



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: COMMUNITY SCHOOL 300 – THE SCHOOL OF SCIENCE AND APPLIED
LEARNING

DBN (i.e. 01M001): 12X300

Principal: VENESSA SINGLETON

Principal Email: VSINGLE2@SCHOOLS.NYC.GOV

Superintendent: MYRNA RODRIGUEZ

Network Leader: BEN WAXMAN

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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Venessa Singleton	*Principal or Designee	
Keri Ann Martin	*UFT Chapter Leader or Designee	
Roshan Hampton	*PA/PTA President or Designated Co-President	
Martha Laureano	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Roshan Hampton	CBO Representative, if applicable	
Tyniequa Davis	Member/ PTA Vice President	
Denise Osorio	Member/ PTA Treasurer	
Felicia Laboy	Member/ PTA Secretary	
Beverly Reid	Member/ PTA Title I Representative	
Jenny Rivera	Member/ Parent member	
Arminda Pallares	Member/ Parent member	
Julio Fratello	Member/ Parent member	
Lisa Gilbride	Member/ UFT Representative	
William McGroarty	Member/ Teacher Representative	
Henrietta Sekyiamah	Member/ Teacher Representative	
Courtney Reid	Member/ Teacher Representative	
Beverly Hickson	Member/ Teacher Representative	
	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 which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- 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. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- 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 Statements 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, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
x	School Leadership Team Signature Page
x	The SCEP Overview
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Priority Schools Only

x	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 12X300

School Configuration (2013-14)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	602	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	8	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	16	# SETSS	N/A	# Integrated Collaborative Teaching	63
Types and Number of Special Classes (2013-14)					
# Visual Arts	6	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	88.3%	% Attendance Rate		90.1%	
% Free Lunch	92.8%	% Reduced Lunch		2.8%	
% Limited English Proficient	16.3%	% Students with Disabilities		22.6%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American		41.5%	
% Hispanic or Latino	57.0%	% Asian or Native Hawaiian/Pacific Islander		0.2%	
% White	1.0%	% Multi-Racial		0.2%	
Personnel (2012-13)					
Years Principal Assigned to School	6.18	# of Assistant Principals		2	
# of Deans	N/A	# of Counselors/Social Workers		3	
% of Teachers with No Valid Teaching Certificate	2.0%	% Teaching Out of Certification		2.2%	
% Teaching with Fewer Than 3 Years of Experience	27.5%	Average Teacher Absences		8	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	7.1%	Mathematics Performance at levels 3 & 4		12.3%	
Science Performance at levels 3 & 4 (4th Grade)	74.6%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	No
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	Limited English Proficient	Yes
Economically Disadvantaged	No		
Met Adequate Yearly Progress (AYP) in Science (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	Yes		

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)			
American Indian or Alaska Native	N/A	Black or African American	N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	N/A		

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP			
Describe the strengths of your school's 12-13 SCEP.			
SCEP addressed school specific needs as per SED-JIT and DOE reviews. Infusing SMART Goals that are aligned with the Principal's PPR.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Improved academic performance of ELLs and SWDs Ensuring access for ALL learners, with a specific focus for ELLs and SWDs, teaching and learning.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
Allocating the proper resources for the learners within the school community			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
Instructional practice, aligned with the Danielson framework, and curriculum aligned to the CCLS, has improved			
Were all the goals within your school's 12-13 SCEP accomplished?	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>
No			

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP			
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.			
Time to implement and coordinate the new challenges of MOSL, MTP and CCLS.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
A 5% improvement in ELA and mathematics for the lowest third students, ELLs and SWDs.			
Describe how the school leader(s) will communicate with school staff and the community.			
Monthly staff meetings, calendar change half days, monthly newsletters, and grade meetings.			
Describe your theory of action at the core of your school's SCEP.			
My school leadership team will work to create a calm and respectful environment that fosters high level of student learning.			
Describe the strategy for executing your theory of action in your school's SCEP.			
Our school will implement a standards based curricula, with focus to writing across the grades and content areas; which will lead to increased student achievement. Vertical teacher team			
List the key elements and other unique characteristics of your school's SCEP.			
Using the Charlotte Danielson framework for teaching; pedagogues will participate in ongoing professional development, consisting of classroom observations, inter visitations, modification of curriculum, and strategic use of resources, programmatic staffing decisions and vertical teacher teams.			
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.			
A cohesive leadership with school cabinet that meets regularly to review and refine our school's improvement plan. Also, professional growth opportunities are provided for pedagogues to refine teaching practices.			

