



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)**

**SCHOOL NAME:** COMMUNITY SCHOOL 300

DBN (12X300):

PRINCIPAL: VENESSA SINGLETON

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SUPERINTENDENT: MYRNA RODRIGUEZ



**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this 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
Venessa Singleton	*Principal or Designee	
Keriann Martin	*UFT Chapter Leader or Designee	
Marta Latimer	*PA/PTA President or Designated Co-President	
	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	
Beverly Reid	Member/ Parent	
Denise Osorio	Member/ Parent	
Jenny Martinez	Member/ Parent	
Arminda Pallares	Member/ Parent	
	Member/	
	Member/	
	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 ( ESCA, 2011, p.6, #4):**

- Develop a multiyear plan to align the school’s curriculum, instruction, assessments, and instructional materials to the Common Core standards.

**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

\_\_\_\_\_ 2.4 School leader’s use of resources

**X** 2.3 Systems and structures for school development

\_\_\_\_\_ 2.5 Use of data and teacher mid-management effectiveness

**Annual Goal #1:**

By June 2013, all students will experience 2 common-core aligned units of study in ELA and 2 in mathematics as measured by student work products.

**Instructional strategies/activities**

**a) Strategies/activities that encompass the needs of identified student subgroups**

Teachers will engage in aligning the units of study program to the common core learning standards in grades K-5 during common planning time.

**b) Key personnel and other resources used of implement these strategies/activities**

All teachers in grades k-5 will engage in the process of aligning two common core units of study in both ELA & Math. This work will be done during the common planning block periods and supported by both CFN 606 as well as the Aussie consultant. The curriculum mapping team consisting of 10 teachers was also offered per-session opportunities to assist with this work. The CFN provides both onsite as well as off-site support for school in implementing the 2012-13 Citywide Instructional Expectations. The Aussie consultants work with teacher teams to align the curriculum to the common core. Teachers will incorporate instructional lessons aligned to the Common Core Learning Standards and Citywide Instructional Expectations. In addition, teachers will meet as grade teams to horizontally and vertically align instructional lessons to the expectation of the common core learning standards. All student work products will be analyzed by teacher(s) teams and used to plan/refine units of study to meet the expectations of the standards

**c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision making regarding the use of academic assessments**

The school will evaluate the progress of this strategy through both analysis of formative & summative assessment. The summative assessment used to measure progress will be the 2013 NYS ELA & Math exams. The formative assessments which the school will use will be student work product will be collected on a data template after each unit implementation. Teacher teams will use this template to track student progress and identify trends and patterns at the school and class level and make adjustments to the curriculum as necessary.

School Administrators will assess students’ written work on a weekly basis and provide teachers with immediate written feedback of student work. School Administrators will use teacher designed tasks and rubrics aligned to the Common Core Learning Standards and the Citywide Instructional Expectations as well as student writing samples as evidence of our goal. In addition, School Administrators will closely monitor student data each week toward evidence of our goal.

**d) Timeline for Implementation**

September 2012- June 2013

**Budget and resource alignment**

- Indicate your school's Title I status:  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     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). The school purchased 18 full day visits from the Aussie consultant group. These consultants will support teachers during common planning time as well as provide workshop support school wide. The school per-session dollars for a curriculum mapping team. This allocation amounted to 8 sessions for a total of 2 hours per-session for a group of 10 teachers. One Assistant Principal will supervise ten teachers, three days per week for two hours.

**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 (ESCA, 2011, p. 6, #2):**

- Develop and implement a plan to ensure challenging, engaging, and intentional instruction in every classroom.

**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

X 3.5 Use of data and action planning

**Annual Goal #2:**

- By June 2013, 75% of students in grades K-5 will increase at least two reading levels as measured by Fountas & Pinnell.

**Instructional strategies/activities**

**Strategy #1**

**a) Strategies/activities that encompass the needs of identified student subgroups**

Students are provided small group instruction to address specific areas for improvement based on Fountas & Pinnell benchmarking data (3 times per year) as well as teacher observations.

