



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME : P.S. 299 THOMAS WARREN FIELD

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 32K299

PRINCIPAL: WILMA KIRK EMAIL: WKIRK2@SCHOOLS.NYC.GOV

SUPERINTENDENT: LILLIAN DRUCK

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Wilma Kirk	*Principal or Designee	
DeNeil Pollack-Campbell	*UFT Chapter Leader or Designee	
Fletta Stocks	*PA/PTA President or Designated Co-President	
Cynthia Dowdy	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Sharon George	Member/AP	
Diane Lopez	Member/Teacher	
Elaine Cruz	Member/Parent	
Rochelle Hughes	Member/Parent	
Debbie Makins	Member/Parent	
Ta-Lena Jackson	Member/Parent	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, there will be an increase in reading and comprehension skills by at least three reading levels as measured by Running Records, DIBELS, and Reading 3D in grades 1-5.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards. The ELA scores from 2010-2011 indicated that there was a need to increase the reading levels and comprehension levels of our students. Student performance in Grades 3-5 was on the NYC Progress Report was 5.2 out of 25. Student Progress on the NYC Progress Report was 11.3 out 60. The median adjusted growth percentile for grades 4 and 5 was 50 which was lower than our peer schools and the city. The median adjust growth percentile for the lowest third was 75 for grades 4 and 5. For grades 3,4 and 5 the percentage of students at level 3 or 4 was 31.4 percent. This need is also in response to the Common Core Learning Standards and in an effort to prepare our students for College and Career Readiness and to increase the rigor in our classrooms. Reviewing the scores, the Chancellor's Instructional Expectations and Raising the Bar for students and schools also prompted us to include this goal in P.S. 299's CEP.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) time-line for implementation.

Teachers will conduct assessments using running records (gr. 4 & 5) and Reading 3D which extends the DIBELS to running records containing comprehension questions (gr. K-3). Small group instruction in reading will occur everyday in every classroom. Students' instructional programs consist of making the reading, writing connection with three days devoted to (A Read Aloud with note-taking . There's also Written Responses and Comprehension skills)

Inter-visitations for teachers in-house, in the district and out of the district. Data analysis and goal setting by teachers for their students after assessments have been administered and analyzed. There will be an increase of non-fiction reading and writing in grades Prek-5 which is in-line with the Common Core Learning Standards. Teachers meet weekly to discuss student progress and student work.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- P.S. 299 will conduct Parent Workshops that will familiarize parents with the Common Core Standards and the expectations for achievement in reading for each grade. Parents will be instructed on using ARIS parent link and all the online resources students have access to here at school.

- Academic information will be shared during each PTA meeting that is also following by food distribution. The “Meals for Minds” Program is sponsored by Target and the local Salvation Army in the community.
- Communication to parents will increase via email, parent calendars, parent bulletin boards, DOE Website and Global Connect.
- PTA will continue to house the Parent Lending Library and encourage parents to utilize the materials such as the take home backpacks with books and listening tapes.
- Monthly Progress Reports are sent home to parents with next steps or tips for parents to use with their children.
- Free Computer classes for parents in the computer lab and in the School Library. Parents will be instructed on using ARIS parent link and all the online resources in literacy, science and social studies that students have access to here at school. Parents can then help their children at home to reinforce skills and strategies taught in the classroom. Students and parents have their individual passwords to access the on-line academic resources at home.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Teachers will be supported by the Administration through classroom visitations, grade leaders, grade meetings and professional development inside and outside of the school that will ensure their success.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Our SAPIS coordinator conducts violence prevention assemblies, anti-bullying assemblies, mentors students and provides outside resources for parents as well. We are part of the Wellness Program and participate in the Nutritious Snack Program for students in grades PreK-5. Also Target and Salvation Army has partnered with our school in providing a food pantry for our parents in coordination with the dates of PTA meetings. Funds have also been provided for students in temporary housing this year to support them throughout the school year..

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Tax Levy FSF will be used to fund professional development for teachers as well as for educational conferences. Title 1 SWP funds will be used to fund parent involvement activities and informational sessions regarding academic expectations. In order to further achieve this goal, we are using the expertise of instructional specialists in literacy and data analysis through our Network/CFN 412. Our ARRA RTTT Data Specialist funds will be used for data analysis in order to drive instruction especially in the upper grades.

