachers meet once a week for a scheduled Professional Development period. This period is scheduled into the school week. In these sessions teachers work on curriculum maps, aligning instruction to state, city standards, and Common Core State Standards and meet together as Inquiry Teams.

Feedback given to teachers is beneficial. Teachers are also given the opportunity to attend various professional conferences throughout the year. The Special intense professional development sessions are conducted throughout the day in a separate location away from the school when possible.

Both the principal and assistant principal attend a variety of professional conferences throughout the year that offer professional development sessions. These include, NYCESPA (New York City Elementary School Principals Association, Association of Assistant Principal Conference, CSA Conference (Council of Supervisors and Administrators), UFT (United Federation of Teachers), Spring Conference, Channel 13 sponsored Celebration of Teaching and Learning Conference.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.



Teachers are encouraged to pursue their certification in the core subject. The one not highly qualified teacher has been encouraged to complete the required degree to become highly qualified. This teacher is sent however to professional development sessions given by the CLSO and the DOE.

6. Strategies to increase parental involvement through means such as family literacy services.



*See goal regarding parent involvement.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.



Various Day Care Centers come to the school yearly to visit the kindergarten classes and interact with the other students as they are engaged in the learning activities.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.



Teachers are involved in decision making on various committees: School Leadership, UFT Consultation, AIS and Inquiry Teams.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

- Monthly data meetings to analyze assessments and plan for small group instruction. Additional assistance comes in the form of push-in services by support personnel and the implementation of SES after-school and Saturday classes. Students also receive additional academic support during Morning Tutorial.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

- We are able to coordinate many services to all of our students due to the fact that the school is a School-wide Project School where funds can be co-mingled to support academic achievement.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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 of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			\$432, 656.90	True	Goals and Action Plans
Title I, Part A (ARRA)	Federal	Yes			\$62, 248.88	True	Action Plans & Budget Alignment

¹**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **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 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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

N/A

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

Part A - For Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school. Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

There are 22 Students in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population.

Sponsor a family

- Providing clothing and school supplies to families and students in need.
- Checking attendance and offering services to the STH students.
- Offering counseling services when needed.
- Providing outside family services for students and parents
- Including students in the school's Mentoring Initiative
- Making sure that each family gets a copy of McKinney-Vento Homeless Assistance Act when they register (Parents Rights Guide).

Part B:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.
N/A

CEP RELATED ATTACHMENTS

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 299 Thomas Warren Field					
District:	32	DBN:	32K299	School		333200010299

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	33	34	36		88.5	90.4	89.3
Kindergarten	64	69	57				
Grade 1	67	78	66	Student Stability - % of Enrollment:			
Grade 2	83	80	75	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	72	71	65		87.6	86.3	87.0
Grade 4	83	62	76				
Grade 5	74	69	54	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		82.7	87.6	87.6
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		18	64	70
Grade 12	0	0	0				
Ungraded	2	6	2	Recent Immigrants - Total Number:			
Total	478	469	431	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	1	5

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	59	57	58	Principal Suspensions	73	29	44
# in Collaborative Team Teaching (CTT) Classes	3	0	0	Superintendent Suspensions	7	8	8
Number all others	19	21	25				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	41	47	40
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	13	7
# receiving ESL services only	39	43	TBD				
# ELLs with IEPs	2	5	TBD				

These students are included in the General and Special Education enrollment information above.

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	1	2	7

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	97.4
				% more than 2 years teaching in this school	68.3	66.0	92.5
				% more than 5 years teaching anywhere	63.4	59.6	95.0
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	83.0	87.0	95.0
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers	70.8	82.1	98.3
American Indian or Alaska Native	1.7	2.6	2.1				
Black or African American	57.5	56.9	57.5				
Hispanic or Latino	37.4	35.0	37.8				
Asian or Native Hawaiian/Other Pacific	0.8	0.4	0.5				
White	1.9	2.6	2.1				
Male	49.2	47.5	47.6				
Female	50.8	52.5	52.4				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year				v	
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	P
Overall Score:	55	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	4.1	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	4.9	Quality Statement 4: Align Capacity Building to Goals	P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	P
Student Progress:	41.5		
<i>(Comprises 60% of the</i>			
Additional Credit:	4.5		