**b) Key personnel and other resources used of implement these strategies/activities**

All classroom teachers will engage in benchmarking with the Fountas & Pinnell system for all students. This initiative is supported by various key personnel within the school. Coaches assist in helping teachers to administer the assessments for all students.

**c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision making regarding the use of academic assessments**

The targets to evaluate progress will be the Fountas & Pinnell letter/level assessment data for all students

**d) Timeline for Implementation**

September 2012-June 2013

**Strategy #2**

**a) Strategies/activities that encompass the needs of identified student subgroups**

Action plans are developed for students not making adequate progress. During the common planning block once per week, teachers analyze student data and work products to identify at risk students. Once these students are identified an action is developed which organizes additional supports that are provided to students.

**b) Key personnel and other resources used of implement these strategies/activities**

All classroom teachers will use common planning time to assess student data. A external data consultant was contracted to build a school wide system for housing and analyzing on-going formative & summative assessment data.

**c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision making regarding the use of academic assessments**

Teachers will use both summative & formative targets to assess student progress. The formative data will include acuity, student work, reading levels, as well as teacher observations. The summative data targets will include performance on the 2013 NYS ELA assessment.

**d) Timeline for Implementation**

September 2012- June 2013

**Strategy #3****a) Strategies/activities that encompass the needs of identified student subgroups**

Increased Learning Time Opportunities to include Academic Intervention Services (A.I.S.) grades K-5, Sport and Reading program during the morning, after school and Saturday Academy tutoring programs are provided via small group to at risks students, SWD, and English Language Learners

**b) Key personnel and other resources used of implement these strategies/activities**

Teacher applied through an internal posting for the increased learning time opportunities positions

**c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision making regarding the use of academic assessments**

Teachers will use both summative & formative targets to assess student progress. The formative data will include acuity, student work, reading levels, as well as teacher observations. The summative data targets will include performance on the 2013 NYS ELA assessment.

**d) Timeline for Implementation**

September 2012- June 2013

**Budget and resource alignment**

- Indicate your school's Title I status:  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    Title IA    Title IIA    Title III    Set Aside    Grants    Other-describe here: \_\_\_\_\_

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).  
The School Contracted with an external vendor to provide support in building a data system as well as providing professional development support for teachers. The professional development sessions amounted to 4 sessions for all teachers' school wide.  
Per-session monies were allocated for 10 teachers 4 days per week for 10 hours per week who provided instructional for groups of students as part of the extended learning time opportunities. One Assistant Principal will supervise ten teachers, three days per week for two hours.

**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 (ESCA, 2011, p.6, #2):**

- Develop and implement a plan to ensure challenging, engaging, and intentional instruction in every classroom.

**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, through the use of Danielson's Framework for Teaching, 75% of teachers will advance within one level in Competency 3b: Using Questioning and Discussion Techniques.

**Instructional strategies/activities**

**Strategy #1**

**a) Strategies/activities that encompass the needs of identified student subgroups**

School Administrators and instructional coaches will conduct short cycles of formative observations of teachers using the Charlotte Danielson Framework for Teaching and provide teachers with timely feedback.

**b) Key personnel and other resources used of implement these strategies/activities**

The principal, assistant principals, instructional coaches, and Teacher Effectiveness coach will use the Danielson Framework to assess teacher practice.

**c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision making regarding the use of academic assessments.**

Two formal and four informal observations will be used to evaluate teacher progress and this data will monitored and tracked on ARIS. Mid-year and end-year conversations will provide teachers with feedback on where they are trending within the Framework. In addition, written and/or verbal feedback will be provided for all observations.

**d) Timeline for Implementation**

September 2012-June 2013

**Strategy #2**

**a) Strategies/activities that encompass the needs of identified student subgroups**

Individual professional development plans will be developed for teachers trending within Ineffective and Developing ratings on the Danielson Framework.

**b) Key personnel and other resources used of implement these strategies/activities**

The principal, assistant principals, coaches, Teacher Effectiveness coach and Aussie consultant will develop individual PD plans for teachers; the coaches and Aussie consultant will provide support both in and out of the classroom to the targeted group of teachers.