Goal and Action Plan #1 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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).			
To strengthen teacher practices to ensure consistent alignment to our school's philosophy and beliefs about students learning to promote increased student achievement.			
Review Type:	Quality Review	Year:	2013
		Page Number:	4
		HEDI Rating:	E

Tenet 2: School Leadership Practices and Decisions

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

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June, 2014 school leaders: Principal and Assistant Principals will conduct a minimum of six informal or one formal and three informal classroom observations and provide teachers with formative feedback and professional development to support improved practice in competencies across the Danielson framework.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
<ol style="list-style-type: none"> 1. School leadership will ensure instruction is aligned with the Danielson Framework that supports the implementation of the Common Core standards: 2. School Leaders in collaboration with teachers, will develop individual professional development plan for each teacher. 3. School Leaders will meet individually with staff to review student data and develop plans for improving individual student achievement. 4. School Leaders and instructional team members will work collaboratively to set up a schedule and observation protocols aligned with Danielson competencies. Attendance records, meeting agendas and minutes from weekly vertical teacher team sessions and professional development activities will serve as evidence of staff progress.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. School Leaders: Principal, Assistant Principals and teachers. 2. School Leaders: Principal, Assistant Principals and teachers. 3. School Leaders: Principal, Assistant Principals and teachers. 4. School Leaders: Principal, Assistant Principals and teachers.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. By February, 2014, School Leaders will complete two supervisory observations with associated lesson plans for each teacher will provide evidence of improved instructional practice. 2. The completion of individual professional development plans for pedagogues. 3. The completion of the initial review of student data and the development plans for improving individual student achievement. 4. Establishing a monthly quota of teacher observations based on both the level of teacher experience and need, samples of supervisory observations and lesson plans will provide evidence of staff progress.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. September to February 2014 2. September to November 2013 3. September to November 2013 4. September 2013 to May 2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Time for professional development, per session and per diem 2. Scheduled time during the school day for individual conferences with each teacher and an administrator 3. Scheduled time during the school day for individual conferences with each teacher and an administrator 4. Scheduled time during the school day teacher observation and pre-and post conferences

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
	PF Set Aside		Tax Levy	x	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		X	PF Supporting Great Teachers & Leaders		

Goal and Action Plan #2 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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
Further develop the school's coherence to make systemic decisions around alignment and integration of key standards into curricula so that all learners engage in challenging academic tasks and higher-order skills									
Review Type:	Quality Review	Year:	2012	Page Number:	5	HEDI Rating:	E		

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) 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.									
X	3.2 Enact curriculum			3.3 Units and lesson plans					
	3.4 Teacher collaboration			3.5 Use of data and action planning					

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June, 2014, teacher teams will design and implement curriculum units in math, ELA, social studies and science which include rigorous tasks engaging students and in alignment with CCLS As evidence by tasks, classroom observations and teacher-team evaluations. Curriculum units will contain multiple entry points ensuring access for all learners, with specific focus for ELLs and SWDs.									

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.									
A. Strategies/activities that encompass the needs of identified subgroups									
<ol style="list-style-type: none"> The Data specialist will provide teachers school-wide as well as individual student data in area of ELA and math. They will facilitate professional development activities on interpreting the data and utilizing the information to develop curriculum unit which are aligned with CCLS. Educational consultants and Assistant Principals will provide staff with the tools and strategies need to develop engaging unit plans and tasks in ELA, math, social studies, and science which are aligned with the CCLS. Network supervisory staff and teacher teams will meet during common planning time to plan and align curriculum. Teachers will utilize a "Looking at Student Work" protocol to gather information about student learning and inform revision of instructional units. New teachers meet regularly with school leaders to discuss challenges and success as they work to align units of study. 									
B. Key personnel and other resources used to implement each strategy/activity									
<ol style="list-style-type: none"> Data specialist, teachers Educational consultants, Assistant Principals, teachers Network instruction support staff, teacher teams Teachers, network achievement coaches and ELL specialist New teachers, principals, per diem and per session 									
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity									

1. Completed data analysis for each student, observation of implementation of monthly professional development
2. Completed unit plans and tasks in ELA, math, social studies, which are aligned with the CCLS
3. Minutes of weekly planning sessions detailing planning time
4. Observation of implementation of the LASW protocol during teacher team planning time
5. High attendance of new teachers at voluntary principal meetings

D. Timeline for implementation and completion including start and end dates

1. September to November 2013
2. Monthly, October 2012 to April 2014
3. Weekly, October 2012 to June 2014
4. Twice-monthly October 2012 to February 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Per session for data analysis for after school meeting
2. Per session for after school and per diem for PD coverage

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside		Tax Levy	x	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

x	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Improve school-wide pedagogy to include effective teaching practices and multiple access points in the curricula that promotes higher-order thinking in student work for all students

Review Type:	Quality Review	Year:	2012	Page Number:	5	HEDI Rating:	E
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) 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		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X	4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June 2014, all students, including ELLs and SWDs will demonstrate progress toward achieving State standard as measured by 5% increase in students scoring at levels 3 and 4 on the NYS ELA assessment.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. To improve achievement for all students, including ELLs and SWDs, the following professional development activities will be offered to staff to improve teacher effectiveness in delivering instruction in ELA and mathematics: Educational consultant will facilitate workshops with the ELL/SWD teachers and classroom teachers to provide teachers with skills and strategies necessary to deliver the ELA to ELLs.

Network Special education achievement coach will work directly with grade and subject area teams to ensure the UBD units are in alignment with CCLS and informed by data.

Network ELL specialist will assume the role of ELL coach and provide teachers with demonstration lessons and feedback regarding ELL strategies used in conjunction with the ELA and ELL curriculums. He or she will support teacher teams as they develop ELA units and tasks for ELLs.