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I. School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CNF 307	District 32	School Number 299	School Name Thomas Warrent Field
Principal Ms. Wilma Kirk		Assistant Principal Ms. Sharon George	
Coach Ms. Luz Villareal		Coach Ms. Diana Lopez	
Teacher/Subject Area ESL Teacher Ms Teresa Sanchez		Guidance Counselor Ms. Miriam Barto	
Teacher/Subject Area 1st. Gr. Teacher Ms. C. Rodrig		Parent Ms. Maria Benavides	
Teacher/Subject Area 2nd Gr. Ms. Cynthia LaMont I		Parent Coordinator Ms. Jeanette Sanchez	
Related Service Provider Speech Ms. Amelia Flores		Other	
Network Leader .Ms. Ada Orlando		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	436	Total Number of ELLs	46	ELLs as Share of Total Student Population (%)	10.55%
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Part II. ELL Identification Process

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

- Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
- What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
- Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
- Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

In order to promote students' success and overcome the linguistic and cultural barriers of English Language Learners all our ELLs will be serviced in a Free Standing ESL Program that is 100% aligned with parent requests. During the registration, the following procedures for the identification and placement of the new English Language Learners are used for all new entrants in order to determine if a student is in need of Bilingual Education or English as a Second Language (ESL) services. All Parents are given a Parent/Guardian Home Language Identification Survey (HLIS) available in their native language to identify the child's language proficiency. HLIS is reviewed and each parent is interviewed by a qualified pedagogical staff member, Ms. Teresa Sanchez determines student eligibility for Lab-R testing. All Lab-R eligible new entrants are tested less than 10 school days after the date of enrollment. The LAB-R is hand scored to determine if the pupil scored below a state designated level of proficiency to be eligible for Bilingual or ESL services, and to expedite appropriate student placement. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision.

A parent notification/ entitlement letter in their native language is sent home, stating the LAB-R results and the eligibility for services. Parents/Guardians of pupils designated as Limited English Proficiency are invited to participate in a Parent Orientation. During the orientation parents are provided with an opportunity to view a parent informational CD where programs placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to reach the understanding each available program. Translation services in the parent's native language are provided for those parents whose native language is not available in the video form. P.S. 299 is proud to offer Free standing ESL Program to conform to the parental selection as indicated on the Parent Survey and Program Selection Form. Parents who are unable to attend the Parent Orientation are contacted by Ms. Teresa Sanchez who schedules one-on-one meetings with those parents to complete and return the Program Selection Forms. Recent enrollment patterns indicate a continued lack of necessity for any self-contained bilingual classes to serve Spanish-speaking students, since we will not have the required 15 students per grade or even on two consecutive grades to form a Bilingual Class. Therefore, parents are provided with the option to transfer their entitled children to school within the district/region offering a bilingual program. Those parents, who choose not to exercise this option, (traditionally most parents do not exercise the transfer option) will have their children served by both the classroom teachers as well as a certified ESL teacher. In addition, annual assessment the New York State English as a Second language Achievement Test (NYSELAT) is administered in May to all ELLs to measure the progress of English language skills and to determine English language proficiency levels. Parents are notified in Sept. regarding the NYSESLAT results and notification of continuity of services for the entitled students or if student scores at Proficiency level parents are notified that student will be placed in general education program. We work with individual parents to make sure that the parents request is directly aligned with the program that the child is receiving through proper placement.

to questions 1-6 here

Part III. ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown

	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	7	7	10	10	8	4								46
Total	7	7	10	10	8	4	0	0	0	0	0	0	0	46

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	46	Newcomers (ELLs receiving service 0-3 years)	38	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6 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 special education.

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	38			8							46
Total	38	0	0	8	0	0	0	0	0	0	46

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0

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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American:	Asian:	Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino):	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	6	9	9	7	3								40
Chinese														0
Russian														0
Bengali				1										1

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1	1		1	1								5
TOTAL	7	7	10	10	8	4	0	46						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

ELL Demographics

A. ELL Programs - Freestanding English as a Second Language Program

As of September 2010 grades K-5 including Special Education at P.S. 299 have been participating in the Free Standing English as a Second Language Program, Push-in model for lower grades K-3 and Pull-out model for upper grades(4-5) that follows the NY State Commissioner's Regulation Part 154 which is aligned with the Hardcourt Trophies Reading Program for grades K-3, and Literacy Based Workshop Model for grades 4-5. All students in grades K-3 are serviced in the ESL push-in model, four students in the fourth grade and two students in the fifth grade are serviced in the ESL pull-out model.