**c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision making regarding the use of academic assessments**

Two formal and four informal observations will be used to evaluate teacher progress and this data will be monitored and tracked on ARIS. Mid-year and end-year conversations will provide teachers with feedback on where they are trending within the Framework. In addition, written and/or verbal feedback will be provided for all observations.

**d) Timeline for Implementation**

September 2012-June 2013

**Budget and resource alignment**

- Indicate your school's Title I status:  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     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: \_\_\_\_\_

**Service and program coordination:**

The school purchased 18 full day visits from the Aussie consultant group to support teaching and learning. Our A.U.S.S.I.E. consultant works with 15 classroom teachers during the 18 full day visits from September, 2012 through 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 (ATS – School Statistical Report, Current YTD 2012-2013)**

To improve our school-wide attendance rate for the 2012-2013 school year. During the 2011-2012 school year our attendance rate was 93%. Our objective for this year is to improve our attendance by 2 %. We will increase our attendance by continuing to record student attendance during the AM and PM sessions. Our school's attendance team will monitor student attendance via ATS, home visits, phone calls and through our automated notification to parents on the first day of student absence. In addition, our attendance team will create individualized attendance plans for families with chronic attendance issues.

**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

5.3 Vision for social and emotional developmental health

5.5 Use of data and student needs

**Annual Goal #4:**

By June 2013, student attendance will increase by 2%, as measured by ATS data.

**Instructional strategies/activities:**

**Strategy #1**

**a) Strategies/activities that encompass the needs of identified student subgroups**

A school based attendance team will focus on analyzing attendance data, outreach to families, and the creation of individualized attendance plans for students.

**b) Key personnel and other resources used of implement these strategies/activities**

Key personnel for the implementation of the strategy will be the Principal, Assistant Principal, Parent Coordinator, Guidance Counselor, Attendance Teacher, and Family Worker.

**c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision making regarding the use of academic assessments**

ATS data will be used to measure progress toward the above goal.

**d) Timeline for Implementation**

September 2012-June 2013

**Strategy #2**

**a) Strategies/activities that encompass the needs of identified student subgroups**

Daily attendance will be celebrated through school assemblies and individual classroom incentives such as ice cream/pizza parties and year end trips for students and their families. A perfect attendance formal dinner will be held at the end of year where students and parents will be presented with an attendance award and tickets to Broadway show.

**b) Key personnel and other resources used of implement these strategies/activities**

Key personnel for the implementation of the strategy will be the Principal, Assistant Principal, Parent Coordinator, Guidance Counselor, Attendance Teacher, Family Worker, and parents.

**c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision making regarding the use of academic assessments**

ATS data will be used to measure progress toward the above goal.

**b) Timeline for Implementation**

September 2012-June 2013

**Budget and resource alignment**

• Indicate your school's Title I status:  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  Title IA  Title IIA  Title III  Set Aside  Grants  Other-describe here: \_\_\_\_\_

**Service and program coordination:**

Broadway show tickets and transportation will be purchased for 25 students, 25 adults, and 5 school staff members for end-of-year attendance celebration.

**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: (NYC School Survey, 2011-2012, p.#5)**

**To improve parent communication regarding students' academic performance.**

**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, communication to parents regarding their students' academic performance will increase by 10% as measured by the school's Learning Environment Survey.

**Instructional strategies/activities**

**Strategy #1**

**a) Strategies/activities that encompass the needs of identified student subgroups**

Parents will be offered monthly workshops and meetings on topics ranging from ARIS Parent Link, homework help, expectations of the Common Core Learning Standards in ELA and Math, college and career readiness, and student achievement goals.

**b) Key personnel and other resources used of implement these strategies/activities**

School Administrators, the parent coordinator, and pedagogues will plan and facilitate academic workshops for parents.

**c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision making regarding the use of academic assessments**

We will evaluate the progress of the strategy through parent attendance at workshop offerings.

**c) Timeline for Implementation**

September 2012-June 2013

**Strategy #2**

**a) Strategies/activities that encompass the needs of identified student subgroups**

3 report cards, as opposed to 2 per year, will be sent home to parents detailing their child's academic performance.

