



**Department of
Education**

Dennis M. Walcott, Chancellor



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

SCHOOL NAME : COMMUNITY SCHOOL 300

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 12X300

PRINCIPAL: Ms. VENESSA SINGLETON EMAIL: VSINGLE2@SCHOOLS.NYC.GOV

SUPERINTENDENT: MYRNA RODRIGUEZ

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
Venessa Singleton	*Principal or Designee	
Keriann Martin / Lisa Gilbride	*UFT Chapter Leader or Designee	
Teresita Nadal	*PA/PTA President or Designated Co-President	
Wanda Whatts	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Denise Osorio	Member/	
Marta Latimer	Member/	
Beverly Reid	Member/	
Arminda Pallares	Member/	
Julio Fratello	Member/	
Jenny Rivera	Member/	
Danielle Smith	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

To improve teacher effectiveness through the facilitation of teacher participation in professional development opportunities and professional learning teams in our school.

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.

Data from New York State Exams as well as Fountas and Pinnell assessments, and writing samples show that teachers would benefit from individual and small group professional development.

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:
 - **Throughout the 2011-2012 school year, School Administrators will develop and implement professional development plans for teachers that will integrate the Charlotte Danielson framework for effective teaching. Individual professional development plans will be developed for teachers based on formative observations as well as teacher input.**
 - **Small learning communities will be established to build capacity and promote best practices for all students. Additional support will be provided for teachers of our English Language Learners and SETSS students.**
 - **During common planning time teachers will have the opportunity to collaborate with School Administrators and the Literacy and Math Coaches to discuss the results of formal and informal academic assessments and develop next steps to improve student achievement.**
 - **Teachers will have professional development opportunities and will turnkey what they have learned to their colleagues in order to build capacity.**
 - **Community School 300 has a Teacher Wikispace that is updated to include curriculum maps, Common Core Learning Standards, lesson ideas, calendar of events and due dates. The Wiki Space is updated weekly.**
 - **Professional development will be provided by the school's AUSSIE consultant and Literacy Coach to model, observe, share best practices and develop effective strategies.**
 - **Lab Sites will give small learning communities the opportunity to watch their colleague's instruction and provide feedback and next steps.**
 - **Teacher's take part in inter-visitations so they can watch their colleagues. Debriefs after inter-visitations take place with School Administrators and Coaches.**

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.
- **Parent workshops are held to inform families about and discuss expectations for future assessments, projects, and activities at Community School 300.**

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 becomes highly qualified, in order to achieve this goal.
- **School Administrators, Teachers and Coaches will turnkey information and activities from their professional development opportunities to their colleagues.**

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.
- **Good Shepherd Services works along with Community School 300 to allow their staff to attend professional development sessions to better serve the Community School 300 students.**

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.

TL Fair Student Funding is utilized for our AUSSIE Consultant- \$21,150.

ANNUAL GOAL #2 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 #2

Students will show school wide progress in Fountas and Pinnell reading levels.

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.

New York State Exam data along with Fountas and Pinnell, Acuity, formal and informal assessments indicate a need for improvement in student progress and performance.

Instructional strategies/activities

- Teachers will incorporate instructional lessons from the school wide curriculum.
- Instructional lessons are aligned to the Common Core Learning Standards and City Wide Instructional Expectations.
- Fountas and Pinnell assessments are administered three times a year to all students to track student progress.
- Students approaching and below the NYS standards are assessed an additional two times to track progress.
- Action plans are developed for students not making adequate progress
- Students are provided small group instruction to address specific areas for improvement based on student data and teacher observations.
- Academic Intervention Services (A.I.S.) are provided in reading and mathematics to all students that are approaching or below New York State standards.
- Common planning periods gives teachers the opportunity to meet with each other, as well as School Administrators and Coaches to plan and discuss strategies, next steps, share best practices, and review student work and data.
- The Super Star afterschool program provides additional support to students receiving SETSS services. Instructional activities are developed based on student's individual goals and areas of improvement.
- Through 1 to 1 Academics, tutoring services are provided via small group to English Language Learners.

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.
 - **Book baggies are sent home daily along with reading logs so parents can monitor their child's daily reading.**
 - **Parent workshops are held to explain grade level expectations as well as strategies to help assist and improve their child's progress.**
 - **The Parent Book Club helps to promote and encourage parents to read at home alongside their children.**
 - **Family Literacy Day gives the parents the opportunity to see and celebrate what their children have accomplished in school.**
 - **The school lending library allows students and parents to borrow books on their reading level so they can read 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 becomes highly qualified, in order to achieve this goal.
 - **Professional development will be provided by the school's A.U.S.S.I.E consultant and Literacy Coach to model, observe, share best practices and develop effective strategies.**
 - **Lab Sites will give small learning communities the opportunity to watch their colleague's instruction and provide feedback and next steps.**
 - **Teacher's take part in inter-visitations so they can watch their colleagues. Debriefs after inter-visitations take place with School Administrators and Coaches.**

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.
 - **Through the Reading Alliance Program, Project Read provides one to one assistance to students in grade 1 to help them improve their reading skills.**
 - **Through 1 to 1 Academics, tutoring services are provided via small group to English Language Learners.**
 - **The Sports and Arts Foundation provides instructional support for students that require additional assistance in reading and mathematics.**
 - **Good Shepherd Services provides assistance with homework to the students enrolled in their program. "Kidz Lit" program is utilized by Good Shepherd Services to provide additional support in reading. Good Shepherd staff members are provided with homework sheets from all grades.**
 - **The Super Star afterschool program provides additional support to students receiving SETSS services. Instructional activities are developed based on student's individual goals and areas of improvement.**

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.

TL Fair Student Funding is utilized for our AUSSIE Consultant- \$21,150.

Title III LEP funding is utilized for our English Language Learners (\$700 for textbooks, \$8,260 for Smart boards).

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

To increase parental involvement in school-wide activities for the 2011-2012 school year.

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.

Our school data shows that 60% of parents attended PTA meetings, assembly programs, and school wide events. In addition, 50% of our parents completed the NYC School Surveys.

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:
 - **School Administrators and our Parent Coordinator, and teachers will outreach to parents by offering monthly workshops and meetings. The topics covered will range from ARIS Parent Link, homework help, test preparation, college and career readiness, and parent book club meetings.**
 - **Assemblies are held to celebrate our Student of the Month, student performances, and individual talents.**
 - **Celebrations such as publishing parties are planned so parents can visit the classrooms and see children's final projects.**
 - **Community School 300 has a parent wiki space that provides weekly homework assignments but updates parents on upcoming activities and events.**
 - **Community School 300 Newsletter is created by students to inform parents about what they have been learning and what has been going on at school.**

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.
 - **Parents are notified of all school events and activities via phone call, flyers and the school's monthly calendar.**
 - **School calendars are sent home by student as well as a giant one posted in the school lobby.**

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.
 - **Professional development will be provided by the school’s AUSSIE consultant and Literacy Coach to model, observe, share best practices and develop effective strategies.**
 - **Lab Sites will give small learning communities the opportunity to watch their colleague’s instruction and provide feedback and next steps.**

Teacher’s take part in inter-visitations so they can watch their colleagues. Debriefs after inter-visitations take place with School Administrators and Coaches

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.