Our Freestanding ESL program services 43 general education ELL students, 3 ELL students in Special Education. Thirty eight of our general education ELL students received 3 years or less of service. Five of our general education ELL students and three Special Education ELL students received 4-6 years of services. We are servicing 3 ELL students whose home language is Spanish; 6 students in Kindergarten, 6 students in first grade, 9 students in second grade, 9 students in third grade, 7 students in fourth grade, and 3 students in fifth grade. In addition, we service 6 students whose HLSV is other; 1 student in first grade, 1 student in second grade, 1 student in second grade, 1 student

in third grade, 1 student in fourth grade, and 1 student in fifth grade.

The main goal of our ESL program is to foster full English proficiency in supportive classroom environment .

In order to help ELLs to progress, we utilize the following practices:

- Collaborative planning between ESL and classroom teachers for each unit.
- Scaffolding is an essential part of instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition to support student understanding of the main academic content.
- Assisting students during group/center work, conferencing with students in reading and writing, informal assessment, and running records.
- Additional small group AIS session for each grade prior to all state assessments, to focus on literacy and academic language.
- Systematic instruction is provided in these five areas: phonemic awareness, systematic phonics, vocabulary development, reading fluency and reading comprehension strategies as stated in the Report of the National Reading panel's research based findings.

Additional goals of the ESL Program include:

- Providing academic subject area instruction in English using ESL strategies and methodology, aligning to ESL, ELA, all areas standards, and begin to implement the Common Core State Standards Initiative.
- Incorporate ESL strategic instruction in every lesson and within the content areas.
- Assisting students in achieving the state-designed level of English proficiency at their grade level. The on going assessment and staff development is designed to collect evidence of student learning and is used as evidence of implementation of the core curriculum in all content areas.

Differentiated Instruction for ELL subgroups:

Plan for Newcomers

When a new student is registered in our school, we provide then following resources to facilitate the transition.

An informal student orientation by the ESL Teacher

- Buddy system identifying a similar student in his/her class that will assist her/him during the day
- Provide student with explicit teaching of academic language in all content areas with the use of visuals and hands-on experiences to promote language development in content areas.
- Encourage student to participate in the Saturday Program and After School activities
- Informal assessments as well as progress monitoring in order to identify possible Academic Interventions programs such as: Wilson Program, Leap Frog Reading Intervention, Voyager Passport, Harcourt Literacy Intervention Station, on-line Phonics and Reading Program such as Imagine Learning.
- Provide student access to age-appropriate, culturally relevant, and level appropriate class libraries and grade appropriate instructional materials
- Home school communication in the Native Language

ELLs receiving services 4 to 6 years in addition to intensive academic intervention will be provided with explicit teaching of academic language (reading and writing with differentiated instruction, utilizing scaffolding strategies, and emphasis on language patterns, vocabulary development, content area structures and lexicons

Plan for Long Term ELLs

Long-term ELLs (in NYC school six years or more), will be identified by BESIS Report and A-11. Yearly progress on and NYSESLAT, ELL Interim Assessment, ELA, Math, Science, Social Studies Exams will be used to drive instruction. Long term ELLs, in addition to intensive Academic Interventions, will be provided with accelerated, high quality instruction in English as a Second language utilizing scaffolding strategies with differentiated instruction, and emphasis on language patterns, vocabulary development, content area structures and lexicons.

Plan for SIFE

Currently at P.S. 299 we don't have Students with Interrupted Formal Education (SIFE), however our plan for SIFE students includes: identifying all SIFE students through parent interview and student assessment, and preparing Academic Intervention Plan for each SIFE student. We will assign a member of the Academic Intervention Team to each individual student to make sure that all SIFE students are involved in the after school programs, Saturday Academy and Extended Time.

Plan for Special Needs Students

This school year we have three special needs ELLs. Our policy for special needs students include: ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates. We plan to improve achievement levels for special needs students by reviewing all assessments we will be able to identify the stumbling blocks of progress: disability vs. language issues as well as determine the instructional/intervention service. To provide strategies and skills necessary to improve literacy development and math skills students will receive intensive academic interventions such as: CTT, small group instruction and one-on-one instruction by classroom teacher, the IEP teacher and /or SETTS teacher. Bridging resources between ELL and SP ED departments; will assist

phonics instruction, and fluency instruction.

