



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: THOMAS WARREN FIELD SCHOOL

DBN 32K299

PRINCIPAL: WILMA KIRK

EMAIL: WKIRK2@SCHOOLS.NYC.GOV

SUPERINTENDENT: **LILLIAN DRUCK**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Wilma Kirk	*Principal or Designee	
DeNeil Campbell	*UFT Chapter Leader or Designee	
Fleta Stocks	*PA/PTA President or Designated Co-President	
Cynthia Dowdy	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	
Sharon George	Member/Assistant Principal	
Diane Lopez	Member/Teacher	
Elaine Cruz	Member/Parent	
Rochelle Hughes	Member/Parent	
Debbie Makins	Member/Parent	
Sheila Batts	Member/Parent	
	Member/	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

“Utilize the observation process to provide quality feedback to teachers and promote professional growth and reflection, resulting in improved instructional practices”. SQR 11-12, page 5

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.
_____ 2.2 School leader’s vision
_____ 2.3 Systems and structures for school development
_____ 2.4 School leader’s use of resources
 X 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- By June 2013, 95% of teachers (23) will receive at least six (6) formative classroom observations with quality feedback focused on teacher competencies 1e (Designing Coherent Instruction), 3b (Using Questioning and Discussion Techniques), and 3d (Using Assessment in Instruction) with the expectation that all participating teachers will demonstrate growth in 3 out of 7 Competencies towards being highly effective.

Instructional strategies/activities

Strategy:

- Minimum of three professional development sessions on designing coherent instruction, using questioning techniques, and using assessment in instruction.
- Participate in the TEP Teachers Effectiveness Program for the 2012 – 2013 school year. The TEP Coach will visit a minimum of 2 times monthly to provide coaching to administrators and teachers.
- Administrators will receive training on the Danielson’s Teaching Framework rubrics to move teachers along the continuum of effective teaching. The training will be offered by the TEP coach and CFN 412 Staff throughout the 2012 – 2013 school year.
- Provide onsite and offsite professional development on instructional strategies that promote achievement for students with disabilities by CFN 412 Staff and educational consultant GoldMansour & Rutherford.

Activities:

- Scheduled inter-visitations to observe best practices in an effort to shift teaching practice to promote shared understanding of best instructional practices.
- Lunch and Learns for topics of interest and need based on teacher effectiveness competencies.
- Actionable timely feedback (verbal or written) that will encourage teachers to reflect on and shift daily practices.
- Use of Charlotte Danielson’s Framework for Teaching resources and videos for professional development facilitated by the Talent Coach and Administration.
- Ongoing walkthroughs to monitor and assess the use of Danielson’s Framework for teacher effectiveness.

Targets:

- Administration will conduct Midyear Conversations with teachers making 2-3 recommendations and giving each teacher their trends in at least 3 of the 7 Competencies.

Timeline:

- By the end of February 2013, Midyear Conversations will have taken place with each teacher based on at least 3 frequent cycles of observations.
- By June 2013, 6 formative observations will have been conducted along with an End of Year Conversation.

Key Personnel:

- The Administration will work with the Teacher Effective Team (TEP team represents teachers across the grades) and the Talent Coach.

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy X Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Professional Development Activities:

100% of Title IA Priority funding will be allocated for the per session activities listed below:

- 15 Teachers will meet on a bi-monthly basis afterschool for a total of 4 sessions (from October 2012 – June 2013) for a total of 3 hours per session to develop specific skills aligned to the Charlotte Danielson Competency (180 Teacher per-session hours total).
- 1 Supervisor will supervise the afterschool Teacher per session activity for 2 hours per session for 4 sessions (from September 2012 – June 2013) (20 Supervisory per-session hours total).

100% of Tax Levy funding will be allocated for the activity listed below:

- Per Diem Substitutes will be provided on a monthly basis (minimum of 2 per visit) to encourage inter-visitation among teachers (from October 2012 – June 2013).

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

“Increase the rigor in the delivery of instruction and curricula so that lessons and academic tasks promote higher levels of thinking and cognitive engagement for all students.” –SQR 11-12, page 5

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

3.2 Enacted curriculum

3.4 Teacher collaboration

3.3 Units and lesson plans

3.5 Use of data and action planning

Annual Goal #2

By June 2013, all teachers will create, upgrade and implement Common Core aligned units of study in ELA and Mathematics that reflect rigorous, interdisciplinary tasks promoting technology efficiency, higher levels of thinking, and cognitive engagement for all students. Students will demonstrate an increase of at least one proficiency/performance level on the units of study and performance tasks in ELA and Math.