Good Shepherd Services assists and attends school activities. They promote these events to the parents of children enrolled in their program.

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.

Title I SWP funds are utilized for non contractual services (\$4,572) and textbooks (\$1,400).

Telephone and Other Communication (Global Connect \$840)

TL Fair Student Funding

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

To increase our school-wide attendance rate for the 2011-2012 school year.

Comprehensive needs assessment

An increase in student attendance will allow for students to have more instructional time. This will help increase student learning and academic achievement.

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:
 - **Attendance will be recorded during the AM and PM sessions.**
 - **Our Parent Coordinator will track classes and individual students with 100% attendance.**
 - **Classes with perfect attendance will be celebrated throughout the school community.**
 - **Students with 100% attendance get their names posted on our Attendance Stars bulletin board.**
 - **Our school's Attendance Team will continue to monitor student attendance via ATS, home visits, phone calls and through our automated notification on the first day of absence.**
 - **Our Parent Coordinator and Attendance Team will outreach to parents who are having challenges with attendance to school.**
 - **Parent workshops will be offered regarding the importance of attendance.**
 - **Parent and students with outstanding attendance for the 2011-2012 school year will receive a special incentive and recognition in June 2012.**

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.
 - **Parent will receive phone calls after the first day of absence.**
 - **Celebrations for outstanding attendance will be held for students as well as parents.**
 - **Invitations to assemblies to celebrate outstanding attendance will be extended to parents/relatives.**

- **Parent workshops will be offered regarding the importance of attendance.**

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 with outstanding attendance will be allowed to attend incentives in June 2012.**

Service and program coordination

Any student that is not present for school may not attend any afterschool programs (Good Shepherd Services, Sports and Arts, 1 on 1 Academics, Project Read, Super Stars.

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.

Title I SWP funds are utilized for non contractual services (\$4,572) and textbooks (\$1,400).

Telephone and Other Communication (Global Connect \$840)

TL Fair Student Funding

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

To engage students in transformative community service and service learning experiences that enables them to use their voice, skills, and critical thinking to strengthen communities.

Comprehensive needs assessment

Mayor Bloomberg's NYC Service Initiative requires that all NYC schools engage in at least one service or service learning project during the academic year.

Instructional strategies/activities

The school has a service in schools team which consists of administrators, faculty and staff. The school has partnered with Generation On Schools. Lessons aligned with CCLS will be implemented in each classroom utilizing Generation On curriculum. The lessons are thematically based, student centered with real world problem solving and include cross curricular activities. The school community will participate in various service learning activities and community service projects. There will be school wide activities as well as individual classroom projects. Teachers will have the ability to choose the service project for his/her class. Students will also participate in the decision making process for classroom projects as well as school wide projects.

The school also has two conflict resolution programs. SISTAH (Sisters Inspiring Sisters to Achieve Higher) is an all girl group consisting of 61 fourth and fifth graders. The purpose of the SISTAH Program is to provide a constructive approach to conflict and alert students to skills helpful in finding productive resolutions. Focusing on personal responsibility, problem solving, diversity appreciation, and community awareness, the SISTAH Program is a holistic approach to positive change. Conflict resolution/ crisis intervention are implemented into the program through several rights of passages. Students participate in community service projects, field experiences, workshops, and individual / group counseling to address their social and emotional needs. This group meets on Wednesday afternoons 3:30pm-5:00pm and Saturdays (9:00pm-1:00pm)

The Boys to Men Program consists of 37 third and fourth grade boys. The purpose of the Boys to Men Program is to build self esteem, confidence, promote academic excellence, encourage respect for all, to develop and implement strategies to resolve conflicts with peers, and violence prevention. Students participate in team building activities, workshops, and community service projects. This group meets on Friday afternoons (during school hours).

Strategies to increase parental involvement

Parents will be asked to participate in various service activities such as clothing and food drives and community service projects. Parents will also be invited to assemblies and performances related to student service-learning activities. Parent materials will be provided in English and Spanish. Invitations will be backpacked home as well as via automated telephone recordings.

Strategies for attracting Highly Qualified Teachers (HQT)

Teachers will receive professional development to effectively implement Generation On lessons/activities. Professional development for service learning will be through monthly webinars, online and in person training. Teachers will meet during common planning periods to collaborate and share best practices in order to build capacity in the area of service learning and community service.

Service and program coordination

The school is partnering with Generation On Schools to implement this initiative. Programs such as Anti-bullying Day, Go Red Day, Multicultural Day, School wide food drives, Underwear Relief, Clean and Healthy (for families in shelters), Penny Harvest, Kids Care Book Share, MLK Jr. Wall of Dreams, National Park Week, etc. will be coordinated by the service in schools team, teachers, and staff.

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.

Title I SWP Per Session- Guidance Counselor (SISTAH Program) \$5,963

Title I SWP Supplies General- Books and materials to support Generation On lessons/activities \$2,000

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	20	20	N/A	N/A	0	0	0	0
1	55	55	N/A	N/A	1	0	0	0
2	50	50	N/A	N/A	3	0	5	0
3	59	59	N/A	N/A	2	0	2	0
4	88	88			4	0	3	0
5	85	85			5	0	2	0
6								
7								
8								
9								
10								
11								

12								
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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	The academic intervention strategies used are Wilson and Fundation Reading Programs. These programs are supplemental intervention tools in fluency, decoding, encoding, and comprehension strategies. These programs are used to support students in grades 1-5.
Mathematics	The academic intervention strategies used is the Everyday Mathematics Program. This program is a supplemental intervention program to aid students in problem solving, numeration and word problems.
Science	The academic intervention strategies used is the Buckle Down series from Options publishers. Also, guided reading books with an emphasis on informational text and content is also used in our science series. This program builds on the scientific content and strategies for students.
Social Studies	The academic intervention strategies used is the Buckle Down series from Options publishers. Also, guided reading books with an emphasis on informational text and content is also used.
At-risk Services provided by the Guidance Counselor	The academic intervention strategies used is the Buckle Down series from Options. This program is a hands on program that builds on the scientific content and strategies.
At-risk Services provided by the School Psychologist	Not applicable for our students
At-risk Services provided by the Social Worker	The academic intervention strategies used is the Buckle Down series from Options. This program is a hands on program that builds on the scientific content and strategies.

At-risk Health-related Services

Not applicable for our students

**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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 12X300 **School Name:** The School of Science and Applied Learning- Community School 300

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

In 2009-10, Community School 300 did not make adequate yearly progress (AYP) in English Language Arts (ELA) for all students, the black or African American subgroup, Hispanic or Latino subgroup and, student with disabilities students with limited English proficiency, and economically disadvantaged students. In 2010-11, Community School 300's state accountability status was designated as "corrective action (year 1)". Because Community School 300 was designated as in corrective action, the school participated in an External School Curriculum Audit (ESCA).