Administrative leadership and support to the implementation of Language Allocation Policy at P.S. 299 has been shown by committing funds to purchasing materials of the same high quality as materials purchased for the general population. For Grades K-3 the Harcourt Trophies reading Program (k-3) provides teachers with Trophies by Harcourt, ELL Intervention Resource Kit, Leveled Libraries for all readers. In addition, K-5 teachers are provided with Moving-in-to English Series and resources. The Teachers' College Workshop Model utilizes leveled libraries, Everyday Mathematics Teachers Manual is supplemented by Differentiation Handbook which includes specific support strategies for ELL for each lesson and manipulative for grades K to 5.

Grades K to 5 will utilize the Harcourt Science Series which implement the Science Performance Standards of Science exploration and inquiry through the use of hands-on materials and activities. In addition all teachers will be using the ESL Support Book, which provides activities and ideas for addressing language needs in three critical areas: Comprehensible Input, Language and Vocabulary, Background and Experience. This ESL support, provides modified instruction for every lesson in the program. Scaffolding structures are built into each lesson, and a variety of language experiences are offered.

Harcourt Social Studies will be used in Grades K-5 which also offers an array of components, strategies, activities, visual glossary, simplified language, and comprehension aids designed to help students who have difficulties grasping key chapter concepts.

In order to expand the technology initiative, we will foster an understanding of the concepts and principles of technology by providing ELLs with Internet access, use of Worldbook, on line use of Discover Education and use of online technology and application to integrate technology in the content areas. In addition, a research-based supplementary literacy computer program - Earobics provides ELLS with rich, diverse language experiences and facilitates the transition from spoken to written language. Earobics is a multisensory technology system that incorporates prints and multimedia to build proficiency skills and delivers content.

Technology is further integrated into our ESL program through the on line Imagine Learning Reading Program. Imagine provides ELLs with a research-based language acquisition curriculum specially designed to meet the needs of English language learners. The powerful components of Imagine Learning include strategic language support in English or students' first language, measurable gains, academic language, research-based literacy, and tutoring technology.

Native language support is delivered through native language books in the library and a bilingual reading club for parents where parents can borrow bilingual books from the ESL teacher for reading with children at home. In addition, our bilingual ESL teachers can assist in native language students who are having difficulties grasping key lesson concepts.

All required services such as : speech, vision and guidance correspond to ELLs' age and grade level. We provide high interest rigorous academic curriculum for all ELLs' by aligning students work that is age and grade appropriate.

Next year during summer we are planning to have parent orientation and Lab testing to identify the new coming ELL.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional Development:

In order to enhance the progress and success of the ELLs Administrative leadership will continue to show its support by committing funds to provide an on-going professional development for the ESL teacher as well as teachers who are working with the ELL population. In addition the Language Allocation Team working collaboratively with the grade alike inquiry teams will meet regularly to discuss a continuous

improvement, data-driven approach to help ELLs performance, using item analysis, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth. We will continue our commitment to well-designed professional development to our diverse student population by teachers attending monthly Professional Development workshops, Teachers' College Workshops, and New York State Department Sponsored Reading and Math Institutes. We will continue to conduct ESL workshops at our school in the 2008-09 school years with the assistance of the Instructional Support Specialist from the CNF – Children First Network 307 on topics such as: Effective Instructional strategies for ELLs, Scaffolding for Language development to Support ELL in Second Language Acquisition Stages and Developmental Levels., Differentiated Instructions for ELLs – Identifying students' learning styles, differentiating, content, process, product/assessment to meet the individual student needs. Scaffolding in Math and Science - December, scaffolding instruction through the use of manipulatives and experiments. The 7.5 training is offered for all staff through the UFT Center, BETAC and OELL.

. questions 1-3 here

E. Parental Involvement

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

Parental Involvement

To facilitate parental involvement and community partnership, our school parent coordinator will continue to organize a variety of monthly parental workshops that have been presented by bilingual instructors. At the beginning of the school years our Bilingual Parent Coordinator in collaboration with the ESL teacher distribute Parent Surveys in order to find out the needs that the parents would like to have address during Parent Workshops through out the school year

In addition, our Parent Coordinator has a designated area in her office to provide parents of newcomers with HLIS, Parent Orientation Video, brochures in 9 languages which focus on orienting the parents to the school system and exploring the program options and their rights to choose educational options for their child.