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

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012, there will be an increase of at least 5% in the 5th grade math scores as measured by the results of the NYS 2012 Exams.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- There was a significant drop in the math scores for 5th grade last year. The scores dropped from 50% for students scoring in levels 3 and 4 in 2010 to 36% of the students scoring levels 3 and 4 in 2011. This was a significant decrease in mathematical scores. Also our Students with Disabilities did not make AYP as per the New York State Accountability.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) time-line for implementation.

- An increase in math progress monitoring. EasyCBM, an online progress monitoring tool will be utilized in grades K-5, especially for our 5th graders.
- Aha Math, an online math tool will be utilized in the classroom and in the computer lab by students to give additional support for struggling students.
- School-wide Family Math night for parents and students.
- 5th grade teachers will meet as a grade to discuss the bottom third of students in need of math support based on the 2011 NYS Math Exam and Math Acuity exam, looking closely at item analysis.
- All 5th grade teachers will plan and implement a Math Unit of Study according to the Common Core Learning Standards.
- AIS will be provided by the classroom teacher during small group instruction as well as by out of classroom personnel.
- Supplementary resources will be used to supplement the Everyday Math Program.
- Teachers will be provided with professional development in mathematics instruction.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- P.S. 299 will conduct Parent Workshops that will familiarize parents with the Common Core Standards and the expectations for achievement in math for each grade. Parents will be instructed on using ARIS parent link and all the online resources students have access to here at school.
- Academic information will be shared during each PTA meeting that is also following by food distribution. The "Meals for Minds" Program is sponsored by Target and the local Salvation Army in the community.
- Communication to parents will increase via email, parent calendars, parent bulletin boards, DOE Website and Global Connect.

- PTA will continue to house the Parent Lending Library and encourage parents to utilize the materials such books and math games.
- Monthly Progress Reports are sent home to parents with next steps or tips for parents to use with their children.
- Free Computer classes for parents in the computer lab and in the School Library. Parents will be instructed on using ARIS parent link and all the online resources in mathematics that students have access to here at school. Parents can then help their children at home to reinforce skills and strategies taught in the classroom. Students and parents have their individual passwords to access the on-line academic resources at home.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Teachers will be supported by the Administration through classroom visitations, grade leaders, grade meetings and professional development inside and outside of the school that will ensure their success. These teacher supports should attract highly qualified teachers to our school.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Our SAPIS coordinator conducts violence prevention assemblies, anti-bullying assemblies, mentors students and provides outside resources for parents as well. We are part of the Wellness Program and participate in the Nutritious Snack Program for students in grades PreK-5. Also Target and Salvation Army has partnered with our school in providing a food pantry for our parents in coordination with the dates of PTA meetings. Funds have also been provided for students in temporary housing this year to support them throughout the school year.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Tax Levy FSF will be used to fund professional development for teachers as well as for educational conferences. Title 1 SWP funds will be used to fund parent involvement activities and informational sessions regarding academic expectations. In order to further achieve this goal, we are using the expertise of the instructional specialists in literacy and data analysis through our Network/CFN 412. Our ARRA RTTT Data Specialist funds will be used for data analysis in order to drive instruction especially in the upper grades.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, teacher teams will have planned and implemented a Non-Fiction Unit of Study in ELA and a Unit of Study in Mathematics as evidenced by completed Bundles with annotations.

Comprehensive needs assessment

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

The Non-fiction ELA Unit and the Unit of Study in Mathematics is part of the instructional expectations of the Chancellor of NYC. The two units of study will be aligned to the NYS Common Core Learning Standards. These are national standards that are designed to increase rigor and student achievement in an effort to prepare our students for college or career readiness. According to the results of the 2011 NYS exams in ELA and Mathematics, there was a decrease in student achievement (levels 3 & 4) for students in grades 3-5 according to the School Progress Report. There was also a decrease in student progress for students in grades 4 & 5.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) time-line for implementation.

-An increase in reading and math progress monitoring. EasyCBM, an online progress monitoring tool will be utilized in grades K-5, especially for our students in grades K-5. This on-line program contains instruction and practice in math.