**b) Key personnel and other resources used of implement these strategies/activities**

School Administrators, the parent coordinator, and pedagogues

**c) Identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision making regarding the use of academic assessments**

There will be an overall increase in formative assessment data.

**d) Timeline for Implementation**

September 2012-June 2013

**Budget and resource alignment**

- Indicate your school's Title I status:  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     Title IA     Title IIA     Title III     Set Aside     Grants     Other-describe here: \_\_\_\_\_

**Service and program coordination:**

Resources and materials for workshops for parents (ie: articles, journals and novels). In addition, teachers facilitate 2 to 3 parent workshops during the school year and receive the teacher rate for per session. Interpretation and translation per session is provided for one teacher, for six sessions.

### 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	Intervention program in small group reading instruction, interactive writing, decoding and fluency skills.	The academic intervention strategies used are Wilson and Foundation Reading Programs. These programs are supplemental intervention tools in fluency, decoding, encoding, and comprehension strategies. These programs are used to support students in grades K-5.	The intervention is provided during the school day on Tuesdays, Wednesdays and Thursdays.
Mathematics	Intervention program in small group mathematics instruction, mathematical games also, push in and pull out services.	The academic intervention program used is small group instruction using mathematical word problems and games. Also, mathematical activities are integrated using smart boards.	The intervention is provided during the school day on Tuesdays, Wednesdays and Thursdays.
Science	Intervention program in small group science instruction and non-fiction content texts.	<b>The academic intervention strategies used is non-fiction texts. Also, guided reading books with an emphasis on informational texts in science. This program builds on the scientific content and strategies for students.</b>	The intervention is provided during the school day Monday through Friday.
Social Studies		<b>The academic intervention strategies used is non-fiction</b>	The intervention is provided

		<b>texts. Also, guided reading books with an emphasis on Informational texts in Social Studies. The program builds on the historical content and strategies for students.</b>	during the school day Monday through Friday.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	N/A	N/A	N/A

### **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.

100 % of our student staff members are Highly Qualified Teachers (HQT).

- Professional development will be provided by the school's AUSSIE consultant and Literacy Coach to model, observe, share best practices and develop effective strategies.
- Lab Sites will give small learning communities the opportunity to watch their colleague's instruction and provide feedback and next steps.
- Teacher's take part in inter-visitations so they can watch their colleagues. Debriefs after inter-visitations take place with School Administrators and Coaches.
- Teachers with outstanding attendance will be allowed to attend incentives in June 2013.
- School Administrators, Teachers and Coaches will turnkey information and activities from their professional development opportunities to their colleagues.

**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.

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**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:

School Administrators and our Parent Coordinator, and teachers will outreach to parents by offering monthly workshops and meetings.

The topics covered will range from ARIS Parent Link, homework help, test preparation, college and career readiness, and student achievement goals.

3 report cards rather than 2 per year will be sent home to parents.

Assemblies are held to celebrate our Student of the Month, student performances, and individual talents.

Celebrations such as publishing parties are planned so parents can visit the classrooms and see children's final projects.

Community School 300 has a parent wiki space that provides weekly homework assignments, workshop offerings.

Community School 300 Newsletter is created by students to inform parents about what they have been learning and what has been going on at school.

School calendars are sent home with students as well as posted in the school lobby.

Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology.

Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.

Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress.

Providing assistance to parents in understanding City, State and Federal standards and assessments.

Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

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 1<sup>st</sup> 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 1<sup>st</sup> 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 [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Jose Ruiz/Petrina Palazzo</b>	District <b>12</b>	Borough <b>Bronx</b>	School Number <b>300</b>
School Name <b>School of Science and Applied Learning</b>			

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

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

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>3</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>1</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>612</b>	Total Number of ELLs	<b>121</b>	ELLs as share of total student population (%)	<b>19.77%</b>
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## Part II: ELL Identification Process

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

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

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

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

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

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

### B. ELL Years of Service and Programs

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

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

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

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

### C. Home Language Breakdown and ELL Programs

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

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

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

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

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

## A. Programming and Scheduling Information

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

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

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

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

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

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

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

## A. Programming and Scheduling Information

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

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

7. A. Our school uses instructional and scheduling flexibility to meet the needs of ELLS-SWD such that ESL teaches push-in to an ICT if the subject covered is difficult for the ELLs while the general education and special education students are taught by their respective teachers.

b. In addition, all ELLS-SWD have the opportunity to work with ELL without disabilities in push-in and pull-out services for literacy, science, social studies during the day. After school, both groups of students work together in the ELA, MATH Preparation and Sports and Arts programs. As well, instructionally we are flexible in that we use writing assessments that allow for production of different types of products to achieve the same goal.