Network ASE, will facilitate PD activities for teacher of SWDs. Monthly activities will include the development of reading and writing strategies in alignment with the teacher programs include two periods per week of common planning time. In grade teams, teachers will analyze data obtained from summative and formative assessments to identify students in need of AIS or enrichment activities. Common planning will occur weekly from September to June.

B. Key personnel and other resources used to implement each strategy/activity

1. Network instructional support specialist, ELL teachers, SE teachers, classroom teachers
2. Network Special education coach, grade and subject area teams
3. Network ELL specialist, ESL and classroom teachers
4. Network ASE and SE teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Administrative observation of implementation of differentiation of instruction for ELLs and SWDs in general education classroom
2. Units of study that exhibit Understanding by Design (UBD) precepts
3. Improved performance of ELLs in ELA as evidence by interim assessments
4. Improved reading and writing instruction as per teacher observation

D. Timeline for implementation and completion including start and end dates

1. Monthly workshops and assessment, November 2013 to June 2014
2. Monthly workshops and assessment, November 2013 to June 2014
3. Monthly workshops and assessment, November 2013 to June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Scheduled time during the school day for common planning
Scheduled time during the school day for teacher teams to master and apply the LSAW protocol
2. Calendar change half day meetings for new teachers

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	Tax Levy	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS	PF CTE	PF College & Career Readiness	X	PF Common Core
	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI		PF Supporting Great Teachers & Leaders

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Expand the The Sisters Inspiring Sisters to Achieve Higher (SISTAH) program, hosted by the guidance counselor, services girls in grades 4 and 5 through conflict resolution school programs so that students experiencing atypical behavior have opportunities to channel their efforts in positive ways and build respectful relationships

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) 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	X	5.3 Vision for social and emotional developmental health
	5.4 Safety		5.5 Use of data and student needs

Annual Goal #4

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

By June 2014, the whole school attendance rate will improve by at least 3% as measured in the school's Annual Attendance Report

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Organizing, analyzing and disseminating all areas of data: demographic, student learning, perception, and process so that all stakeholders are able to understand the needs of all students
2. Utilizing data and disaggregating data to monitor all systems that support student social and emotional health
3. Effective use of School Guidance Counselor to address absence and lateness

B. Key personnel and other resources used to implement each strategy/activity

1. Teacher, data specialist, administrative staff
2. Administrators, Guidance Counselor, Data specialist
3. Administrators, Guidance Counselor

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Report of all students deemed at-risk as per attendance and lateness
2. Define intervention(s) for all students deemed at-risk as per attendance and lateness
3. Guidance Counselor evidence (log) of contact hours with identified at-risk students

D. Timeline for implementation and completion including start and end dates

1. September 2013-October 2013
2. September 2013-June 2014
3. September 2013-June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. ATS and other attendance reports to be generated and analyzed
2. Scheduled team meetings of Assistant Principals, Guidance Counselor and Data Specialist
3. Ongoing partnership with Assistant Principals and Guidance Counselor to ensure targeted support for at-risk students

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	PF Set Aside		Tax Levy	x	Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
x	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

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

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Strengthen teacher's responses to all work, to reflect coherent and targeted feedback in order to convey high expectations and clear next steps

Review Type:	Quality Review	Year:	2012	Page Number:	5	HEDI Rating:	E
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) 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.

	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		6.5 Use of data and families

Annual Goal #5

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

In the 2013-2014 NYC DOE School Survey report, parental response rate will increase by 10%

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. Planning and implementation of Family outreach plan
2. New Parent Orientation / Family Night Open House for Parents
3. Monthly implementation of parental offerings
4. Student recognition events

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principals, Parent Coordinator, selected teachers
2. Principal, Assistant Principals, Parent Coordinator, teachers
3. Parent Coordinator
4. Principal, Assistant Principals, Parent Coordinator, selected teacher

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Completed Family outreach plan
2. Attendance at Parent Orientation / Family Night / Open House for Parents
3. Parental attendance at parent offerings
4. Parental attendance at Student recognition events

D. Timeline for implementation and completion including start and end dates

1. August-June, ongoing
2. Fall, Spring
3. Day time workshops, breakfasts, evening events
4. Ongoing, September 2013-June 2013

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Common planning time for Principal, Assistant Principals, Parent Coordinator, selected teachers
2. Staff attendance at New Parent Orientation / Family Night Open House for Parents
3. Parent Coordinator's planning and hosting of parent offerings
4. Staff attendance at student recognition events

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	x	PF Parent Engagement

Expanded Learning Time (ELT) Program Description
PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

50% of all Community School 300 students eligible for AIS will enroll in Sports and Arts in School Foundation and Good Shepherd Services

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. **Sports and Arts in School Foundation will focus on I-Ready which is aligned to CCLS**

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. **School Leaders: Principal, Assistant Principal, ELT teacher planning committee**

2. **School Leaders: Principal, Assistant Principal**

3. **Teachers**

4. **School Leaders: Principal, Assistant Principal, teachers**

C. Identify the target population to be served by the ELT program.

At-risk student population

The ELT programs will be offered after school, vacation and weekends, there are over 1000 hours scheduled in teacher per session and consultant funding (Sports and Arts) for this purpose, ELT programs run from September through June and summer school has been and will be offered to at-risk students.