Instructional strategies/activities

Strategies:

- Develop and provide monthly professional development sessions throughout the school year (September 2012 – June 2013) to support improved practice that focus on developing common-core aligned units of study in ELA and Math with the support of our school’s Network Achievement Coach and CFN Staff. This will take place during grade level meetings, professional development periods and afterschool per-session activities.
- Teachers collaborate to create and upgrade interdisciplinary units of study that incorporate the arts, technology and other enrichment resources.
- Ongoing support of teachers including the technology cluster teacher in effective use of the SMARTBoard, digital and Internet resources to support instructional shifts in ELA and Math.

Activities

- A Resource Room will be created and classroom libraries will be expanded to provide teachers with additional non-fiction texts across all grade levels to expose students to more non-fiction complex text.
- Teachers will meet weekly during inquiry meetings, common planning periods and professional development periods to look at student work, analyze data in ELA and Math, and consider implications for future instruction.
- Grade Meetings and Faculty Conferences will be used for professional development focused on CCLS.
- Cross grade meetings to reorganize ELA and Math content to teach fewer topics to allow more time to focus on major work on the grade
- Tiered instruction and intervention for students as identified in the benchmark assessments and student work in order to provide multiple entry points for instruction

- Students in grades 3-5 will be strategically identified and grouped in small groups for additional academic support during Extended Day based upon benchmark assessments and NYS exams in ELA and Math results.
- Destination Reading and Math Online Programs during small group instruction, Afterschool, Saturday Academy and Extended Day to embed technology and to foster higher levels of thinking and cognitive engagement.
- Arts partnership consultants and teachers collaboratively plan lessons to integrate the arts and technology into units of study.

Key Personnel: Administration, teachers, network staff, arts educational partnership

Timeline:

- An ELA and Math Benchmark Assessments will be administered in September, January, and May and will be used as an instructional entry points and to monitor student performance.

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 X Tax Levy X Title IA Title IIA X Title III Set Aside Grants X Other-describe here: ARRA Citywide Expectations_____

Service and program coordination

Professional Development Activities:

100% of Title IA Priority funding will be allocated for the per session activities listed below:

- 15 Teachers will meet on a monthly basis afterschool for 10 months (from September 2012 – June 2013) for a total of 6 hours per month to develop CCLS aligned units of study in ELA and Math (900 Teacher per-session hours total).
- 1 Supervisor will supervise the afterschool Teacher per session activity for 2 hours per month for 10 months (from September 2012 – June 2013) (20 Supervisory per-session hours total).

In addition Tax Levy and ARRA Citywide Expectations funds will be used to supplement the activities stated above.

Afterschool & Saturday Academy:

100% of Title IA Priority funding will be allocated for the per session activities and materials listed below:

- The Afterschool Program will consist of 12 Teachers, providing 2-hour academic development and enrichment opportunities for students to develop reading strategies within the content areas (ELA, Math, Social Studies and Science) and problem solving skills. There will be a total of 31 sessions from January 2013 – May 2013 (744 Teacher per-session hours). 1 Supervisor will supervise the Afterschool Program for 1 hour per session for 31 sessions from January 2013 – May 2013 (31 Supervisory per-session hours).
- The Saturday Program will consist of 4 Teachers, providing 3 hours of academic development across all content areas and enrichment opportunities within technology and arts. The program will span from January 2013 – May 2013 for a total of 13 weeks (156 Teacher per-session hours total). 1 Supervisor will supervise the Saturday Program for 4 hours over the course of the 13 weeks (52 Supervisory Per-Session hours).
- Materials & Resources Including:
 - * *Showtime Math & Reading* Teacher Guides & Student Books (15 Teacher Guides and 45 Student Books) from Cambium Education
 - * *Ready New York CCLS Achievement* Tool Boxes for ELA & Math (18 Kits) from Curriculum Associates
 - * *Common Core Clinics* for ELA & Math Grades 1 & 2 (80 Student Books)
 - * *NY Rehearsal ELA & Math* (180 Student Workbooks) from Rally Education
 - * *Test Practice* (120 Student Workbooks) from Learning Connection
 - * *New York Mastering the Standards* (65 Book Kits) from Triumph Learning
 - * *Paths Classroom Modules* (15 Classroom Kits) from Channing Bete

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

“Promote consistency in the use of differentiated instructional strategies so that lessons fully challenge all students and result in improved learning outcomes.”
SQR 11-12, page 5

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

4.2 Instructional Practices and strategies

4.4 Classroom environment and culture

4.3 Comprehensive plans for teaching

4.5 Use of data, instructional practices and student learning

Annual Goal #3

By June 2013, Teachers will utilize differentiated instructional strategies within their units and lessons that reflect multiple entry points to amplify learning opportunities and meet the diverse needs of all students including ELLS and students with disabilities as measured by improved student performance on end of unit teacher created assessments.