To ensure home school communication, bilingual parents are provided with additional funding for notifications and materials translations. Some of the monthly partnership activities at P.S. 299 will include topics such as:

- Bilingual Parent Orientation/Program Selection - to inform parents of the educational options available for their children Parents Rights for ELLs
- NY State ESL learning standards, ELA Curriculum and Assessments Informational Meeting for Parents.
- Orientation for Free English Classes for Parents and Free After School for Children –Community Program Parent and Child Together Time.
- Academic Intervention Informational Parent Meeting
- Learn strategies you can use at home to prepare you child for the New York State ELA and Math Exams -parents will become familiar with the English Language Arts and Math performance standards - including the Common Core Standards Initiative, Social Studies and Science Curriculum Workshops for Parents
- Implementing the New Promotional Policy.volvement

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	5	2	2										16
Intermediate(I)		2	5	5	2	2								16

Advanced (A)			3	3	6	2								14
Total	7	7	10	10	8	4	0	0	0	0	0	0	0	46

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	7	2	1	1									
	I		2	4	2									
	A		2	3	3	2								
	P		1	2	4	6	4							
READING/ WRITING	B	7	4	3	1									
	I		3	4	5	3	1							
	A			2	4	5	3							
	P			1										

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		5	1	1	7
4	1	1	2		4
5			3		3
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			2		2		3		7
4			1	1	2				4
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5			2				4		6
8									0
NYSAA Bilingual Spe Ed									0

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

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

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Assessment Analysis - Based on the NYSESLAT we would like to accomplish improvement in all our overall scores. Further more, the analysis of the modalities of the NYSESLAT scores we will concentrate on the 74% students in the Beginning and Intermediate level and help them to achieve the exit criteria. We will focus on developing students' writing and reading skills by providing: Integrated Meaning Focus Approach which includes; differential instruction based on itemized assessment analysis, scaffolding, effective phonemic awareness, phonics instruction, and fluency instruction. The ongoing and long-term vocabulary instruction will improve student comprehension and help students to attain language proficiency which will be used to improve their writing skills.

For the beginning level students in order to enhance their oral language and understanding of new words we will provide multiple ways for students to work with new words in a rich multicultural context. In addition, students will be provided with small-group discussions to help develop comprehension strategies such as: using prior knowledge, generate their own questions, comprehension monitoring, cooperative learning, use of graphic and semantic organizers will produce stronger comprehension in reading and in subjects such as social studies and science and thereby help ELL students to attain language proficiency. The results of the ELL Periodic Assessment to plan and implement differentiate instruction. In addition, Teachers pay close attention to the Item Analysis Report provided by the Acuity to group for small group instruction. The success of the ELLs in ESL and Language Arts will be evaluated by the progressions of the Acuity Assessment, DRA Assessment as well as the running Records.

Based on the 2010 ELA data from Spring 2010 60% of 3rd Grade ELL students scored on Level 2 and 20% of ELL students scored on Level 3, and 20% of ELL students scored on Level 4. Based on the ELA data for Spring 2010 25% of 4th Grade ELL students scored on Level 1, 25% of ELLs scored at the Level 2, and 50% of the ELL students scored at Level 2. Based on the ELA data for Spring 2010 100% of the 5th Grade ELL students scored at the level 3.

The math scores show that based on the Math data for Spring 2010 30% of the 3rd Grade ELL students scored at Level 2, 30% of ELLs scored at the level 2 and 40% of the ELL students scored at level 4. Based on the Math data for Spring 2010 50% of the ELL students scored at the Level 2 and 50% of the 4th Grade ELLs scored at the level 3. Based on the Math data for Spring 2010 100% of the 5th Grade ELL students the ELLs scored a Level 3. The math assessment data analysis indicates that for some ELLs language deficiencies prevent them from scoring at level 4 on the Math exams. To improve the math scores of our ELLs we will focus instruction on using scaffolding strategies such as, schema building and bridging skills to help students to improve their meta cognitive skills. In Math the success of ELLs' will be measured against Progress Check Assessment, the Everyday Math Curriculum, periodic assessments, as well as formal and informal assessments. e to questions 1-6 here

Additional Information

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

Additional Information

One of the main implications of our school's LAP and instruction is to improve the delivery of instruction across all grades which are given to our English language learners. LAP provides us with guidance and planning necessary to ensure equality, academic growth and language development for ELL students.

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/14/10
	Assistant Principal		10/14/10
	Parent Coordinator		10/14/10
	ESL Teacher		10/14/10
	Parent		10/14/10
	Teacher/Subject Area		10/14/10
	Teacher/Subject Area		10/14/10
	Coach		10/14/10
	Coach		10/14/10
	Guidance Counselor		10/14/10
	Network Leader		10/14/10

	Other		
	Other		
	Other		
	Other		