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

Extended day programs in both English Language Arts (ELA) and Mathematics will continue to be provided for students in grades 1-5, students will meet 50 minutes on Tuesdays, Wednesdays, and Thursdays. LEP students in grades 2-5 will meet from 3:00 pm -5:00pm on Tuesdays and Thursdays for an ESL enrichment program. Three times a week from 3:45 pm-5:15 pm, selected students receive additional literacy instruction through the READ Alliance Program, where high school students provide one to one literacy support. The STARS Program meets on Tuesdays and Wednesdays from 3:10 pm – 5:15 pm. The STARS Program is for SETTS students and students with disabilities who are need of additional small group instruction in literacy. The Good Shepard Afterschool Program meets from 2:30 pm -6:00 pm Monday through Friday and includes homework help and literacy instruction.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

Teachers will be provided differentiated professional development opportunities ranging from professional learning teams (PTL), instructional round using the Charlotte Danielson framework, classroom inter-visitations, and off-site meetings and training sessions.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Teachers will be provided differentiated mentoring opportunities ranging from professional learning teams (PTL), instructional rounds using the Charlotte Danielson framework, classroom inter-visitations, and off-site meetings and training sessions. In addition, teachers are supported by a literacy and math coach and A.U.S.S.I.E. consultant.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents will be notified by written correspondence and via our school's automated telephone system. In addition, our school will have three informational session meetings for parents (during the morning , afternoon and evening) to explain the school's identification and improvement plan to parents.

**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 Jose Ruiz/Petrina Palazzo	District 12	Borough Bronx	School Number 300
School Name School of Science and Applied Learning			

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

Principal Venessa Singleton	Assistant Principal Nichelle Rice
Coach Olga Fotinis	Coach Maria Hernandez
ESL Teacher Karen Scott	Guidance Counselor Tawana Dimanche
Teacher/Subject Area Myriam Miller /Bilingual Ed.	Parent Teresita Nadal
Teacher/Subject Area	Parent Coordinator Jean Marie Blair
Related Service Provider	Other Loida Guerrero/Bilingual Ed.
Network Leader	Other Iris Rodriguez/AIS

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	2	Number of certified bilingual teachers	3	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	1
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	612	Total Number of ELLs	121	ELLs as share of total student population (%)	19.77%
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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. 

1. The steps for ELL student identification is as follows: At the time of registration, the parent is provided with a Home Language Identification Survey (HLIS) which is administered by a trained pedagogue. If the HLIS indicates that a student uses a language other than English, the parent and the child(ren) are interviewd in English and if they speak Spanish or French, in their native language. b. The HLIS and accompanying interviews are done by Ms. Scott, ESL Coordinator, Spanish- English, Iris Rodriguez, AIS teacher with Bilingual Extension, Spanish, Ms. Skerrit, Trilingual, IEP Coordinator- certified Bilingual Special Ed-Spanish, French and English. Ms. Scott, Spanish - English, certified ESL teacher/ ESL Coordinator, and Iris Rodriguez, AIS teacher and certified Bilingual administer the LAB- R and the Spanish LAB- r if determined from the interview that the child is Spanish dominant. If it is determined that the child is a possible ELL as deemed by the interviews, then the child is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R). In the Spring, we administer the NYSESLAT to all English language learners in Grades K–5 regardless of physical location of the student, classification as disabled, or number of years of service.
2. The current structures in place for families are the support of both our Parent and ESL Coordinators, within ten days of the students arrival and review of their HLIS and failitaition of the LAB-R, the parents of the children who score B, I, A on the LAB-R are invited to parent orientation sessions about our programs and services offered . Ms. Rodriguez and Ms. Scott translate all information in Spanish, the native languague the students/parents. In addition, families are given to the opportunity to visit our classrooms. Ms. Scott the ESL Coordinator and Iris Rodriguez, the Bilingual AIS Teacher explain the three services to the parents.
3. In September, our Pupil Accounting Secretary, ESL and Parent Coordinators conduct a parent orientation session for families which details information about our school, curriculum and instruction and ESL /ELL programs offered at our school. In addition, this process occurs monthly as new students register throughout the year. Ms. Scott and Ms. Rodriguez, licensed ESL and Bilingual pedagogues, repectively faciliatate the HLIS and the parents and child(ren) are interviewd immediately. If LAB-R eligible, then the student is administered the LAB- R; if they score below Proficient., the ELL Coordinator sends an Entitlement Letter addressed to the parents with the child in their homework folder. In the Entitlement letter, the parents are invited to a the Parent Orientation within 10 days of their child's admission. During Parent Orientation, the parents view the video and are then are provided with the Parent Survey and Selection Forms to be filled out at the time of the meeting to ensure that the parents can have any question that they have regarding the 3 programs, answered by the ELL Coordinator, Ms. Scott, and Ms. Rodriguez, the AIS- Bilingual cerified teacher. If the parent chooses to fill it out at home, the ELL Coordinantor provides a due date for the form to be returned. After the date has passed, the ELL Coordinator calls the home to remind the parents that the form needs to be returned by a specific date. The ELL, contacts the parents once the due date has been reached by phone , and sends another form home. The ELL Coordinator stores all current Parent Survey and Selection forms in the ESL Binder. If the parent chooses a program that we do not have the Principal Ms. Singleton, contacts neighboring schools that have the program and invites the parent to enroll at that school if we do not have enough students to open that particuloar program.
4. The critieria used and the procedures followed to place identified students in bilingual or ESL instructional programs are based on the HLIS forms, interviews of families and the completed on the Parent Selction Form provided by our school. After the parent orientaion, when Ms. Scott and Ms. Rodriguez, licensed ESL and Bilingual Pedagogues show the parents orientation video, explain the 3 programs that the DOE offers and answers any questions we collect the the Parent Surveys and selection forms. The ELL

Coordinator sends Parent Survey and Program Selection placement letters home to the newly administered ELL who have not scored Proficient on the LAB-R. Based on the parent choices and the schools resources we distribute Placement letters to students to be signed by the parent. In addition, where students are placed depends on whether there are 15 students across two contiguous grades whose parents have chosen Transitional Bilingual; if there are enough parents who make this request, then we place their children in a bilingual class. Also, continued entitlement letters are sent home to all ELLs who did not pass the previous years NYSESLAT. The ESL Coordinator maintains records of the forms that she distributes and the forms that are returned. If the parents have not returned a form - Continued Entitlement, parent Survey Selection Form by the due date another round of letters goes out to the students the next month. If they are not returned by due date again, then the ELL Coordinator notes this on the Parent Letter Sent/ Received column for the specific student. All forms are distributed in the Spanish and English or the native language of the child and English.