### 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

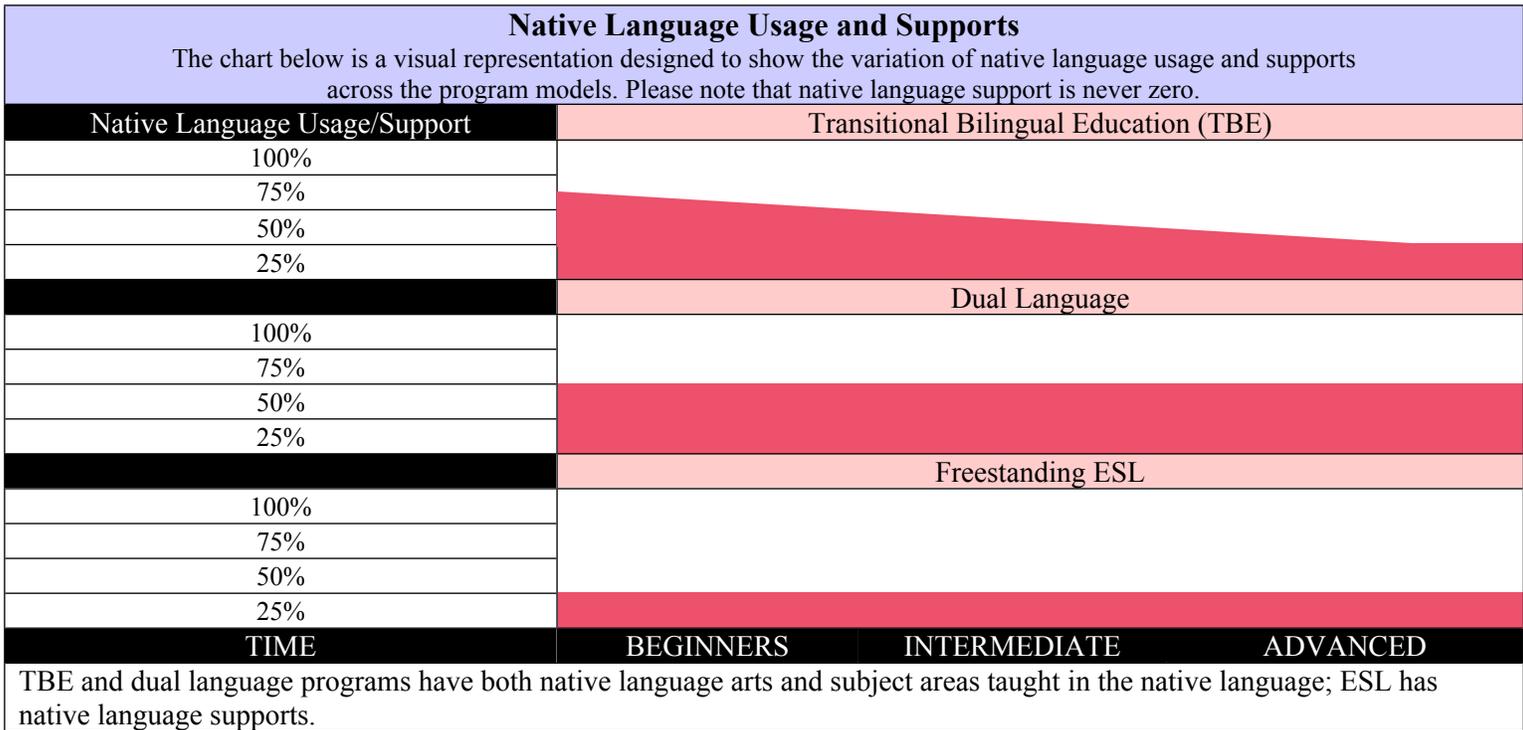
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