1.

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

X	21st Century	Tax Levy	Title I SWP	Title I TA	Title I PF	C4E
	Title III	Title I SIG	PTA Funded	Grants	In Kind	

List any additional fund sources your school is using to support the instructional goal below.

N/A

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.

Good Shepherd Services provides quality activities consisting of Kidz Lit, science, dance, music and drama programs

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

Sports and Arts In School Foundation

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

Good Shepherd Services provides activities which are an extension to the academic learning day of students in grades K-5 in reading, mathematics, science and social studies.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

This includes dance, music and drama classes

C. Describe how the ELT program will address the unique learning needs and interests of all students.				
Students will focus on artistic talents in dance, art, music and drama skills				
D. Are the additional hours mandatory or voluntary?		<input type="checkbox"/>	Mandatory	<input type="checkbox"/>
			E	Voluntary
E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.				
The additional hours are ensured during school vacation days also known as OST days and selected Saturday times.				
F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.				
Students will participate in our Afternoon Academy program				
G. Are you using an ELT provider procured using the MTAC process?		<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>
			X	No
H. Describe how you are evaluating the impact of the ELT program on student achievement.				
Each program will provide School Leaders ongoing data analysis of student progress during the academic year				

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	I-Ready and Ready Gen	Five students and one teacher	Tuesdays, Wednesdays and Thursdays
Mathematics	I-Ready and Go Math	Five students and one teacher	Tuesdays, Wednesdays and Thursdays
Science	I-Ready	Five students and one teacher	Tuesdays, Wednesdays and Friday
Social Studies	I-Ready	Five students and one teacher	Tuesdays, Wednesdays and Friday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual and small group counseling	One-to one and small group	School day

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Customized professional development opportunities for teachers and professional growth opportunities.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
Professional growth opportunities, classroom inter visitations mentoring plans.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
As a SWP school, we have combined Title I funds with other Federal, State, and local resources; funds are used to benefit all students in the school, but a priority is to provide Academic Intervention Services to at-risk students.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).
The transition plans used to assist preschool children are aligned curriculum PD between both teachers and parents involvement opportunities as well as early inventions services.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
The decision making process that teachers participate in regarding the selection of multiple assessment are: Curriculum planning, grade team meetings.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.
N/A

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).
N/A

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

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

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

IV. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 12	Borough Bronx	School Number 300
School Name Community School 300		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Venessa Singleton	Assistant Principal Nichelle Rice
Coach Olga Fotinis - Literacy Coach	Coach Maria Hernandez Math Coach
ESL Teacher Karen Scott	Guidance Counselor Tawana Dimanche
Teacher/Subject Area Iris Rodriguez - Bilingual	Parent Roshan Hampton
Teacher/Subject Area Denise Tarrats - Biling-Gr. 4	Parent Coordinator Jean Marie Blair
Related Service Provider Erica White -SETTS	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	2	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	2
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	1	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	604	Total number of ELLs	89	ELLs as share of total student population (%)	14.74%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	4	11	3	8	9	8								43
Pull-out	10	8	14	3	6	5								46
Total	14	19	17	11	15	13	0	89						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	91	Newcomers (ELLs receiving service 0-3 years)	76	ELL Students with Disabilities	18
SIFE	2	ELLs receiving service 4-6 years	13	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	76	2	13	13	0	5	0	0	0	89
Total	76	2	13	13	0	5	0	0	0	89

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																						
K-8																						
Number of ELLs by Grade in Each Language Group																						
	K		1		2		3		4		5		6		7		8		TOTAL			
	EL	EP	EL	EP																		
SELECT ONE																				0	0	
SELECT ONE																					0	0
SELECT ONE																					0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	17	13	10	12	8								73
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic			1	1		1								3
Haitian														0
French					3									3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2	3			4								10
TOTAL	14	19	17	11	15	13	0	0	0	0	0	0	0	89

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	5	6	2	5	5	8								31

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	3	8	3	3	3								20
Advanced (A)	9	9	7	3	7	2								37
Total	14	18	17	11	15	13	0	0	0	0	0	0	0	88

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	59	33	5	0	97
4	32	26	6	0	64
5	65	32	5	1	103
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	42		35		17		4		98
4	47		17		7		0		71
5	76		26		6		1		109
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		5		23		8		38
8									0
NYSAA Bilingual (SWD)									0

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

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The assessment tool used to assess the early literacy skills of our ELLs is Fountas and Pinnell. Over 40 % of students in grades K through 2 continue to meet the EOY benchmark from Fountas and Pinnell. The insight our data provides us information regarding our ELLs who made gains from the BOY results to MOY. Also, teachers use BOY and MOY results to improve the instruction for students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
2. The data reveals that LAB-R scores were evenly matched across proficiency levels with students receiving scores of Beginner (B), intermediate (I), or Advanced (A) on the LAB-R. The data reveals that most ELLs score at the Proficient (P) Level on one or more parts of the NYSESLAT; since students score at the B, I, or A level on one or more parts and are not scoring Proficient on all parts of the assessment, this results in them receiving a score of B, I, or A as the overall score. 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. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