5. Parent Survey and Program Selection Forms-After looking through every Parent Survey and Program Selection Form on file since November 2010 until now regarding new admits or transfer students these are the statistics. Between grades K and 1 of the 11 Parent Survey and Program Selection Forms that were returned out of 31 ELLs who received them, 2 parents chose Bilingual Education as their first choice. 9 parents chose ESL as their first choice. 20 Parent Survey and Program Selection Forms have not been returned despite the parent surveys being sent out twice. In 2nd grade, 8 out of the 21 Parent Survey and Program Selection Forms were returned and all 8 parents chose ESL as their first choice. In the 3rd grade, 9 out of 12 forms were returned and all parents chose ESL as their first choice. In the 4th grade out of 46 ELLs who were given Parent Survey and Program Selection Forms, 26 were returned. 15 fourth grade parents chose TBE as their first choice. In the 5th grade out of the 32 Parent Survey and Program Selection Forms that were sent out, 11 forms were returned and 3 parents chose TBE as their first choice and 8 chose ESL as their first choice. In addition, as a school we track academic performance of students throughout their course of time at C. S. 300. Students are monitored through F&P and EDM assessments, ELA and NYSESLAT assessments.

6. The program models are aligned to the choice of the parents and the needs of the students. We encourage parents to give suggestions and voice their concerns. Parents are given a survey to bridge alignment between their choices and programs offered. Community School 300 is a learning community which consists of Spanish speaking students from Latin/South American countries and students from various African countries who speak a variety of dialects including, Twi, French-Creole and Warloff. Our school community is comprised of students in temporary housing, low income housing and private houses. We continue to have a steady increase in the number of recent immigrants to the United States in our school community. Our school offers a Transitional Bilingual Educational Program based on the Home Language Information Survey and Parent Selection Form and request of services based on Individual Student Individual Education Plans. We currently have one bilingual class on grade 4/5 Integrated Collaborative Team Teaching Bilingual Class as is per the Parent Survey and Program Selection Forms returned by the Fourth and Fifth grade and still on file in the ESL binder.

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*	No●	If yes, indicate language(s): Spanish
Dual language program	Yes●	No●	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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	121	Newcomers (ELLs receiving service 0-3 years)	93	Special Education	29
SIFE	2	ELLs receiving service 4-6 years	27	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	12	10	8	8	1	4	1	1	0	21
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	81	0	15	19	0	6	0	0	0	100
Total	93	10	23	27	1	10	1	1	0	121

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	15	6								21
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Yiddish														0
Other														0
TOTAL	0	0	0	0	15	6	0	21						

**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 L	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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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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	12	15	19	9	30	17								102
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic						1								1
Haitian														0
French		1	1			2								4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2	1	3	1	6								14
TOTAL	13	18	21	12	31	26	0	121						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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?

1. A. The Organizational Model for ESL Instruction is that the ESL teacher works with students in a Pull-Out program. In the Transitional Bilingual Program, the students are in a Bilingual Self Contained Class across grades 4/5. b. Our students are heterogeneously grouped for instruction. Students enrolled in the ICT bilingual class have a Push-In Model for instruction. Whereas additional students are provided with both push-in and pull-out services as appropriate to the students instructional needs.

A. Programming and Scheduling Information

2a./b. In the ESL programs, students are taught by one ESL teacher and one bilingual AIS teacher. There are 100 ESL students. Ms. Scott teacher 48 students. Ms. Scott mixes groups across grade levels where as 3, 4, 5 B/I meet for 8 periods a week, 2nd grade/ 3rd grade B/I meet for 8 periods a week, and 1st grade B/I meet for 8 periods of week. The Advanced level students meet for 135 minutes per week as there are not enough periods to meet their needs. Ms. I. Rodriguez teaches approx. 29 Advanced students in 2 groups of 10 and 1 group of groups of 9 students for 4 periods a week/ 180 minutes a week each-12 periods total. She also teaches one kindergarten group of 7 beginner students for 8 periods a week/360 minutes a week. In addition, she teaches 2 groups of 7 B/I level students for 8 periods a week. In the ESL program, students are grouped by NYSELAT or LAB-R level with up to 8 students per group; beginner and intermediate ELLs receive 360 minutes of ESL per week whereas, advanced ELLs receive 180 minutes of ESL per week. In the TBE program the Beginner/ Intermediate students receive 360 minutes of ESL per week and 90 minutes of NLA Advanced students receive 180 minutes of ESL/ELA and 45 minutes a day of Native Language Arts. The TBE teacher uses Saludos! a literacy based language program in Spanish for Native language Instruction in addition to trade books across genres. The ESL teacher uses Treasure Chest Program materials that are Science and Social Studies and ELA based ESL curriculums.

3. In the General Education classes where ELL students receive instruction in Mathematics by their Gen. Ed, teacher. The Science and Social Studies teachers that push-in to the classes provide instruction in English. Bilingual classes are self contained to accommodate 360 minutes of ESL instruction per week for Beginners and Intermediates. Mathematics is taught in Spanish by the teacher in The Transitional Bilingual Class. All other ELLs receive Math instruction in English. The transitional Bilingual class teacher teaches the students Science and Social Studies in Spanish /English 60/40 using the Saludos! Program; The Science and Social studies teachers push-in and work with the students in English. The ESL teacher uses the Treasure Chest Program an ESL program taught in English and www.esp.brainpop.com an internet program that specifically covers Science, Social Studies, Mathematics and ELA topics in Spanish and Brainpop ESL taught in English.

3b. In the ESL pull-out program the teacher prepares to make sure of the following:

Concepts taught are directly linked to students' background experience. This experience can be personal, cultural or academic. The teacher explicitly makes links between past learning and new concepts. The teacher ensures that key vocabulary is emphasized. New vocabulary is presented in context and the number of vocabulary items is limited. In addition the teacher ensures comprehensible Input by using speech that is appropriate for students' language proficiency and making the explanation of the tasks clear using step-by-step manner with visuals. Also, the teacher uses a variety of techniques to make content concepts clear and focus the students' attention selectively on the most important information. In the ESL program the following strategies are used to make content more comprehensible for students: 1. we provide ample opportunities for students to use learning strategies for reading, vocabulary and writing across content areas; these strategies are taught through explicit instruction so that the students develop independence in self-monitoring. 2. We consistently use scaffolding techniques throughout the lesson. 3. We introduce a new concept using a lot of scaffolding and decrease support as time goes on. 4. The teacher models with think-a-louds, 5. The teacher asks students questions using a variety of question types to promote higher level thinking skills. 6. The students are asked to restate other students' responses to promote higher critical thinking skills.