-Aha Math, an online math tool will be utilized in the classroom and in the computer lab by students to give additional support for struggling students.

-School-wide Family Math and Literacy night for parents and students.

-All teachers will meet as a grade to discuss the teaching of expository text and its characteristics.

-All teachers will plan collaboratively and implement an ELA and Math Unit of Study aligned to the Common Core Learning Standards.

-Supplementary resources will be used to supplement the Reading and Everyday Math Program.

-Teachers will be provided with professional development in aligning reading and mathematics instruction using their current curriculum.

-Teachers meet on a weekly basis to discuss and analyze student work based on rubrics.

-Teachers will give students the opportunity to conference with the teacher about their work and how to improve their work. Students will be able to articulate their goals for student success in reading and mathematics.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- P.S. 299 will conduct Parent Workshops that will familiarize parents with the Common Core Standards and the expectations for achievement in math and reading for each grade. Parents will be instructed on using ARIS parent link and all the online resources students have access to here at school.
- Academic information will be shared during each PTA meeting that is also following by food distribution. The "Meals for Minds" Program is sponsored by Target and the local Salvation Army in the community.
- Communication to parents will increase via email, parent calendars, parent bulletin boards, DOE Website and Global Connect.
- PTA will continue to house the Parent Lending Library and encourage parents to utilize the materials such books and math games.
- Monthly Progress Reports are sent home to parents with next steps or tips for parents to use with their children.
- Free Computer classes for parents in the computer lab and in the School Library. Parents will be instructed on using ARIS parent link and all the online resources in mathematics and literacy that students have access to here at school. Parents can then help their children at home to reinforce skills and strategies taught in the classroom. Students and parents have their individual passwords to access the on-line academic resources at home.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Teachers will be supported by the Administration through classroom visitations, grade leaders, grade meetings and professional development inside and outside of the school that will ensure their success. These teacher supports should attract highly qualified teachers to our school.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Our SAPIS coordinator conducts violence prevention assemblies, anti-bullying assemblies, mentors students and provides outside resources for parents as well. We are part of the Wellness Program and participate in the Nutritious Snack Program for students in grades PreK-5. Also Target and Salvation Army has partnered with our school in providing a food pantry for our parents in coordination with the dates of PTA meetings. Funds have also been provided for students in temporary housing this year to support them throughout the school year.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Tax Levy FSF will be used to fund professional development for teachers as well as for educational conferences. Title 1 SWP funds will be used to fund parent involvement activities and informational sessions regarding academic expectations. In order to further achieve this goal, we are using the expertise of the instructional specialists in literacy and data analysis through our Network/CFN 412. Our ARRA RTTT Data Specialist funds will be used for data analysis in order to drive instruction especially in the upper grades.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

By June 2012, there will be an improvement of the school environment by 2% from 5.1% to 7.1% according to the School Learning Environment Survey.

Comprehensive needs assessment

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

According to the annual School Learning Environment, there is a need to communicate even better with parents as well as support them with the language and understanding of the survey questions. There was a decrease of 2% from 2009-2010 to 2010-2011.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) time-line for implementation.
- School-wide survey to parents regarding school environment issues periodically throughout the year in addition to the citywide survey so that issues can be addressed by the staff.
- The Parent Coordinator will reach out to parents via flyers, personal interaction and telephone contacts.
- The Parent Coordinator will be available to translate verbally and in writing.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- School-wide information will be shared during each PTA meeting that is also following by food distribution. The "Meals for Minds" Program is sponsored by Target and the local Salvation Army in the community.
- Communication to parents will increase via email, parent calendars, parent bulletin boards, DOE Website and Global Connect.
- PTA will continue the Parent Lending Library as well as workshops for parents during the day and on Saturdays.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Teachers will be supported by the Administration through classroom visitations, grade leaders, grade meetings and professional development inside and outside of the school that will ensure their success.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Our SAPIS coordinator conducts violence prevention assemblies, anti-bullying assemblies, mentors students and provides outside resources for parents as well. We are part of the Wellness Program and participate in the Nutritious Snack Program for students in grades PreK-5. Also Target and Salvation Army has partnered with our school in providing a food pantry for our parents in coordination with the dates of PTA meetings. Funds have also been provided for students in temporary housing this year to support them throughout the school year.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Tax Levy FSF will be used to fund professional development for teachers as well as for educational conferences. Title 1 SWP funds will be used to fund parent involvement activities and informational sessions regarding academic expectations. In order to further achieve this goal, we are using the expertise of the instructional specialists in literacy and data analysis through our Network/CFN 412. Our ARRA RTTT Data Specialist funds will be used for data analysis in order to drive instruction especially in the upper grades.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