Instructional strategies/activities

Strategies:

- Ongoing professional development sessions throughout the school year on how to plan and implement Universal Design for Learning elements and creating rigorous tasks using Webb’s Depth of Knowledge.
- Teachers collaborate and plan differentiated instructional lessons during grade level meetings and common planning periods.
- Developing strong teacher teams to analyze student work and teacher work to surface instructional needs and adjusting teacher practice to reflect differentiated instructional strategies.

Activities:

- Professional development will be provided by educational consultant, Karin Hess, GoldMansour & Rutherford and by Network Achievement Coaches on creating rigorous tasks using Webb’s Depth of Knowledge aligned to CCLS.
- Common planning time for teachers to work on incorporating in their math units problem solving tasks with multiple entry points.
- Cross grade meetings to reorganize math content to teach fewer topics to allow more time to focus on major work on the grade
- Frequent walkthroughs and observations to provide feedback and to assess teacher practices.
- Tiered instruction and intervention for students as identified in the benchmark assessments and student work in order to provide multiple entry points for instruction.
- Students in grades 3-5 will be strategically identified and grouped in classes during Extended Day based upon benchmark assessments and NYS exams in mathematics

Timeline:

- An ELA and Math Benchmark Assessments will be administered in September, January, and May and will be used as an instructional entry points and to monitor student performance.

Targets: Classroom grouping, curriculum maps, unit plan, and lesson plan contents.

Key Personnel: Administration, teachers, CFN 412 Specialists, consultants Karin Hess and GoldMansour & Rutherford

Budget and resource alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Professional Development Activities:

100% of Tax Levy funding will be allocated for the per session activities and materials listed below:

- Per Diem Substitutes will be provided on an as needed basis to encourage teachers to attend off-site professional development from Network and Educational Consultants, Karin Hess and GoldMansour & Rutherford (from September 2012 – June 2013).

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

Decrease the number of students bullying other students.

NYC Learning Environment Survey 11-12 page 7 and page 12

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

5.2 Systems and partnerships

5.4 Safety

X

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

Annual Goal #4

Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, there will be a decrease of 5% of students being bullied as measured by the 2012-2013 NYC Learning Environment Survey.

Instructional strategies/activities

Strategies:

- Provide training for staff and students on PBIS Tier 1 implementation to reduce infractions within the classroom.
- Train school aides, teachers, and students in practices that reduce infractions and set a positive tone In order to foster respect and teamwork on the playground and in the lunchroom.
- Partner with outside agencies to keep our children safe and equip them with skills and experiences that are critical for academic, social and emotional success.
- Use of SEA (CASA) Grant to build student confidence, enhance cultural awareness through performance and visual arts.

Activities:

- In connection with PBIS students receive daily and weekly encouragement to keep the School Code (Be Present, Be Prompt, Be Prepared, Be Polite and Be Productive) by receiving "Eagle Dollars". Students are then allowed to visit the P.S. 299 Eagle Dollar Store and purchase various items of their choice.
- The Recess Enhancement Program (as a part of the Asphalt Green Program) creates a safe environment where children have fun and are physically active. Students play games and are safe on the playground under the direction of play coaches.
- SEA (CASA) Grant and Ballet Tech provides after school dance instruction and visual arts instruction, which will be aligned to the curriculum.
- Partnerships with Downstate Medical Center- HIV classes for K-5, which includes role-playing and discussions. In addition, the school maintains an afterschool homework assistance program with the Salvation Army.
- Students actively participate in Respect for All Week, Alliance Club peace poster contest, Evergreen Baptist Church provides special peacemaker awards to students.
- Touro College interns assist teachers within their classroom to foster academic development and to maintain classroom management.
- Partnership with Project Green to provides hands-on science activities for students to promote environmental awareness.
- Target Reading Grant promotes literacy throughout the school community.

Key Personnel: PBIS, Asphalt Green, Teatro SEA, administration, teachers, Network OYD Coach

Targets: June 2013

Budget and resource alignment

• Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy X Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

Resources & Materials:

100% of Title IA Priority funding will be allocated for the resources and materials listed below:

- Bully Prevention Discussion Kit from Learning Connection

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- To increase the communication of academic expectations to parents
NYC School Survey, Question 8.7, page 5

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment

6.4 Partnerships and responsibility

6.3 Reciprocal communication

6.5. Use of data and families

Annual Goal #5

- By June 2013, there will be an increase in communication with parents on the academic expectations and student progress as measured by a 3% increase in the number of parents stating that the frequency of communication from the school approached a quarterly report (reflected in Question 8.7 on the NYC 2012-13 School Survey).