In addition, the data patterns across the LAB-R and NYSESLAT are used to inform data-driven instruction by teachers. Despite the fact that data specific to each modality was not provided on the RNMR reports, we use the overall score in conjunction with students F&P assessments at the beginning, middle and end of year to choose inquiry groups and to provide remediation services by differentiation of instruction for each individual ELL. In addition, these scores are used by the school staff to plan Saturday Academy and Afternoon Academy programs to facilitate ELL students' achievement in the areas in need of most improvement.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4. a. As per analysis and assessment of the NYSESLAT, students score better on the L/S than on the R/W parts of the exam.
4b. The school leadership team and its teachers use the ELL Period Assessment to tailor the Common Core Learning Standard aligned Ready Gen ELA curriculum to the needs of the students and provides a premise for professional development for general education and ESL teachers. In addition, using the GO Math! mathematics curriculum we provide bilingual Spanish/English math text books, standard practice books and math bulletin boards. Teachers use this data to provide targeted instruction during the school in AIS and afterschool programs.

4c. The school administrators and teaching staff have assessed that ELLs have intense needs around phonics instruction, phonemic awareness, reading comprehension, and writing skills. Native Language program is used in the programs mentioned above by having students read and practice skills in their native language and then the instruction is interpreted in English.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

5. Our ELL students are provided with increasingly intensive, targeted instruction designed to match their learning needs, as demonstrated by performance on periodic assessments. Our school uses this model for ELLs to determine whether students are benefiting from an instructional program within a reasonable time. Also, to build more effective instructional programs for students who are in need of more intensive services / instruction. In addition, we designed effective individualized instructional programs for both ELLs who receive general education and special education services using the RTI model. Our school uses DIBELS as a baseline assessment for RTI and based on this data instruction is differentiated for students.

6. How do you make sure that a child's second language development is considered in instructional decisions?

6. When a student enters a NYC public school for the first time, a Home Language Identification Survey (HLIS) and the parent/child interview is completed in English and the Home Language. In addition, a child's educational history is used as part of the interview / screening process. Our school provides translators in the student's native language during the interview portion of the home language survey. With this information, the ESL teacher works to uncover the factors that could influence the student's English Language Learning process, thereby allowing this knowledge to guide linguistically responsive instructional choices. We administer the LAB-R and the

Spanish LAB-R, if necessary to assess the student's proficiency in Spanish. Additionally, cluster teachers collaborate and plan with classroom teachers to help build the language skills for ELL students.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

This information is not applicable to our school.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

8. The school evaluates the success of the ELL program by the students' outcomes of the Fountas and Pinnell data in reading and writing. Chapter unit assessments in both mathematics and English Language Arts and the improvement of scores on the following exams NYSESLAT, annual NYS ELA and math assessments and Fountas and Pinnell results in reading and writing. We examine the data results of ELL students based upon the NYSESLAT results for each grade level: 30 % of kindergarten ELLs performed on the intermediate level, 40 % of 1st grade ELLs performed at intermediate level, 20 % of second grade ELLs are performing at the beginner level, 40 % of third grade students performed at the intermediate level and 40 % of fifth grade ELLs performed at the intermediate level.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. The steps for ELL student identification is as follows: Within the first 10 day of the school year or within the first 10 days of a child's registration for school, the parent is provided with a Home Language Identification Survey (HLIS) which is administered by an ESL pedagogue. If the HLIS indicates that a student uses a language other than English, the parent and the child (ren) are interviewed in English and if they speak Spanish or French, in their native language. We solicit and hire a translator from the Translation and Interpretation Unit/ or another government translation agency if necessary. b. The HLIS and accompanying interviews are done by Ms. Scott, ESL teacher, Ms. Rodriguez, and Ms. Skerritt, IEP Coordinator. We determined from the interview whether the student 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. 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.

The current structures in place for families are the support of both our Parent Coordinator and ESL teacher, within ten days of the students arrival and review of their HLIS and facilitation 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 language the students/parents. In addition, families are given the opportunity to visit our classrooms. Ms. Scott and Ms. Rodriguez, explain the three services to the parents.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

In September, our Pupil Accounting Secretary, ESL teacher and Parent Coordinator 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 weekly as new students register throughout the year. Ms. Scott and Ms. Rodriguez, facilitate the HLIS and the parents and child are interviewed immediately. If the school can not provide the translation at our school, we inform

school administrators, who arrange for the translation services and subsequent interview in the home language. If LAB-R eligible, then the student is administered the LAB- R; if they score below proficient, the ELL teacher issues an Entitlement Letter addressed to the parent with the child.

In the Entitlement letter, the parents are invited to the Parent Orientation session within ten days of their child's admission to the school. During Parent Orientation session, the parents view a video about ESL education and are then provided with the Parent Survey and Selection forms to be completed at the time of the meeting. If the parent chooses to fill it out at home, the ELL teacher provides a due date for the form to be returned. After the date has passed, the ELL teacher calls the home to remind the parents that the form needs to be returned by a specific date. The ELL teacher, continues to outreach to families about our ESL programs throughout the school year.

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.