By June 2012, 83% of the special needs teachers (5 out of 6) will receive in-class support in the area of effective teaching and planning as measured by a rubric for professional development.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- According the NYS Accountability Report, our school did not make Adequate Yearly Progress (AYP) for students with disabilities in ELA and Mathematics last year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) time-line for implementation.

-Short/frequent cycles of observations will be conducted for the purposes of professional development. From November 2011 to February 2012 the focus will be on strengthening questioning and discussion techniques. From March to June 2012 the focus will be engaging students in learning (Danielson 3C). Feedback will be given to the teachers in order to focus their professional needs. Emphasis will be on improving effective teaching practices.

- Progress monitoring will be utilized in order to track the progress of the students.

-Formal and informal observations will be conducted by administration beginning with a pre-observation and concluding with a post observation with recommendation to improve the teaching and learning process.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- P.S. 299 will conduct Parent Workshops that will familiarize parents with the Common Core Standards and the expectations for achievement in math and reading for each grade. Parents will be instructed on using ARIS parent link and all the online resources students have access to here at school.
- Academic information will be shared during each PTA meeting that is also following by food distribution. The "Meals for Minds" Program is sponsored by Target and the local Salvation Army in the community.
- Communication to parents will increase via email, parent calendars, parent bulletin boards, DOE Website and Global Connect.
- PTA will continue to house the Parent Lending Library and encourage parents to utilize the materials such books and math games.
- Monthly Progress Reports are sent home to parents with next steps or tips for parents to use with their children.

- Free Computer classes for parents in the computer lab and in the School Library. Parents will be instructed on using ARIS parent link and all the online resources in mathematics and literacy that students have access to here at school. Parents can then help their children at home to reinforce skills and strategies taught in the classroom. Students and parents have their individual passwords to access the on-line academic resources at home.
- An F status special education consultant hired by the CFN to work exclusively with the special education teachers on modifying instruction and planning effective lessons focusing on the IEP Goals. She has ten sessions to work directly in the classrooms with special education teachers.
- A special education specialist also visits our teachers on a regular basis for support and guidance.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- Teachers will be supported by the Administration through classroom visitations, grade leaders, grade meetings and professional development inside and outside of the school that will ensure their success.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Our SAPIS coordinator conducts violence prevention assemblies, anti-bullying assemblies, mentors students and provides outside resources for parents as well. We are part of the Wellness Program and participate in the Nutritious Snack Program for students in grades PreK-5. Also Target and Salvation Army has partnered with our school in providing a food pantry for our parents in coordination with the dates of PTA meetings. Funds have also been provided for students in temporary housing this year to support them throughout the school year.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Tax Levy FSF will be used to fund professional development for teachers as well as for educational conferences. Title 1 SWP funds will be used to fund parent involvement activities and informational sessions regarding academic expectations. In order to further achieve this goal, we are using the expertise of the instructional specialists in literacy and data analysis through our Network/CFN 412. Our ARRA RTTT Data Specialist funds will be used for data analysis in order to drive instruction in all grades, especially for students with disabilities.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- 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.