### 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## 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?

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

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

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

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

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

13. We use Earobics Software, Starfall, and Sound Blender, TPR, live objects and photographs to target beginner level students. We teach vocabulary development exercises and reading and writing strategies to make the content comprehensible to support ELLs in content area instruction in Science and Social studies. We also use Story Writer Deluxe which assists Intermediate and Advanced level students in

creating their own literature. We use esp. brainpop.com and text books in Spanish for Science and Social Studies in the TBE classes for Native language support. We use K-5 appropriate literature translated in Spanish for the beginner students who need native language support. 14. Native language support is systemic, and not limited to the TBE classroom. We also provide it in the ESL classroom- provided by the ESL teacher and in the form of glossaries, dictionaries, and materials in the native languages represented by ELLs,. In addition, school personnel who can provide support to students during the school day should be utilized to provide clarification for ELLs (in their native languages) who may be struggling with content and concepts in their subject-area classes. We group students ts of the same language for certain activities so that they can assist each other and respond in the native language. We also extend these strategies to after and before school programs as well as summer school.

15. Yes, according to school reports, all required support services are ELL grades and levels appropriate.

16. We provide the following as supports to assist newly enrolled ELL students before the start of the school year: Every child is given a suggested reading and writing assignment for their specific grade level to help acclimate them to the work level and schedule within their age and grade. We also have informational sessions on the ELL Programs, and the Assessments that the students in their grade will be required and prepared to take during that school year. We provide additional after school program support information so that the parents have knowledge of many options for learning assistance at the school.

17. NOT APPLICABLE

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### D. Professional Development and Support for School Staff

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

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

2. We collaborate with our neighboring school C.S. 211/M. S. 211 to provide inter-visitations between ESL Teachers. We provide students with the opportunity to visit their campus and attend an orientation session for students. ASK Ms. Singleton- describe how staff, teachers, parent coordinators are supported by school leadership and guidance counselor, i.e., describe the PD received by guidance counselor in order to assist ELLs as they transition from bilingual to mono-lingual class; describe specific activities. 3. Our staff members attend and participate in our monthly faculty conference, Saturday Academy sessions in May and June, and attend our November and June professional development days. 3. We also provide all of the above listed staff with 7.5 hrs of mandatory ELL training and records are maintained by the attendance sheets signed by the participants of the training.

## E. Parental Involvement

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

1. Our parents regularly attend school wide activities: monthly P.T.A. meetings and School Leadership Team meetings, parent orientation and open school night meetings. In addition, they also attend Family Game Night, Literacy and Math Night and Multicultural Day at our school. Our attendance sheets serve as evidence of parent participation. We use our bilingual teacher and IEP coordinator as translators during these activities and events.
2. Yes. We partner with the Good Shepard Services Inc., and the Pencil Partnership Inc., programs. Good Shepard Inc. offers our parents a variety of opportunities from family counseling to homework help. Many of the staff of these programs are bilingual Spanish/English and provide translation services when needed.
3. We evaluate the needs of our parents through our Parent Orientations for New ELLS, the Parent Survey and Selection Form. In addition, P.T.A. and School Leadership Team does needs assessments and they review our annual school surveys through the Department of Education.
4. We ensure that translation services are offered to all families during our school wide events.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	1	1							
	I	0	5	0	0	1	1							
	A	0	4	13	4	14	4							
	P	0	10	8	8	15	20							
READING/ WRITING	B	0	6	3	2	4	4							
	I	0	7	7	7	10	4							
	A	0	5	8	3	17	18							
	P	0	0	3	0	0	0							

## NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	18	10	1	0	29
5	11	12	0	3	26
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0	0	0	0	0	0	0	0	0
4	22	0	10	0	1	0	0	0	33
5	10	0	12	0	4	0	0	0	26
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	4	0	12	0	7	0	3	0	26
8									0
NYSAA Bilingual Spe Ed									0