4. The criteria 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 Selection Form provided by our school. The ELL teacher distributes placement letters upon the return of Parent Survey and Program Selection placement letters home to the newly administered ELL students who have not scored proficiency on the LAB-R. Based on the parent choices and the schools resources we distribute entitlement letters. Also, continued entitlement letters are sent home to all ELL students who did not pass the previous years NYSESLAT exam. If the parents have not returned a form, i.e., parent Survey Selection Form by the due date another round of letters goes out to the students the next week. In addition, subsequent calls are made to the home. If they are not returned by due date again, then the ELL teacher 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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ESL teachers refines and regularly updates the list via ATS of eligible students for NYSESLAT testing. Using the BESIS report, the ESL teacher can determine which students are eligible for testing in the spring. The ESL teacher administers the all four parts of the NYSESLAT assessment to students, 1.) Listening, 2.) Speaking, 3.) Reading and 4.) Writing. Students who are absent for any part of the NYSESLAT assessment is administered the make-up assessment at designated periods.

6. 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.) 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. 

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 (73), Arabic (3), French (3) and other (10). 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. Although in previous years parents have selected TBE as their first choice, at the present time, 90 % of our parents who are first time entrants for the 2013-2014 school year have selected ESL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - 1 a. The Organizational model for ESL instruction is that the ESL teacher works with students in a pull-out/push-in program. Our students are heterogeneously grouped for instruction. Students enrolled in the Integrated Co-Teaching bilingual class have a push-in model for instruction. Additional students are provided with both push-in and pull-out services as appropriate to the students instructional needs.
 - 1 b. Our school uses the push-in and pull-out program model for ESL instruction. In the Self-Contained Special Education Class and Integrated Co-Teaching classes, the teachers push-in for instruction.
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)?

In the ESL programs, students are taught by one ESL teacher and one bilingual teacher. Ms. Scott services a total of 43 ELLs (grade kindergarten-4; first grade-11; second grade-3; third grade-8; fourth grade-9 and fifth grade-10. using the push-in model. Ms. Rodriguez services a total of 46 ELLs (grade kindergarten-10; first grade-8; second grade-14; third grade-3; fourth grade-6; fifth grade-5) using the pull-out model. The ESL teacher services students from K-5, both ELLs and ELLS/SWD disaggregated by grade level based on english proficiency level: Beginner(B) , Intermediate (I), and Advanced(A). B/I meet for 8 periods a week. The Advanced students meet for 4 periods a week. Both teachers teach ESL using a Science, Social Studies and ESL based curriculum using the Treasure Chest for English Language Learners Program. All students receive the mandated number of minutes in ELA, based on their proficiency level: Stidemts who have scored Advanced on the NYSESLAT or the LAB- R receive 180 minutes of ELA instruction in their general or special education classrooms. We currently have neither a Bilingual nor a Dual Language Class at this time.

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 foster language development and meet the demands of the Common Core Learning Standards.

In the general education classes where ELL students receive instruction in mathematics by their general education teacher. The Science and Social Studies teachers push into the classes and provide instruction in English. The ESL teacher uses the Treasure Chest Program an ESL program taught in English and the Brain Pop internet program that specifically covers Science, Social Studies, Mathematics and ELA topics in Spanish and Brain Pop ESL taught in English.

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

- 1.) 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 are 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. We provide several opportunities for students to use learning strategies for reading, vocabulary and writing across content areas; these strategies are taught through explicit instruction so that students develop independence in self-monitoring. 2.) We consistently use scaffolding techniques throughout the lesson such as a think pair share strategy; this is where students first think about a question for them selves, then talk about it with a partner, and then finally share their thoughts with the larger group. 3.) We introduce a new concept using scaffolding and decrease support as time goes on. 4.) The teacher models with think-a-louds and graphic organizers to break down large tasks into smaller yet still complex tasls. 5.) The teacher asks students questions using a variety of question types to promote higher level thinking skills . The teacher provides adequate wait time to facilitate an Ells formulation of a response. 6.) The teacher provides Ell students with opportunities to interact with other students to naturally enhance English language development while also providing the scaffolding needed to help ELLs achieve in the content areas. 7.) To scaffold and differentiate instruction for students with various levels of language acquiiston, the teacher models conversational role plays for interaction among students. Then the students practice this while the teacher observes and makes adjustments to the grouping and instruction as needed until students can participate independently. For example the teacher will model polite language (please, thank you, excuse me...), interviewing someone, how to use I-messages, resolving conflict,-i.e., what language to use when a students agrees or disagrees with another student. 8.)During reading, the teacher provide time for buddy reading of texts that are a little beyond the Ells independent comprehension level or they participate in a jigsaw reading activity. In the jig-saw activity, each member reads a different part of the text, students take notes, read their notes and report back important information to the other members of the group; this involves, listening, reading, writing and speaking such that all modalities are attended to.