	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	22	26	N/A	N/A	0	0	0	4
1	21	21	N/A	N/A	0	0	0	2
2	22	22	N/A	N/A	4	0	3	1
3	32	25	N/A	N/A	4	1	1	4
4	25	20	15	10	3	1	1	1
5	24	22	10	14	1	1	1	9
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>AIS in ELA is provided in the 37.5 tutorial 3X a week in small groups. Foundations and Harcourt Intervention Station and Words Their Way 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. 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 2-5 times per week. ESL students are instructed 5 times a week by the ESL teacher and will be instructed 4X a week during the ESL Afterschool Program. There is one class 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.</p>
Mathematics	<p>AIS in Math is provided in the 37.5 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. Aha Math program is available for students on all levels in the Computer Lab. The Destination Reading Math Component is another program that is available in the classrooms and is via any computer that has an Internet connection. Students are progress monitored weekly with conferencing with the classroom teacher and bi-monthly, and monthly using CBM online Math Progress Monitoring Tool in Grades K-5.</p>
Science	<p>All students will receive the State mandated periods of science instruction weekly in the classroom and in the science lab. The science lab teacher 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. The Science Lab teacher will also conduct mock science performance exams.</p>

Social Studies	All students will receive the State mandated periods of social studies instruction. Students that score below grade 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. Students struggling in Social Studies will also receive intervention during 37.5 tutorial times 3x a week.
At-risk Services provided by the Guidance Counselor	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	The psychologist will provide counseling services to students for short durations of time such as trauma, death in the family, etc. These services will be on an as needed basis.
At-risk Services provided by the Social Worker	The Social Worker 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	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 Healthy Airways asthma classes once a month.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Mr. Christopher Groll	District 32	Borough Brooklyn	School Number 299
School Name Thomas Warren Field			

B. Language Allocation Policy Team Composition [?](#)

Principal Ms. Wilma Kirk	Assistant Principal Mrs. Sharon George
Coach	Coach
ESL Teacher Ms. Teresa Sanchez	Guidance Counselor Ms. Carington
Teacher/Subject Area Mr. Jason Cotto	Parent Rodriguez Anna
Teacher/Subject Area Ms. Vigo	Parent Coordinator Ms. Jeanette Sanchez
Related Service Provider Bilingual Speech Ms. A.Flores	Other type here
Network Leader Ada Orlando	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	447	Total Number of ELLs	57	ELLs as share of total student population (%)	12.75%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of 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).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. 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](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
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. 

Paste response to questions ELL Identification Process

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, or Dual Language. 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, ESL certified teacher 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, Dual Language 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 are proudly 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 that parents is overwhelming selecting Freestanding ESL as the parent choice. Those parents, who choose a bilingual or dual language program, are provided with information regarding bilingual/dual language programs in neighboring schools. The ESL teacher regularly reviews the parent selection forms to assure that parent choice is being honored. 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 September. 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. The Parent Surveys are completed during the intake process which includes the informal oral interview in the parents native language. The program selection forms are completed at the end of the Parent Orientation. This process ensures that all parent surveys are returned for each ELL. The entitlement letters are sent home via backpack and the classroom teacher keeps a copy of each original. The identified ELLs as per the LAB-R are placed in a bilingual/ ESL program based on the results of the

hand scored LAB-R and honoring parent choice. After review in the parent Survey and Parent Selection forms for the past few years the trend, in parent choices that parents have requested at PS 299 is Freestanding ESL. The program models offered at our school are directly aligned with parent choice.

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*

This school offers (check all that apply):

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

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

ELL Program Breakdown														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	9	10	5	8	14	11								57
Total	9	10	5	8	14	11	0	0	0	0	0	0	0	57

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	57	Newcomers (ELLs receiving service 0-3 years)	46
SIFE	0	ELLs receiving service 4-6 years	7
		Special Education	7
		Long-Term (completed 6 years)	4

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		
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	Total
TBE										0
Dual Language										0
ESL	46	0	3	7	0	1	4	0	3	57
Total	46	0	3	7	0	1	4	0	3	57

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
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP	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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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	9	9	5	7	11	10								51
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1		1	3	1								6
TOTAL	9	10	5	8	14	11	0	57						

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Paste response to questions 1-7 her ELL Programs - Freestanding English as a Second Language Program

As of September 2011 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 Harcourt 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 57 general education ELL students, 7 ELL students in Special Education. Forty six of our general education ELL students received 3 years or less of service. Six of our general education ELL students and one Special Education ELL students received 4-6 years of services. We are servicing four Long Term Ells and three ELL students in Special Education. We are servicing 40 ELL students whose home language is Spanish; 9 students in Kindergarten, 8 students in first grade, 5 students in second grade, 7 students in third grade, 11 students in fourth grade, and 10 students in fifth grade. In addition, we service 6 students whose HLSV is other; 1 student in first grade, 3 student in second grade, 1 student in third grade, 4 students 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.