Strategies to increase parental involvement and engagement

Strategy:

- Parent Coordinator from the school attends on a bi-monthly basis District, Network and Central professional development workshops that provide research-based proven strategies to improve parental engagement and communication.
- Creation of a parent focus group representative of the student demographics (parents of students with disabilities, ELLs, etc.) that will meet on a monthly basis to discuss the academic needs of students as it relates to the Common Core Learning Standards. The focus group will then collaborate with school administration to ensure that activities are addressed.

Activities:

- Teachers will collaborate with the school's Parent Coordinator to provide workshops for parents in various languages to develop literacy and math skills. School has created an open access period for parents to borrow books from the school's library and to use the computer lab.
- School will distribute on a monthly basis (September 2012 – June 2013) student progress reports to parents.
- Distribution of parent surveys on a quarterly basis to gauge the level of communication between the school and parents.
- Principal institutes an Open Door Policy to encourage parents to engage in open dialogue concerning the school's academic expectations.

Key Personnel: Administration, Parent Coordinator, parents, PTA Association, teachers

Targets:

- In November 2012, the school administered a survey to parents focused upon benchmark questions from the 2011 – 12 School Survey results.
- In January 2013, a school administered another school-created survey to monitor parental interest and needs.

Budget and resource alignment

• Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

• Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy X Title IA Title IIA X Title III Set Aside Grants X Other-describe here: _Title I Parent Involvement_____

Service and program coordination

Parental Engagement & Involvement:

100% of Title IA Priority funding will be allocated for the resources and materials listed below:

- The purchase of resources and supplies to conduct the various parent focused workshops (i.e. math and literacy, student progress reports, academic expectations and curriculum night):

Resources & Materials include:

- Global Connect program to communicate effectively with parents regarding upcoming scheduled events;
- Parent Outreach series (2 Kits) from Sussman Sales

In addition, Title I Parental Involvement and Title III funds will also be used to supplement the programs above.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Literacy work stations, Words Their Way, Harcourt Intervention Station, Showtime, ELA Common Core Clinic, Leap Track, NY Common Core Ready Out of classroom personnel will also provide AIS services to at risk students 2 times per week during the school day.	This is done via small group instruction and individualized instruction.	This service is provided 2 times per week for 50 minutes per session for grades 1-5.
Mathematics	Math work stations, Words Their Way, Showtime Math, Common Core Clinic, Leap Track, NY Common Core Ready Out of classroom personnel will also provide AIS services to at risk students 2 times per week during the school day.	This is done via small group instruction and individualized instruction.	This service is provided 2 times per week for 50 minutes per session for grades 1-5.

Science	<p>All students will receive the State mandated periods of science instruction weekly in the classroom and in the science room. The science teacher will also provide one additional instructional period to targeted 4th grade students. The instruction will be differentiated and will include a technology component. All AIS students will be encouraged to complete projects for the Science Fair and will be supported by the classroom teacher and Science teacher. The Science teacher will also conduct mock science performance</p>	<p>This is done via small group instruction and individualized instruction.</p>	

	exams.		
Social Studies	<p>All students will receive the State mandated periods of social studies instruction. The Librarian and the Technology teacher also support instruction. Students that score below grade will receive Tier 1 intervention in the classroom. All lessons will be differentiated via content, process, and or product. Students will be encouraged to complete a variety of projects integrating several content areas. Students struggling in Social Studies will also</p>		

	<p>receive intervention during 50-minute tutorial times 2x a week.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>The school counselor will provide guidance instruction that include methods for: anxiety reduction, focus activities, conflict resolution, decision making skills, anger management, 2-3 times per week or as on a needed basis.</p> <p>The psychologist will provide counseling services to students for short durations of time such as trauma, death in the family, etc. These services will be on an as needed basis.</p>		

	<p>The Social Worker will provide AIS students with appropriate at-risk interventions during the school day of no less than one period per week. In conjunction with the guidance counselor, students will be assisted with issues that tend to impede student performance including personal and family tragedies and homelessness.</p>		
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Teachers will be supported by :

- the Administration through classroom visitations, brief cycles of observations, professional development in and outside the school building.
- Weekly PD Meetings
- Weekly Collaborative Team Meetings
- Cross grade meetings
- Danielson Framework PD sessions

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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 CCLS 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications [i](#)

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

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

D. School Demographics

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

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [@](#)