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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)	2	11	4	5	0	0	0	0
Chinese Reading Test								

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

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

Paste response to questions 1-6 here

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

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> <u>School of Science and Applied</u>		<b>School DBN:</b> <u>12X300</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01

**School Name: School of Science and Applied**

**School DBN: 12X300**

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
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN: T**      **School Name: Community School 300**

**Cluster: CFN**      **Network: 606**

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

**Part A: Needs Assessment Findings**

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

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

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

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

## **Part B: Strategies and Activities**

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

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

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

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

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

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

## 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: Community School 300	DBN: 12X300
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply):	
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:	
Total # of ELLs to be served: 80	
Grades to be served by this program (check all that apply):	
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: 10	
# of certified ESL/Bilingual teachers: 5	
# of content area teachers: 5	

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The Direct Instruction Supplemental ELL Program's rationale is that students in the K-5 need to acquire content area knowledge in science, social studies and non-fiction texts to prepare NYSELAT and NYS ELA. We will service ELLs in Kindergarten through fifth grade students who scored below proficient on the NYSELAT and below a 4 on the ELA. They will be provided with differentiated ESL/Language Arts after-school program whose instructional focus will be all 4 language modalities Vocabulary Development, and both Reading and Writing Strategies that align with the NYSELAT, NYS ELA and the Common Core Learning Standards. The teacher to student ratio is 1 teacher per 8 students such that there are 2 teachers for 16 students on each grade. We will meet Tuesday through Thursday 3:30PM-5:30PM from November- April.

Materials: NYSELAT Prep Books, ELA and Math Prep Books, CCLS Exemplar Text and Comprehension Skill Libraries. Supplies: notebooks, folders, charts etc.

### Part C: Professional Development

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

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

Begin description here: Through out the year, Title III Program Teachers and other staff participate in Professional Development in using NYSELAT, NYS ELA and NYS Math Test scored to inform instruction, vocabulary Instruction in class to build academic language, Differentiation of instruction for mathematics, reading and writing. They attend once a week PD and attend on mandatory PD days. We also have created an ELL Team that will analyze and design the following and focus on the specific needs of ELLs: analyzing NYSELAT DATA to identify individual student needs, Identifying ELL students who are not meeting the standards in ELA/ Math or both, itemizing skills that need to be addressed and designing differentiated lessons that focus on these skills and presenting data and lessons to staff during faculty conferences and common planning sessions. The ELL Coordinator, Literacy and Math Coaches provide these programs.

### Part D: Parental Engagement Activities

### Part D: Parental Engagement Activities

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

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

Begin description here: ELL Parents are invited to quarterly meetings with bilingual and ESL teachers to discuss how they can help their children with homework, to discuss the academic success of their students and the importance of advanced preparation for the NYSESLAT, NYS ELA and NYS Math assessments and the programs that we are offering their children after -school. The Parent Coordinator also conducts outreach to support parents and various workshops to inform parents of upcoming events, assessments and to address any parent concerns. They also ensure that ELL students attend the programs after school. Our school notifies parents via telephone and through correspondence about the programs being offered in the after- school in Spanish and English through a pre-recorded message regarding school wide events pertinent to the families. These workshops occur 2x a month and include NYSESLAT, NYS ELA/Math assessment, After- School Programs, Promotion Policy, helping your child with reading/math, housing clinics and health clinics. We also provide students with Translation and Interpretation Services for all events that require parents to correspond face to face with a teacher or administrator teacher such as the Parent Teacher Conferences, and Parent Information Meeting and student behavior management meetings. In addition, all correspondences are translated by our Bilingual Teachers. Also, when calls are made to the school with from parents who do not speak Spanish, we arrange for a three way correspondence among the Translation/Interpretation Staff, CS300 school employees and the Parent to allow for effective and expeditious communication among parents and our school employees.

### Part E: Budget

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

Allocation Amount: \$0

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	?	?
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	?	?
Supplies and materials <ul style="list-style-type: none"> <li>• Must be</li> </ul>	?	?

**Part E: Budget**

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

Allocation Amount: \$0

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