Students who score Proficient on the NYSELAT receive ESL services for a period of one year after passing the NYSESLAT exam. Bilingual classroom teachers are responsible for providing students with ESL instruction in content areas according to the grade level requirements as seen in our curriculum map, unit goals and individualized goals of each student. However, advanced level students are mainstreamed into monolingual classes for reading. Our ESL teacher works with students based on their required need of services and where applicable, provides Push-In services to students in the ESL program. ESL students are grouped by NYSESLAT or LAB-R level with up to 8 students per group; beginner and intermediate ELLs receive 360 minutes of ESL per week whereas, advanced ELLs receive 180 minutes of ESL per week. Science and Social Studies are taught by push-in teaches in English for ELLs in gen. ed. classes. In the TBE program the Beginner/ Intermediate students receive 360 minutes of ESL per week and 90 minutes of NLA Advanced students receive 180 minutes of ESL/ELA and 45 minutes a day of Native Language Arts.

4. The ELE is administered in the spring and ensures that testing according to the native language of the student. Math and Science tests are given in Spanish to ELLs in the Bilingual Class who require it. All other ELLs receive Fountas and Pinnell, and Every Day Mathematics Assessments in English.

5. Students with Interrupted Formal Education, ELL with special needs as well as newcomers are provided with targeted instructional and intervention opportunities like the Wilson and Foundations reading programs, Words Their Way and Making Meaning, and Everyday Mathematics instructional programs. Teachers provide 360 minutes of services in Bilingual/ ESL services in addition to all content areas taught in native language and then time in native language is progressively decreased as the student becomes more proficient. In addition, students have the opportunity for targeted instruction in both languages. Students use textbooks, classroom libraries and instructional materials that are aligned with the school's core curriculum and reflect the home language(s) of ELLs in the school. Students are grouped homogeneously or heterogeneously for intensively targeted areas of instruction according to the LAB-R and NYSESLAT scores. Students

A. Programming and Scheduling Information

are taught in classrooms well equipped with leveled libraries such as the SANTINALLA or Treasure Chest Series for ELLS. They also participate in the after school program, ONE to One specifically designed for all levels of ELLs to further assist them in acculturating quickly into the CCSS curriculum. When we differentiate instruction for out SIFE, we also offer additional instructional and intervention opportunities during and after school. Our school analyzes and considers the needs of SIFE ELLs by giving them opportunities to have peer buddies, mainstreaming opportunities and focused leveled instruction through Push-in and Pull out Services. Our students who have 4-6 years of service or who are long-term ELL students receive focused-leveled pull-out instruction from our ESL teacher. Also, these students are mainstreamed to a monolingual class for literacy and mathematics.

6. In addition, classroom libraries are provided for all ELL students on their appropriate reading levels. Also, we will continue to support our students in the areas of writing and language acquisition in grades 3-5. Our Literacy Coach will continue to support bilingual teacher and ESL teachers in ensuring our curriculum map is differentiated to provide for the needs of our ELL students. The teachers use graphic organizers, photographs, TPR, live objects and teach vocabulary development exercise and reading and writing strategies to make he content comprehensible for ELLs. In addition, classroom libraries are provided for all ELL students on their appropriate reading levels.

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%	b. In addition, all ELLs with disabilities have the opportunity to work with ELL without disabilities in push-in and pull-out services for literacy, science, social studies during the day. After school, both groups of students work together in the ELA, MATH Preparation and Sports and Arts programs. As well, instructionally we are flexible in that we use writing assessments that allow for production of different types of products to achieve the same goal.			
75%				
50%				
25%				
	Dual Language			
100%				
75%				
50%				
25%				
	Freestanding ESL			
100%				
75%				
50%				
25%				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

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.
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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?

8. When the school creates groups for AIS/ Extended Day they use data in order to form these groups and provide targeted interventions that address the needs of these students- we provide the students guided reading support and vocabulary development skills based on their reading levels and NYSESLAT scores. The ESL program provides targeted interventions for ELLs in both reading, writing, for the ELA/ NYSESLAT. The Dual Language program provides targeted interventions for ELLs in both reading, writing, for the ELA/ NYSESLAT. The Dual Language program provides targeted interventions for ELLs in both reading, writing, for the ELA/ NYSESLAT.

B. Programming and Scheduling Information--Continued

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9. Students who reach proficiency levels on the NYSESLAT after two years of continued ESL services are given the opportunity to receive monolingual classes in both reading and mathematics. In addition, opportunities are given to these students to act as a buddy / peer tutor to other students. The ELL Coordinator ensured that they receive all ELL testing accommodations; it is ensured that former ELLs participate in the school's supplemental ELL program if the activities would further benefit the language development of participating students; we continue articulation and support with the ESL teacher.

10. We will consider adding additional bilingual classes to our school community in the upcoming school year.

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12. ELL students are afforded the opportunity to be apart of Inquiry Teams, SISTAH and Boys 2 Men conflict resolution programs, Good Shepard Services Inc., Pencil Partnership, Sports and Arts Foundation, and The Champions Club within our school community. We provide ELL parents information about these programs in their native language. We also have information sessions where we invite ELL parents formally to enroll their students in programs. In addition, we use Title III funds to provide Title III funds will be used to facilitate an after school program for ELLs in preparation for the NYSESLAT, ELA and NYS MATH exam. The supplementary program will provide additional instructional time beyond the school day/week. The goals of the ESL program are to enable students to learn English and to support their success in all content area /classroom instruction. The Direct Instruction Supplemental ELL Program's rationale is that students in the K-5 need to acquire background knowledge in science, social studies and non-fiction texts such that they are prepared to read and write well for the NYSESLAT and NYS ELA. We will service ELLs in K, 1st, and 2nd grade that scored below Proficient in a NYSESLAT Test Prep Program. In addition, we will also service ELLs in the 3rd, 4th, and 5th grades who scored 3 and below in an ELA and Math Test Prep Program. The K-2 NYSESLAT Program for ELLs will meet Tuesday and Thursday 3:30PM-5:30PM from November - April. It will encourage English language Proficiency in all 4 language areas across the content areas. The program will integrate academic language encountered by ELLs in all content areas. The teachers will employ Whole Language, SIOP, the Natural Approach and TPR. The 3-5 ELA /Math Program for ELLs will meet Tuesday -Thursdays from 3:30-5:30pm from December - May. It will focus on continued work in writing and composition, and mathematical skills including word problems that challenge ELLs. The language of instruction for both programs will be English. There will be 4 groups of 6 students in each program with 8 teachers. Materials: NYSESLAT Prep Books, ELA and Math Prep Books, Content Area Libraries, and Supplies such as notebooks, folders, charts etc.

13. We use Earobics Software, Starfall, and Sound Blender, TPR, live objects and photographs to target beginner level students. We teach vocabulary development exercises and reading and writing strategies to make the content comprehensible to support ELLs in content area instruction in Science and Social studies. We also use Story Writer Deluxe which assists Intermediate and Advanced level students in creating their own literature. We use esp. brainpop.com and text books in Spanish for Science and Social Studies in the TBE classes for Native language support. We use K-5 appropriate literature translated in Spanish for the beginner students who need native language support. 14. Native language support is systemic, and not limited to the TBE classroom. We also provide it in the ESL classroom-

B. Programming and Scheduling Information--Continued

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

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

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

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.