A. Programming and Scheduling Information

- 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:

Part III Programming and Scheduling Information

Our freestanding ESL program – follows the push-in model of ESL instruction for grades 3-5 and Pull-out Model for grades K-2, are designed to accommodate and service 8 periods per week of ESL instruction to students who scored at the beginning and intermediate levels, and 4 periods per week of ESL instruction to students who scored at the advanced level. In September Assistant Principal in charge of program scheduling reviews the Spring NYSESLAT scores in order to provide each ELL with the number of minutes of ESL and ELA periods as mandated to by NYC CR Part 154. In addition, the ESL teacher works in congruence with the classroom teachers to assure that each ELL is receiving the mandated ESL/ELA periods. As of September 2011 we will continue to use the Literacy Based Workshop Model for grades 4 to 5, and Harcourt Reading Program for K-3. Both are aimed to facilitate comprehension of the four basic languages skills-listening, speaking, reading, and writing. Harcourt is a scientifically-based Reading Research program that subscribes to the five effective literary components. This comprehensive program which incorporates the core, intervention resource kit and ELL Kit which target students at all reading and language proficiency levels. Harcourt assessments include, Reading 3D, Acuity, DRA, Running Records and the core program assessments. The data and outcome of these assessments will be used not only to drive instruction, but to differentiate the instruction to meet the needs of the individual needs of ELLs.

We provide transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT by providing them with testing accommodations, small group instruction provided by the classroom teachers to meet their academic and language needs. In congruence with the classroom teacher the ESL teacher will continue to monitor and keep record of their progress. In addition our Bilingual Social Worker and Bilingual Speech Teacher are available to provide needed services.

This year we will expand the improvements introduced last year which include: implementation of the Common Core State Standards Initiative. We have a teacher on each grade level represented on the Common Core Design Team to integrate the Common State Standards into the curriculum and the curriculum maps. Our major focus this year will be continuing work with inquiry teams, differentiating instruction and implementing the Common Core Learning Standards. We will continue to increase the utilization of technology and seek the support of our CFN Children First Network 412. All ELLs are afforded equal access to all school programs such as: the 37 minutes small group tutoring, and the extended day music program. P.S. 299's Title III program will provide English Language Learners with supplementary instruction in an ESL/Literacy Support – After School. This instructional program will service ELLs in grades 1-5 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT. A certified ESL teacher will provide supplementary instruction in alignment with the New York City and New York State content and performance standards. We will focus on developing students' writing and reading skills by providing an integrated meaning focus approach which will include differentiated instruction based on itemized assessment analysis, scaffolding, effective phonemic awareness, phonics instruction, and fluency instruction.

Administrative leadership and support to the implementation of Language Allocation Policy at P.S. 299 by purchasing materials that are high quality, high interest and instructional resources in English and the native language. For Grades K-3 the Harcourt reading Program (k-3) provides teachers with 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

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

A. Programming and Scheduling Information

meet the needs of English language learners. The powerful components of the program include strategic language support in English, measurable gains, academic language, research-based literacy, and tutoring technology.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17

The targeted intervention programs for ELLs in Math and ELA include: Math and Reading Options Programs, Voyager, Guide Reading Lessons, and Reading Interventions Reading Stations.

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B. Programming and Scheduling Information--Continued

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Courses Taught in Languages Other than English

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

Math:

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.

Paste response to questions 1-3 here Professional Development:

In order to enhance the progress and success of the ELLs Administrative leadership will continue to show its support by providing an ongoing 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, and Teachers' College Workshops .We will continue to conduct ESL workshops at our school in the 2011-12 school years with the assistance of the Instructional Support Specialist from the CNF – Children First Network 412 on topics such as:

Effective Instructional strategies for ELL s, 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 - Implementation of the Common Core Standards. To assist ELLs as they transition from elementary to middle school we provide orientations, articulation with guidance and invite the key staff and middle school representatives of different programs/clubs to speak during our fifth grade assemblies.