Paste response to questions ELL Identification Process

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

A parent notification/ entitlement letter in their native language is sent home, stating the LAB-R results and the eligibility for services. Parents/Guardians of pupils designated as Limited English Proficiency are invited to participate in a Parent Orientation. During the orientation parents are provided with an opportunity to view a parent informational CD where programs placement options are presented with clarity and objectivity. This parent orientation CD is available in nine languages. Parent brochures are disseminated in their native language to reach the understanding each available program. Translation services in the parent's native language are provided for those parents whose native language is not available in the video form. P.S. 299 are proud to offer free standing ESL Program to conform to the parental selection as indicated on the Parent Survey and Program Selection Form. Parents who are unable to attend the Parent Orientation are contacted by Ms. Teresa Sanchez who schedules one-on-one meetings with those parents to complete and return the Program Selection Forms. Recent enrollment patterns indicate that parents is overwhelming selecting Freestanding ESL as the parent choice. Those parents, who choose a bilingual or dual language program, are provided with information regarding bilingual/dual language programs in neighboring schools. The ESL teacher regularly reviews the parent selection forms to assure that parent choice is being honored. In addition, annual assessment the New York State English as a Second language Achievement Test (NYSELAT) is administered in May to all ELLs to measure the progress of English language skills and to determine English language proficiency levels. Parents are notified in September. regarding the NYSESLAT results and notification of continuity of services for the entitled students or if student scores at Proficiency level parents are notified that student will be placed in general education program. We work with individual parents to make sure that the parents request is directly aligned with the program that the child is receiving through proper placement. The Parent Surveys are completed during the intake process which includes the informal oral interview in the parents native language. The program selection forms are completed at the end of the Parent Orientation. This process ensures that all parent surveys are returned for each ELL. The entitlement letters are sent home via backpack and the classroom teacher

keeps a copy of each original. The identified ELLs as per the LAB-R are placed in a bilingual/ ESL program based on the results of the hand scored LAB-R and honoring parent choice. After review in the parent Survey and Parent Selection forms for the past few years the trend, in parent choices that parents have requested at PS 299 is Freestanding ESL. The program models offered at our school are directly aligned with parent choice.

1-6 here

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	46	0	3	7	0	1	4	0	3	57
Total	46	0	3	7	0	1	4	0	3	57

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): _____

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	9	5	7	11	10								51
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1		1	3	1								6
TOTAL	9	10	5	8	14	11	0	0	0	0	0	0	0	57

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

As of September 2011 grades K-5 including Special Education at P.S. 299 have been participating in the Free Standing English as a Second Language Program, Push-in model for lower grades K-3 and Pull-out model for upper grades (4-5) that follows the NY State Commissioner's Regulation Part 154 which is aligned with the Harcourt Trophies Reading Program for grades K-3, and Literacy Based Workshop Model for grades 4-5. All students in grades K-3 are serviced in the ESL push-in model, four students in the fourth grade and two students in the fifth grade are serviced in the ESL pull-out model.

Our Freestanding ESL program services 57 general education ELL students, 7 ELL students in Special Education. Forty six of our general education ELL students received 3 years or less of service. Six of our general education ELL students and one Special Education ELL students received 4-6 years of services. We are servicing four Long Term Ells and three ELL students in Special Education. We are servicing 40 ELL students whose home language is Spanish; 9 students in Kindergarten, 8 students in first grade, 5 students in second grade, 7 students in third grade, 11 students in fourth grade, and 10 students in fifth grade. In addition, we service 6 students whose HLSV is other; 1 student in first grade, 3 student in second grade, 1 student in third grade, 4 students in fourth grade, and 1 student in fifth grade. The main goal of our ESL program is to foster full English proficiency in supportive classroom environment.

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

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

Additional goals of the ESL Program include:

- Providing academic subject area instruction in English using ESL strategies and methodology, aligning to ESL, ELA, all areas standards, and begin to implement the Common Core State Standards Initiative.
- Incorporate ESL strategic instruction in every lesson and within the content areas.

A. Programming and Scheduling Information

- Assisting students in achieving the state-designed level of English proficiency at their grade level. The on going assessment and staff development is designed to collect evidence of student learning and is used as evidence of implementation of the core curriculum in all content areas. Differentiated Instruction for ELL subgroups:

Part III Programming and Scheduling Information

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

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

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

Administrative leadership and support to the implementation of Language Allocation Policy at P.S. 299 by purchasing materials that are high quality, high interest and instructional resources in English and the native language. For Grades K-3 the Harcourt reading Program (k-3) provides teachers with by Harcourt, ELL Intervention Resource Kit, Leveled Libraries for all readers. In addition, K-5 teachers are provided with Moving-in-to English Series and resources. The Teachers' College Workshop Model utilizes leveled libraries, Everyday Mathematics Teachers Manual is supplemented by Differentiation Handbook which includes specific support strategies for ELL for each lesson and manipulative for grades K to 5. Grades K to 5 will utilize the Harcourt Science Series which implement the Science Performance Standards of Science exploration and inquiry through the use of hands-on materials and activities. In addition all teachers will be using the ESL Support Book, which provides activities and ideas for addressing language needs in three critical areas: Comprehensible Input, Language and Vocabulary, Background and Experience. This ESL support, provides modified instruction for every lesson in the program. Scaffolding structures are built into each lesson, and a variety of language experiences are offered. Harcourt Social Studies will be used in Grades K-5 which also offers an array of components, strategies, activities, visual glossary, simplified language, and comprehension aids designed to help students who have difficulties grasping key chapter concepts. In order to expand the technology initiative, we will foster an understanding of the concepts and principles of technology by providing ELLs with Internet access, use of Worldbook, on line use of Discover Education and use of online technology and application to integrate technology in the content areas. In addition, a research-based supplementary literacy computer program - Earobics provides ELLs with rich, diverse language experiences and facilitates the transition from spoken to written language. Earobics is a multisensory technology system that incorporates prints and multimedia to build proficiency skills and delivers content. Technology is further integrated into our ESL program through the on line Destination Reading Program. Destination provides ELLs with a research-based language acquisition curriculum specially designed to

A. Programming and Scheduling Information

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

Native language support is delivered through native language books in the library and a bilingual reading club for parents where parents can borrow bilingual books from the ESL teacher for reading with children at home. In addition, our bilingual ESL teacher provides assistance in the native language to students who are having difficulties grasping key lesson concepts. All required services such as: speech, vision and guidance correspond to ELLs' age and grade level. We provide high interest rigorous academic curriculum for all ELLs' by aligning students' work that is age and grade appropriate.

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

Plan for SIFE

Currently at P.S. 299 we don't have Students with Interrupted Formal Education (SIFE), however our plan for SIFE students includes: identifying all SIFE students through parent interview and student assessment, and preparing Academic Intervention Plan for each SIFE student. We will assign a member of the Academic Intervention Team to each individual student to make sure that all SIFE students are involved in the 37.5 tutoring program and Title III After School Program

Plan for Newcomers

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

An informal student orientation by the ESL Teacher

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

For ELLs receiving services 4 to 6 years we are looking deeply into the data to focus on the areas where the ELLs need additional support. After evaluating the data the needs will be addressed through the use of conferencing, scaffolding, graphic organizers and targeted small group instruction. In addition intensive academic intervention will be provided with explicit teaching of academic language (reading and writing with differentiated instruction, utilizing scaffolding strategies, and emphasis on language patterns, vocabulary development, content area structures and lexicons. In addition for this upcoming year we will focus on teacher conferencing to improve writing process.

Plan for Long Term ELLs

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

Plan for Special Needs Students

This school year we have eight special needs ELLs. Our policy for special needs students include: ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates. We plan to improve achievement levels for special needs students by reviewing all IEPs and assessments we will be able to identify the stumbling blocks of progress: disability vs. language issues as well as determine the instructional/intervention service. To provide strategies and skills necessary to improve literacy development and math skills students will receive intensive academic interventions such as: ICT, small group instruction and one-on-one instruction by classroom teacher, the IEP teacher and /or SETTS teacher. Bridging resources between ELL and SP ED departments; will assist us in developing more inclusive classes and mainstreaming activities, as well as, providing more extensive professional development, effective instruction strategies and collaboration among Gen. Ed, Sp Ed. and the ESL teacher. To provide access to academic content areas and accelerate English language development for ELLs-SWDs we provide grade level appropriate materials, and instructional strategies such as: visual and technology supports, and smart boards.

To meet the diverse needs of ELLs-SWDs within the least restrictive environment the advanced students are mainstreamed during the literacy block with the ESL teaching providing push-in services during that time.

A. Programming and Scheduling Information

T.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

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

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

Native Language Usage and Supports

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

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

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17

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

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

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

Currently we do not offer any language electives

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

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

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

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

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

lesson and manipulative for grades K to 5.

Grades K to 5 will utilize the Harcourt Science Series which implement the Science Performance Standards of Science exploration and inquiry through the use of hands-on materials and activities. In addition all teachers will be using the ESL Support Book, which provides activities and ideas for addressing language needs in three critical areas: Comprehensible Input, Language and Vocabulary, Background and Experience.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here Professional Development:

In order to enhance the progress and success of the ELLs Administrative leadership will continue to show its support by providing an ongoing professional development for the ESL teacher as well as teachers who are working with the ELL population. In addition the Language Allocation Team working collaboratively with the grade alike inquiry teams will meet regularly to discuss a continuous improvement, data-driven approach to help ELLs performance, using item analysis, portfolio assessment, and other indicators to identify and address student weaknesses and target areas for growth. We will continue our commitment to well-designed professional development to our diverse student population by teachers attending monthly Professional Development workshops, and Teachers' College Workshops. We will continue to conduct ESL workshops at our school in the 2011-12 school years with the assistance of the Instructional Support Specialist from the CNF – Children First Network 412 on topics such as:

Effective Instructional strategies for ELL s, Scaffolding for Language development to Support ELL in Second Language Acquisition Stages and Developmental Levels., Differentiated Instructions for ELLs – Identifying students' learning styles, differentiating, content, process, product/assessment to meet the individual student needs. Scaffolding in Math and Science - Implementation of the Common Core Standards. To assist ELLs as they transition from elementary to middle school we provide orientations, articulation with guidance and invite the key staff and middle school representatives of different programs/clubs to speak during our fifth grade assemblies. The 7.5 training is offered for all staff through the UFT Center, BETAC and OELL.

E. Parental Involvement

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

Paste response to questions 1-4 here Parental Involvement

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

To ensure home school communication, bilingual parents are provided with translated notifications and materials. Some of the monthly partnership activities at P.S. 299 will include topics such as: Mandated Bilingual Parent Orientation/Program Selection - to inform parents of the educational options available for their children Parents Rights for ELLs NY State ESL learning standards, Common Core Learning Standards, ELA Curriculum a Assessments Informational Meeting for Parents. Orientation for Free English Classes for Parents and Free After School for Children –Community Program Parent and Child Together Time. Learn strategies you can use at home to prepare you child for the New York State ELA and Math Exams -parents will become familiar with the English Language Arts and Math performance standards - including the Common Core Learning Standards.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	8	6	2	0	1	2								19
Intermediate(I)	1	4	2	7	8	4								26
Advanced (A)		0	1	1	5	5								12
Total	9	10	5	8	14	11	0	0	0	0	0	0	0	57

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	2		1		4		0		7
5	2		3		5				10
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

- 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 Assessment Analysis

Based on the NYSESLAT we would like to accomplish improvement in all our overall scores. Further more, the analysis of the modalities of the NYSELAT scores we will concentrate on the 82 % students in the Beginning and Intermediate level and help them to achieve the exit criteria. We will focus on developing students’ writing and reading skills by providing: Integrated Meaning Focus Approach which includes; differential instruction based on itemized assessment analysis, scaffolding, effective phonemic awareness, phonics instruction, and fluency instruction. The ongoing and long-term vocabulary instruction will improve student comprehension and help students to attain language proficiency which will be used to improve their writing skills.

For the beginning level students in order to enhance their oral language and understanding of new words we will provide multiple ways for

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

Based on the ELA data for Spring 2011 28% of 4th Grade ELL students scored on Level 1, 28% of ELLs scored at the Level 2, and 42% of the ELL students scored at Level 3. Based on the ELA data for Spring 2011 20 % of the 5th Grade ELL students scored at the level 1, 50% scored at level 2, and 30% scored at level 3.

The math scores show that based on the Math data for Spring 2011 28% of the 4th Grade ELL students scored at Level 1, 14% of ELLs scored at the level 2 and 57% of the ELL students scored at level 4. Based on the Math data for Spring 2011 10% of the 5th Grade ELL students scored at the

Level 1, 40% scored at the level 2 and % 50% scored at the Level 3. The math assessment data analysis indicates that or some ELLs language deficiencies prevent them from scoring at level 3 and 4 on the Math exams. To improve the math scores of our ELLs we will focus instruction on using scaffolding strategies such as, schema building and bridging skills to help students to improve their meta cognitive skills. In Math the success of ELLs' will be measured against Progress Check Assessment, the Everyday Math Curriculum, periodic assessments, as well as formal and informal assessments.

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: _____ **Network:** 412

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

Part A: Needs Assessment Findings

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

We have conducted an assessment of written translation needs based on Home Language Surveys. Based on the results of the surveys and data of our school population includes 68% African American, 30% Hispanic American and 2% other. The above data indicates that we have a high need for written translation and oral interpretation in order to effectively communicate with all parents including those whose Home Language is not English in order to increase Parental Involvement and parents capacity to improve their children's achievement.

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

Our written translation and oral interpretation needs were reported to the school community through our Language Allocation Policy which is a part of the CEP Plan for 2011-2012. The major languages that we need to ensure that our communication to our parents are English and Spanish.

Part B: Strategies and Activities

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

Parents are informed about our schools written translation and oral interpretation services available through large postings displayed in many languages at the main entrance to the school as well as in the main office and the office of the Parent Coordinator. In addition, notices of the services were sent home via backpack through our Parent Coordinator notifying our parents the availability of these services. A bilingual staff member will translate letters, notices, calendars, and any other appropriate documents necessary to maintain continuous communication with our bilingual parents. We will recruit, train and hire a bilingual staff member to help meet this need.