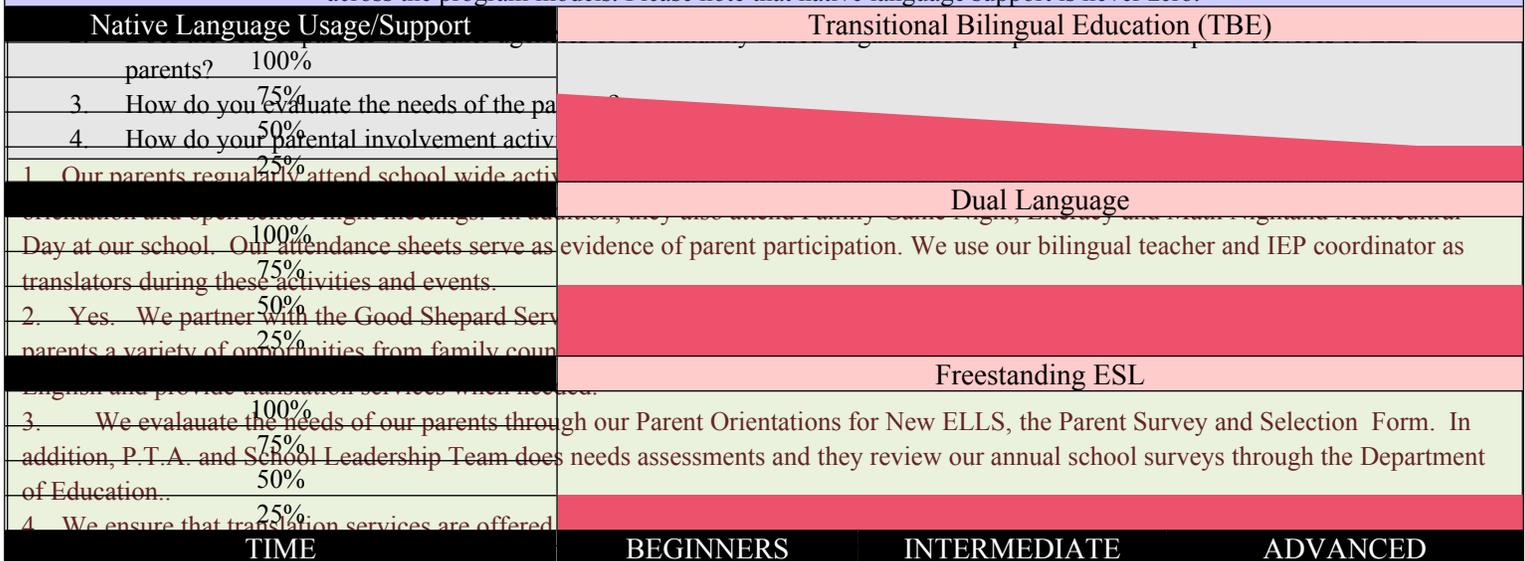
1. The professional development opportunities offered to all our staff including Assistant Principals, ELL Coordinators, General Ed, ESL, Bilingual Teachers, secretaries, and parent coordinators at CS300 receive training as follows: attendance at BETAC- Bilingual Education Technical Assistance Center in conjunction with Fordham University, Network 606 professional development series for ELLs, classroom inter-visitations, and our Saturday Academy professional development series.

2. We collaborate with our neighboring school C.S. 211/M. S. 211 to provide inter-visitations between ESL Teachers. We provide students with the opportunity to visit their campus and attend an orientation session for students. ASK Ms. Singleton- describe how staff, teachers, parent coordinators are supported by school leadership and guidance counselor, i.e., describe the PD received by guidance counselor in order to assist ELLs as they transition from bilingual to mono-lingual class; describe specific activities.

3. Our staff members attend and participate in our monthly faculty conference, Saturday Academy sessions in May and June, and attend our November and June professional development days. 3. We also provide all of the above listed staff with 7.5 hrs of mandatory ELL training and records are maintained by the attendance sheets signed by the participants of the training.

Native Language Usage and Supports

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TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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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?

8. When the school creates groups for AIS/ Extended Day they use data in order to form these groups and provide targeted interventions that address the needs of these students- we provide the students guided reading support and vocabulary development skills based on their reading levels and NYSESLAT scores. The ESL program provides targeted interventions for ELLs in both reading, writing, for the ELA/ NYSESLAT. The Bilingual teacher provides her students with ELS/ NYSESLAT prep afterschool in Spanish. All other ELLs receive ELA, Math, and NYSESLAT prep in English after school. We use Wilson and Foundations reading programs, the Words Their Way phonics program, the Treasure Chest ESL Literacy Program and Earobics software in English and Imagine Learning English a technology based language acquisition program for ELL student depending on their on the guided reading group and writing group level as per FOuntas and Pinnell and their LAB-R / NYSESLAT scores.

9. Students who reach proficiency levels on the NYSESLAT after two years of continued ESL services are given the opportunity to receive monolingual classes in both reading and mathematics. In addition, opportunities are given to these students to act as a buddy / peer tutor to other students. The ELL Coordinator ensured that they receive all ELL testing accommodations; it is ensured that former ELLs participate in the school's supplemental ELL program if the activities would further benefit the language development of participating students; we continue articulation and support with the ESL teacher.

10. We will consider adding additional bilingual classes to our school community in the upcoming school year.

11. We will consider discontinuing the ELL Periodic Assessment because in analyzing the data, the necessary writing component is not included in this assessment. In order to assess our students in the area of writing we are considering an assessment that will help us evaluate and analyze student progress in writing.

12. ELL students are afforded the opportunity to be apart of Inquiry Teams, SISTAH and Boys 2 Men conflict resolution programs, Good Shepard Services Inc., Pencil Partnership, Sports and Arts Foundation, and The Champions Club within our school community. We provide ELL parents information about these programs in their native language. We also have information sessions where we invite ELL parents formally to enroll their students in programs. In addition, we use Title III funds to provide Title III funds will be used to facilitate an after school program for ELLs in preparation for the NYSESLAT, ELA and NYS MATH exam. The supplementary program will provide additional instructional time beyond the school day/week. The goals of the ESL program are to enable students to learn English and to support their success in all content area /classroom instruction. The Direct Instruction Supplemental ELL Program's rationale is that students in the K-5 need to acquire background knowledge in science, social studies and non-fiction texts such that they are prepared to read and write well for the NYSESLAT and NYS ELA. We will service ELLs in K, 1st, and 2nd grade that scored below Proficient in a NYSESLAT Test Prep Program. In addition, we will also service ELLs in the 3rd, 4th, and 5th grades who scored 3 and below in an ELA and Math Test Prep Program. The K-2 NYSESLAT Program for ELLs will meet Tuesday and Thursday 3:30PM-5:30PM from November - April. It will encourage English language Proficiency in all 4 language areas across the content areas. The program will integrate academic language encountered by ELLs in all content areas. The teachers will employ Whole Language, SIOP, the Natural Approach and TPR. The 3-5 ELA /Math Program for ELLs will meet Tuesday -Thursdays from 3:30-5:30pm from December - May. It will focus on continued work in writing and composition, and mathematical skills including word problems that challenge ELLS. The language of instruction for both programs will be English. There will be 4 groups of 6 students in each program with 8 teachers. Materials: NYSESLAT Prep Books, ELA and Math Prep Books, Content Area Libraries, and Supplies such as notebooks, folders, charts etc.