The strategies listed above meet the demands of the Common Core Learning Standards. Instruction focuses on providing ELLs with opportunities to engage in discipline- speci!c practices which are designed to build conceptual understanding and language competence in tandem. Language learning is a social process that requires these examples of intentionally designed learning opportunities that integrate reading, writing, speaking, and listening with the practices of each discipline. These strategies provide students with opportunities to describe their reasoning, share explanations, make conjectures, justify conclusions, argue from evidence, and negotiate meaning from complex texts. These strategies allow for Ell students with developing levels of English proficiency to be provided with instruction and activities that carefully supports their understanding and use of higher order thinking skills and grade specific lanuage to meet the demands of the CCLS.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

4. The ELE exam is administered in the spring and ensures that testing according to the native language of the student. Math and Science tests are ordered in both the native language and English and made available for each Ell who requires it. .

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

5. We use the Treasure Chest for ELLs Literacy Informal Assessments at the end of each Unit and the Rigby ELL Assessment Kit to monitor student progress in all for language modalities throughout the year.

6. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..

c. Describe your plan for ELLs receiving service 4 to 6 years.

d. Describe your plan for long-term ELLs (completed 6+ years).

e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a.) When we differentiate instruction for out SIFE students, we also offer additional instructional and intervention opportunities during the instructional day and after school porgrams. 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.

b.) We differntiate for ELL students who have been in the United States less than three years, the teacher differentiates their instruction. 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 into a monolingual class for literacy and mathematics.

c.) 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.

d.) Long term ELL students are provided with rigorous differentiated instruction. We provide small group instruction, scaffolding, audio-visual technology and re-wording instruction in both mathematics and ELA into simple steps.

e.) We continue to provide students with ESL services. In addition these services are supplemented with Saturday and after-school ESL, ELA and mathematic programs.

7. 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?

Rigorous habits and higher order skills are emphasized in curricula and academic tasks and are imbedded in a coherent way across grades and subjects so that all learners, including ELLs and SWDs must demonstrate their thinking. Curricula and academic tasks are planned and refined continuously using students data so that individual groups of students including the lowest and the highest have access to academic content in Math, ELA, Social Studies and Science. In addition, across the vast majority of classrooms, teaching practices reflect universal design for learning strategies. Across content areas and in all classrooms, pictures, diagrams, and graphic organizers are used in order to help students develop vocabulary. Teachers illustrate meanings with pictures, diagrams or graphic organizers as much as possible whereas ESL/SWD students refer to these pictures, diagrams or graphic organizers during the rest of the lesson/unit. All classrooms resources such as a library, dictionaries, thesauruses, online dictionaries, thesauruses readily available in the classroom. Students are taught explicitly how to use these resources to allow them to be more independent during in-class assignments and activities. All students are provided with appropriate "just right books" based on the students current reading level. After initial strong Tier I instruction, across all subject areas- teachers provide ELLs/SWD with small group Tier II and Tier III instruction. Teachers rotate groups between working in centers to reinforce or remediate depending on specific student learning needs. Teachers use technology such as iPads, Nooks, to support oral language acquisition, phonemic awareness, reading and writing through audiobooks and e-books copies of literature and non-fiction texts. Teachers routinely scan books as well and display them on smart board to reinforce specific language strategies. Teachers use internet learning sites such as Brainpop ESL, Brainpop, Waterford, Starfall, to reinforce reading and writing across all subject areas. Our school wide use of the mathematics programs GO MATH! and Reflex Math provide interactive, hands-on, audio-visual scaffolds and differentiated instruction for ELLS / SWD in mathematics.

For ELLS whose IEP mandates bilingual instruction, an Alternate Placement Para is provided to facilitate the bilingual instruction. If the student has a related service and no bilingual provider is available at the school, the student is given an RSA so that he can receive the required related service in his native language by an out of school service provider.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our school uses instructional and flexible scheduling to meet the needs of our ELL students and -SWD. The ESL Teacher pushes into our Integrated Co-Teaching and Self Contained Special Ed classes to provide ESL instruction to students that reinforce their IEP goals across content areas. ESL, SETTS, Special Education Teachers, and General Education Teachers who have ELL SWD, collaborate during common planning periods, to reinforce and reteach skills based upon specific student learning needs. Also some students are sent out during the reading or math block to form heterogeneous groups that receive intense instruction in specifically identified areas in need of improvement. School based support team uses assessment data delineated by the

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:			