The 7.5 training is offered for all staff through the UFT Center, BETAC and OELL.

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?

Paste response to questions 1-4 here 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 throughout the school year

To ensure home school communication, bilingual parents are provided with translated notifications and materials. Some of the monthly partnership activities at P.S. 299 will include topics such as: Mandated 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, Common Core Learning Standards, ELA Curriculum a 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. 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 Learning Standards.

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
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50%	
25%	
	Dual Language
100%	
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	Freestanding ESL
100%	
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B. Programming and Scheduling Information--Continued

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P.S. 299's Title III program will provide English Language Learners with supplementary instruction in an ESL/Literacy Support – After School. This instructional program will service ELLs in grades 1-5 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT. A certified ESL teacher will provide supplementary instruction in alignment with the New York City and New York State content and performance standards. We will focus on developing students' writing and reading skills by providing an integrated meaning focus approach which will include differentiated instruction based on itemized assessment analysis, scaffolding, effective phonemic awareness, phonics instruction, and fluency instruction.

Administrative leadership and support to the implementation of Language Allocation Policy at P.S. 299 by purchasing materials that are high quality, high interest and instructional resources in English and the native language. For Grades K-3 the Harcourt reading Program (k-3) provides teachers with 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

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Paste response to questions 8-17

The targeted intervention programs for ELLs in Math and ELA include: Math and Reading Options Programs, Voyager , Guide Reading Lessons, and Reading Interventions Reading Stations.

In order to provide continued transitional support for our ELLs reaching proficiency on the NYSESLAT. Former ELLs are invited to attend our Title III Literacy Based program provided that there is space available in the program. In addition, these students are given test accommodations in accordance with the NYS regulations. At this time we are not having any new programs for ELLs.

Currently we are not planning to discontinue any programs at PS 299. At this time we do not offer any activities in our school to assist newly enrolled ELL students before the beginning of the school year. We are looking into how this we could plan these activities in the future. Currently the activities that we have at the beginning of the school in September include open house, meet the teacher and curriculum orientation night for the parents.

Currently we do not offer any language electives

We provide transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT by providing them with testing accommodations, small group instruction provided by the classroom teachers to meet their academic and language needs. In congruence with the classroom teacher the ESL teacher will continue to monitor and keep record of their progress. In addition our Bilingual Social Worker and Bilingual Speech Teacher are available to provide needed services.

This year we will expand the improvements introduced last year which include: implementation of the Common Core State Standards Initiative. We have a teacher on each grade level represented on the Common Core Design Team to integrate the Common State Standards into the curriculum and the curriculum maps. Our major focus this year will be continuing work with inquiry teams, differentiating instruction and implementing the Common Core Learning Standards. We will continue to increase the utilization of technology and seek the support of our CFN Children First Network 412.

All ELLs are afforded equal access to all school programs such as: the 37 minutes small group tutoring, and the extended day music program.

P.S. 299's Title III program will provide English Language Learners with supplementary instruction in an ESL/Literacy Support – After School. This instructional program will service ELLs in grades 1-5 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT. A certified ESL teacher will provide supplementary instruction in alignment with the New York City and New York State content and performance standards. We will focus on developing students' writing and reading skills by providing an integrated meaning focus approach which will include differentiated instruction based on itemized assessment analysis, scaffolding, effective phonemic awareness, phonics instruction, and fluency instruction.

Administrative leadership and support to the implementation of Language Allocation Policy at P.S. 299 by purchasing materials that are high quality, high interest and instructional resources in English and the native language. For Grades K-3 the Harcourt reading Program (k-3) provides teachers with 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

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.

Paste response to questions 1-3 here Professional Development:

In order to enhance the progress and success of the ELLs Administrative leadership will continue to show its support by providing an ongoing 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, and Teachers' College Workshops .We will continue to conduct ESL workshops at our school in the 2011-12 school years with the assistance of the Instructional Support Specialist from the CNF – Children First Network 412 on topics such as:

Effective Instructional strategies for ELL s, 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 - Implementation of the Common Core Standards. To assist ELLs as they transition from elementary to middle school we provide orientations, articulation with guidance and invite the key staff and middle school representatives of different programs/clubs to speak during our fifth grade assemblies.