13. We use Earobics Software, Starfall, and Sound Blender, TPR, live objects and photographs to target beginner level students. We teach vocabulary development exercises and reading and writing strategies to make the content comprehensible to support ELLS in content area instruction in Science and Social studies. We also use Story Writer Deluxe which assists Intermediate and Advanced level students in creating their own literature. We use esp. brainpop.com and text books in Spanish for Science and Social Studies in the TBE classes for Native language support. We use K-5 appropriate literature translated in Spanish for the beginner students who need native language support. 14. Native language support is systemic, and not limited to the TBE classroom. We also provide it in the ESL classroom- provided by the ESL teacher and in the form of glossaries, dictionaries, and materials in the native languages represented by ELLs,. In

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.

1. The professional development opportunities offered to all our staff including Assistant Principals, ELL Coordinators, General Ed, ESL, Bilingual Teachers, secretaries, and parent coordinators at CS300 receive training as follows: attendance at BETAC- Bilingual Education Technical Assistance Center in conjunction with Fordham University, Network 606 professional development series for ELLs, classroom inter-visitations, and our Saturday Academy professional development series.

2. We collaborate with our neighboring school C.S. 211/M. S. 211 to provide inter-visitations between ESL Teachers. We provide students with the opportunity to visit their campus and attend an orientation session for students. ASK Ms. Singleton- describe how staff, teachers, parent coordinators are supported by school leadership and guidance counselor, i.e., describe the PD received by guidance counselor in order to assist ELLs as they transition from bilingual to mono-lingual class; describe specific activities.

3. Our staff members attend and participate in our monthly faculty conference, Saturday Academy sessions in May and June, and attend our November and June professional development days.

3. We also provide all of the above listed staff with 7.5 hrs of mandatory ELL training and records are maintained by the attendance sheets signed by the participants of the training.

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?

1. Our parents regularly attend school wide activities: monthly P.T.A. meetings and School Leadership Team meetings, parent orientation and open school night meetings. In addition, they also attend Family Game Night, Literacy and Math Night and Multicultural Day at our school. Our attendance sheets serve as evidence of parent participation. We use our bilingual teacher and IEP coordinator as translators during these activities and events.

2. Yes. We partner with the Good Shepard Services Inc., and the Pencil Partnership Inc., programs. Good Shepard Inc. offers our parents a variety of opportunities from family counseling to homework help. Many of the staff of these programs are bilingual Spanish/English and provide translation services when needed.

3. We evaluate the needs of our parents through our Parent Orientations for New ELLs, the Parent Survey and Selection Form. In addition, P.T.A. and School Leadership Team does needs assessments and they review our annual school surveys through the Department of Education.

4. We ensure that translation services are offered to all families during our school wide events.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	6	2	2	4	4								25
Intermediate(I)	0	7	8	7	10	4								36
Advanced (A)	6	5	11	3	17	18								60
Total	13	18	21	12	31	26	0	0	0	0	0	0	0	121

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	0	0	1	1							
	I	0	5	0	0	1	1							
	A	0	4	13	4	14	4							
	P	0	10	8	8	15	20							
READING/ WRITING	B	0	6	3	2	4	4							
	I	0	7	7	7	10	4							
	A	0	5	8	3	17	18							
	P	0	0	3	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	18	10	1	0	29
5	11	12	0	3	26
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	0	0	0	0	0	0	0	0
4	22	0	10	0	1	0	0	0	33
5	10	0	12	0	4	0	0	0	26

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	4	0	12	0	7	0	3	0	26
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				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	2	11	4	5	0	0	0	0
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

- The assessment tools used at our school to assess ELL students are the Fountas and Pinnell (F&P) reading and writing assessments. describe what insight data provides about ELLs and how this data informs your instructional plan for ELLs.
- The patterns across the LAB- R and NYSESLAT data reveal that across proficiency levels ELLs is that they require additional vocabulary development and intensive building of background knowledge across science and social studies non fiction areas, reading strategies for non-fiction texts and intensive yet differentiated instruction of writing strategies and critical thinking skills for ELLs.
- In addition, the data patterns across th LAB- R and NYSESLAT are used to inform data driven instruction by general ed and ESL teachers. We have been administering the F&P Assessments at the Beginning, Middle and End of year. The staff members use the bench mark outcomes to inform teacher assessment and intruction and align curriculum to the specific needs of ELLs.
- a. As per analysis and assessment of the NYSESLAT, students score better on the L/S then on the R/W parts of the exam.
4b. The school leadership team and its teaches use the ELL Period Assessment to tailor the curriculumn to the needs of the students and provides a premise for professional development for general education and ESL teachers. The teacher use this data to provide intense targeted instruction during school, AIS and afterschool programs.
4c. The school administation and ts teachers are learning that ELLs have intense needs around phonics, phonemic awareness, reading comprehension, and writing skills.
- N/A
- The school evaluates the success fo the ELL program by the outcomes of the students on the the improvement of scores on the following exams NYSESLAT, NYS ELA and F&P results in reading and writing.

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: <u>School of Science and Applied</u>		School DBN: <u>12X300</u>	
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: T School Name: Community School 300

Cluster: CFN Network: 606

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.

C. S. 300 X provides and collects from newly registered parents; Home Language Identification Survey (HLIS) and emergency contact information card. In Part 3, Questions 1 and 2, of the HLIS, the parents are asked the following questions-1. "In what language would you like to receive written information from the school?" Also, question: 2. "In what language would you prefer to communicate orally with the school staff?" In addition, on the emergency contact information card, parents are asked to identify and write on the emergency contact information card their "preferred language of communication" in written and or oral communication. The Pupil Accounting Secretary, English as a Second Language Coordinator as well as the Parent Coordinator, keep records of this information in the Home Language Report (RHLA). According to the data compiled on the RHLA for the whole school, we have discerned that that our school requires written translation and oral interpretation needs in Spanish, Soninke and French and Hausa. The family needs break down of languages are as follows:- 149 out of a total of 598 students or 25 percent of parents require Spanish translation; the parents of 9 students of a total of the parents of 598 or less than 1 percent of our parents need translation in Soninke. In addition, less that .05 percent requires translation in French, Hausa and Fulani. At the time of registration at C. S. 300, families complete Home Identification Language Surveys, ESL Coordinator, Pupil Accounting Secretary and Parent Coordinator work with potential families and our Parent Coordinator provides families with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation service in their native language at our school and our school needs assessment survey. Pedagogues also interview the parents about what their language translation and interpretation needs are. The current structures in place for sharing these finding with this school community are as follows: first we notify the parents of incoming students during parent orientations sessions at through out the year that we provide translation and interpretation services for them. In addition, we also notify the teachers of the students who need these translation services in their particular classes so that all communications- written correspondences and oral communications are translated in those languages and given to the students whose families we have identified as needing these services.