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: PS299	DBN: 32K299
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S. 299's Title III program will provide English Language Learners with supplementary instruction in an ESL/Literacy Support – After School. This instructional program will service ELLs in grades 1-5 who score at the Beginning, Intermediate and Advanced levels on the NYSESLAT. A certified ESL teacher and a certified common branch teachers and will provide supplementary instruction to ELL students in grades 1-5 on Monday and Tuesday from 3:30pm-5:30pm. This supplementary instruction will take place from November 2012 until April 2013. The instructional program will be in alignment with the New York City performance standards and NYS Common Core Learning Standards. We will focus on developing students' oral language, vocabulary development, reading and writing skills. The students attending the Title 111 After-School Program will be provided with differentiated instruction and practice based on itemized assessment analysis of data administered by the ESL and classroom teachers. There will be small group instruction coupled with scaffolding to give support to the students, effective phonemic awareness, phonics and fluency instruction.

Administrative leadership and support will be provided in order to implement the Language Allocation Policy at P.S. 299 by purchasing instructional materials that are high quality, high interest to bridge English and the native language of our students. For Grades 1-3 the Harcourt reading Program materials will include ELL Intervention Resource Kit, Leveled Libraries for all readers, and Moving-in-to English Series. In order to integrate technology, we will utilize a software program Clicker 6 which is a reading/writing tool tailored to the students individual needs. Other resources in the form of literacy games, audio/visuals support will be used to build oral language and reading fluency skills. In addition, we will integrate art and literacy through the Studio in the School Program.

Part C: Professional Development

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

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

Begin description here: In order to enhance the progress and success of the ELLs Administrative leadership will continue to show its support by providing an on-going professional development for the ESL teacher as well as teachers who are working with the ELL population. In addition, the Language Allocation Team working collaboratively with the grade alike inquiry teams will meet regularly to discuss a continuous improvement, data-driven approach to help ELLs performance, using item analysis, portfolio assessment, and other indicators to identify and address students weaknesses and target areas for growth. We will continue our commitment to well-designed professional development for our staff to better service our diverse student population by attending Professional Development workshops .We will continue to conduct ESL workshops at our school in the 2012-13 school years with the assistance of the Instructional Support Specialist, Betty Ortiz, from the CFN 412 on topics such as: effective instructional strategies for ELL s, scaffolding for language development to support ELLs in Second Language Acquisition Stages and Developmental Levels, Differentiated Instructions for ELLs – Identifying students' learning styles, differentiating content to meet the individual student needs. Scaffolding in Math and Science - Implementation of the Common Core Standards and Data Analysis and instructional implementation.

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

Part D: Parental Engagement Activities

Begin description here: To facilitate parental involvement and community partnership, our school parent coordinator and ESL instructor will continue to organize a variety of parental workshops . At the beginning of the school year our parent surveys in order to find out the needs that the parents would like to have address during parent workshops throughout the school year. To ensure home/school communication, bilingual parents are provided with translated notifications and materials. Some of the monthly partnership activities at P.S. 299 will include topics such as: Common Core Learning Standards, ELA Curriculum, Assessments Informational Meeting for Parents, Orientation for Free English Classes for Parents and Free After School for Children (Community Program Parent and Child Together Time), Learn Strategies You Can Use at Home to Prepare your child for the New York State ELA and Math Exams(parents will become familiar with the English Language Arts and Math performance standards - including the Common Core Learning Standards). We will conduct orientational Title III Afterschool Program parents conference.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	\$7,026.60	Per session-Instructional 35 days x2 hrs=70 hrsx2 teachers @\$50.19 hr=\$7,026.60
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	\$1,600 (8 days at \$200.00 a day)	Studio In A School will integrate the arts with literacy
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional 	\$2,400 1. \$344	Materials for students afterschool - PCIEducation ELL Resources 1. Real- World Audio Cards

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.	2. \$99.95	2. Strategies for Building Academic Vocabulary
	3. \$210.90	3. Language Art Games
	4. \$109.95	4. Basic Skills Reading Puzzles
	5. \$175	5. Language First Neighborhood Starter Kit
	6. \$109.60	6. New York SkillBridge Reading Grades 3-5
	7. \$277.06	7. Common Core Clinics Grades 1-2
	8. \$175	8. Language First Helping Others Starter Kit
	9. \$320.95	9. Comprehension Skills Program
	10. \$54.95.64	10. Home Vocabulary Set
	Educational Software (Object Code 199)	\$255.95
\$250.95		New to English: Build Language Skills
Travel		
Other	\$183.00	Refreshments for parent workshops
TOTAL	11,200.00	