The 7.5 training is offered for all staff through the UFT Center, BETAC and OELL.

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?

Paste response to questions 1-4 here 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 throughout the school year

To ensure home school communication, bilingual parents are provided with translated notifications and materials. Some of the monthly partnership activities at P.S. 299 will include topics such as: Mandated 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, Common Core Learning Standards, ELA Curriculum a 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. 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 Learning Standards.

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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)	8	6	2	0	1	2								19
Intermediate(I)	1	4	2	7	8	4								26
Advanced (A)		0	1	1	5	5								12
Total	9	10	5	8	14	11	0	0	0	0	0	0	0	57

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	2	2	0	1							
	I	2	0	6	8	1	1							
	A	5	5	2	2	4	0							
	P	1	1	2	2	8	5							
READING/ WRITING	B	3	1	3	3	2	1							
	I	3	3	2	5	6	1							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A	1	0	2	3	4	1							
	P	1	2	2	1	2	4							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2	2	3	0	7
5	2	4	4	0	10
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									0
4	2		1		4		0		7
5	2		3		5				10
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									0
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				
Integrated Algebra				
Geometry				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

Paste response to questions 1-6 here 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 NYSELAT scores we will concentrate on the 82 % 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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 32K299 **School Name:** PS 299

Cluster: _____ **Network:** 412

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.

We have conducted an assessment of written translation needs based on Home Language Surveys. Based on the results of the surveys and data of our school population includes 68% African American, 30% Hispanic American and 2% other. 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 2011-2012. The major languages that we need to ensure that our communication to our parents are English and Spanish.

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.

Parents are informed about our schools written translation and oral interpretation services available through large postings displayed in many languages at the main entrance to the school as well as in the main office and the office of the Parent Coordinator. In addition, notices of the services were sent home via backpack through our Parent Coordinator notifying our parents the availability of these services. 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.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: PS 299	DBN: 32K299
Cluster Leader: Christopher Groll	Network Leader: Ada Orlando
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 57 Grades to be served by this program (check all that apply): <input type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 299's Title III program will provide English Language Learners with supplementary instruction in an ESL/Literacy Support – After School. This instructional program will service ELLs in grades 1-5 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT. A certified ESL teacher will co-teach with a certified common branch teacher and will provide supplementary instruction in alignment with the New York City and New York State content and performance standards and NYS CCLS Standards. We will focus on developing students' writing and reading skills by providing an integrated meaning focus approach which will include differentiated instruction based on itemized assessment analysis, scaffolding, effective phonemic awareness, phonics instruction, and fluency instruction.

Administrative leadership and support to the implementation of Language Allocation Policy at P.S. 299 by purchasing materials that are high quality, high interest and instructional resources in English and the native language. For Grades K-3 the Harcourt reading Program (k-3) provides teachers with 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.

Part C: Professional Development

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

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

Begin description here: In order to enhance the progress and success of the ELLs Administrative leadership will continue to show its support by providing 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

Part C: Professional Development

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, and Teachers' College Workshops. We will continue to conduct ESL workshops at our school in the 2011-12 school years with the assistance of the Instructional Support Specialist from the CNF – Children First Network 412 on topics such as:

Effective Instructional strategies for ELL s, 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 - Implementation of the Common Core Standards and Data Analysis and instructional implementation. To assist ELLs as they transition from elementary to middle school we provide orientations, articulation with guidance and invite the key staff and middle school representatives of different programs/clubs to speak during our fifth grade assemblies.

The 7.5 training is offered for all staff through the UFT Center, BETAC and OELL.

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: 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 throughout the school year

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Part D: Parental Engagement Activities

performance standards - including the NYS Common Core Learning Standards.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$10,631.70	This cost will cover the per session activities for 1 ESL teacher, 1 mono-lingual teacher, 1 school aide, 1 supervisor, 1 payroll secretary.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	N/A	
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	568.30	After school materials will be purchased from "Coach" and/or "Buckle Down".
Educational Software (Object Code 199)	N/A	
Travel	N/A	
Other	N/A	
TOTAL	\$11,200.00	