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.

The current structures in place for sharing these finding with our school community are as follows: first we notify the parents of incoming students during parent orientations sessions and throughout the year that we provide translation and interpretation services for families. In addition, we also notify the teachers of the students who require translation services that all communications- written correspondences and oral communications are translated in specific languages and given to the students whose families are identified as needing services.

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.

The following written translation servies are provided by a school staff member who participates in a per- session activity of translating written communication for families. In addition, school-wide events and academic materials are given in the native language. Spanish is the second most prominent language after English in our school. Therefore, we provide Spanish translation from staff members when corresponding with parents about the following: registration, conduct and discipline, health insurance ,special education and related services, entitlement to public education or placement in any special education, english language learner or non-standard academic program, transfer and discharge of the student ,legal or disciplinary matters. In addition, we we provide The Supplemental Educational Service program: Academic Tutors 1on 1 provides our families with interpretation services for PTA and parent meetings. In addition, the Office of Translation Services provides our school with interpreters for parent / teacher conferences and parent meetings.

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.

Staff members are available to provide oral interpretation services for families needing service. The Supplemental Educational Service program Academic Tutors 1 on 1 provides our families with interpretation services for PTA and parent meetings. For one to one and small group meetings available volunteers a parent who speaks the language of the parents and the children. In addition, the Office of Translation Services provides our school with oral interpreters for our families.

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>.

C. S. 300 X provides each parent who require language translation and interpretation services with a copy of the Bill of Parent Rights and Responsibilities in their native language, which includes their rights regarding translation and interpretation service at our school. In addition, at the front entrance of our school we post a school sign in Spanish/ French/ English that indicates the availability of interpretation services at our school. When parents call our school or we send out recorded messages regarding events at our school, they are offered in all languages to ensure that parents in need of translation and interpretation services have all current school information and events in their native language in a timely manner. Also, C. S. 300X provides written translation in all languages to parents whose primary language is other than English regarding Registration of their child at the school, application and selection of programs and SES, our schools standards and performance, Conduct and Discipline Forms, Safety and Health Forms, Special Education and related services, entitlement to public education or placement in any special education, English language learner or non-standard academic program, transfer and discharge, and forms regarding any legal or disciplinary matters.

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: School of Science/Applied Lear	DBN: 12X300
Cluster Leader: Jose Ruiz	Network Leader: Patrina Palazzo
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: 64 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: 5 # of certified ESL/Bilingual teachers: 5 # of content area teachers: 0

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: The Direct Instruction Supplemental ELL Program's rationale is that 64 students in grades K-5 will acquire background knowledge in Science, Social Studies and non-fiction texts such that the students are prepared to read and write well for the NYSESLAT and NYS ELA. We will service ELLs in K, 1st, and 2nd grade that scored below proficient in a NYSESLAT Test Preparation Program. In addition, we will also service ELLs in the 3rd, 4th, and 5th grades who scored 3 and below in an ELA and Math Test Preparation Program. The K-2 NYSESLAT program for ELLs will meet Tuesday and Thursday 3:30PM-5:30PM from November - April and will encourage English language Proficiency in all 4 language areas across the content areas. The program will integrate academic language encountered by ELLs in all content areas. The teachers will employ Whole Language, SIOP, the Natural Approach and TPR. The 3-5 ELA /Math Program for ELLs will meet Tuesday -Thursdays from 3:30-5:30 pm from December - May. It will focus on continued work in writing and composition, and mathematical skills including word problems that challenge ELLS. The language of instruction for both programs will be English. There will be 5 groups of students in each program with 5 teachers, one teacher per group. Materials: NYSESLAT Prep Books, ELA and Math Prep Books, Content Area Libraries, and Supplies such as notebooks, folders, charts etc.

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: Through out the year, Title III Program Teachers and other staff participate in Professional Development in using NYSESLAT, NYS ELA and NYS Math Test scored to inform instruction, vocabulary instruction in class to build academic language, Differentiation of Instruction for Mathematics, Reading and Writing. Teachers attended the following workshops at Community School 300 from 3:30 until 5:30 pm: The ELL Parent: Outreach and Strategies (10/14/11), Special Education Services and the ELL Student (11/9/11), Common Core Learning Standards in ELL work samples (12/16/11), Preparing for the New York State Math Exam (1/18/12), Preparing for the New York State ELA Exam (1/25/12) and Providing Needs for the ELL Student (2/1/12), Common Core Learning Standards in ELL work samples Part II (2/3/12). We also have created an ELL Team that will analyze and design the following and focus on the Specific Needs of ELLS: analyzing NYSESLAT DATA to identify individual student needs, Identifying Ell who are not meeting the standards in ELA/ Math or both, and itemizing skills that need to be addressed. The teacher will also receive PD in the designing of differentiated lessons that focus on these skills. This information will be presented to staff during

Part C: Professional Development

faculty conferences and common planning sessions. The ELL, Literacy and Math Coordinators provide these programs.

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: ELL Parents are invited to quarterly meetings with bilingual and ESL teachers to discuss how they can help their children with homework, to discuss the academic success of their students and the importance of advanced preparation for the NYSESLAT, NYS ELA and NYS Math Assessments and the programs that we are offering their children after-school. The Parent Workshops offered to parents are the following: ELL Parent Orientation Overview (10/14/11), Special Education Services (11/9/11), Preparing for the New York State Math Exam (1/18/12), Preparing for the New York State ELA Exam (1/25/12) and Understanding the New York State ELA and Mathematics Exams 2012 (2/1/12). The Parent Coordinator also conducts outreach to support parents and various workshops to inform parents of upcoming events, assessments and to address any parent concerns. They also ensure that ELLs attend the programs after school. We notify parents via telephone and through letter about the programs being offered in the after -school. These workshops occur 2x a month and include NYSESLAT, NYS ELA/Math assessment, After- School Programs, Promotion Policy, helping your child with reading/math, housing Clinics and health Clinics.

Part E: Budget

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

Allocation Amount: \$15260

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 	\$9761.70	5 teachers X 3 hours per week X 13 weeks X \$50.06=\$9761.70. Per session activity for 5 ESL / Bilingual Teachers two days per week for 1 1/2 hrs (three hours) , for a total of 195 program hrs at a rate of \$50.06 with fringe. The activity begins on February 2, 2012 until May 10, 2012.
Purchased services	0	0

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$15260

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed.	\$5498.30	A total of \$5498.30 for the purchase of instructional materials to support students in the following instructional areas in literacy: guided and independent reading practices.
Educational Software (Object Code 199)	0	0
Travel	0	0
Other	0	0
TOTAL	15,260	15,260