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

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

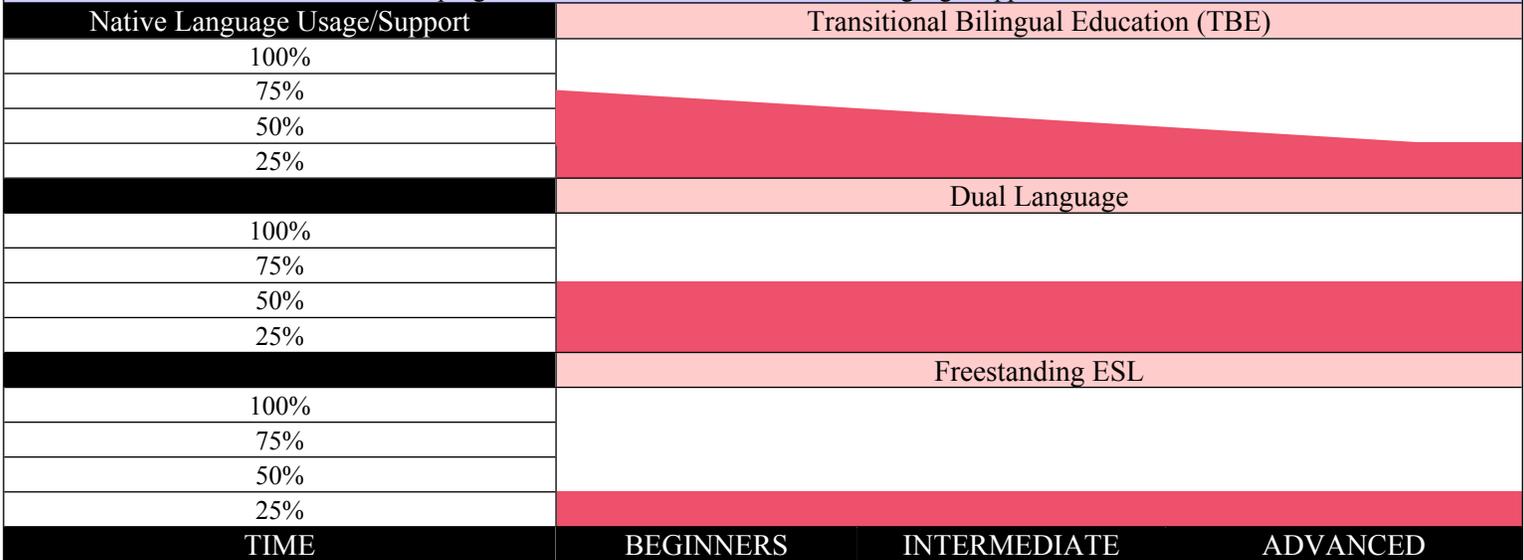
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

When the school creates groups for Inquiry / Extended Day programs, Saturday Academy and Afternoon Academy we use reading and mathematics data to form these programs and to target instruction for students who are in need of Tier II and Tier III instruction in these subject areas. We provide the students, guided reading support and vocabulary development skills based on their reading levels and NYSESLAT results. The ESL program provides targeted interventions for ELLs in both reading, writing, for the ELA/ NYSESLAT scores. In addition, we use the Wilson and Foundations reading programs, 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.

For Mathematics, the Go Math! program has targeted interventions imbedded in it program. Based on the specific skill taught that lesson, an immediate informal assessment is facilitated after a skill is taught. Tier II and Tier III group work or activity is implemented based on that skill. Groups change daily as the students acquisition of skill level changes. For Social Studies and Science, teachers use many strategies to target ELL students. Science teachers provide multiple investigative experimnts where the students expereince the science method first hand. Science teachers front load content specific vocabulary as well as provide hands on manipulatives to reinforce concepts learned. In additon, they break down tasks into smaller tasks, utilize graphic organizers for writing and thinking processes, photographs and real objects or live animal exhibits and field expereinces to provide students will real world experience of the subject matter studied. Simiiarly, Social Studies Teachers provides comprehensible input for the ELL/SWD in many ways. The teacher imbed audio-visual technology into their lessons to target ELLS/ SWD students specifical learning needs, provide multiple non-fiction texts that are grade specific but at the instructional of ELL/ SWD students. In addition, they provide interactive activtites where students engage in the content by completing and creating graphic organizers,such as Venn diagrams, series ofevents chains, compare and contrast matrixes, and T-charts to facilitate ELLS/ SWD students construction of meaning from texts, photos and discussions so that they understand the relationships between ideas presented.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our students are making progress and subsequently we assert that the ESL program is effective in servicing the needs of our ELLs based on our internal data results. Our ELL students are making incremental gains in Math, ELA, Social Studies and Science across grade levels. We review the data at monthly grade planning meetings.

11. What new programs or improvements will be considered for the upcoming school year?

We have an inquiry focus for selected students, morning afterschool and Saturday program opportunities for students.

12. What programs/services for ELLs will be discontinued and why?

This is not applicable for our school.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELL students are afforded the opportunity to be apart of a Inquiry focus, SISTAH and Man Up Global conflict resolution programs, Good Shepherd Services Inc., Ballet Tech, Pencil Partnership, and Sports and Arts in School Foundation, 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 supplementary instruction. Also, after school programs are provided to ELL students in preparation for the NYSESLAT, ELA and MATH exams. The goals of the ESL program are to enable students to learn english and to support their success in all content area and classroom instruction. The direct instruction provides students in grades K-5 with the opportunity to acquire background knowledge in Science, Social Studies and non- fiction content. ELL students in K-2 who scored below proficiency are provided with the opportunity for NYSESLAT test preparation instruction. In addition, we will also service ELLs in the 3rd, 4th, and 5th grades who scored a level 3 and below in an ELA and Math test prep programs. The K-2 NYSESLAT program for ELLS meet Tuesdays and Thursdays 3:30PM-5:30 pm from November until April. This program encourages 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 ELA and Math meets Mondays and Fridays 2:30-4:30 pm and Saturdays from 9am-1pm from November until 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.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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 the Brain Pop internet program 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.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support is systematic. We provide support 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 of the same language for certain activities so that they can assist each other and respond in their native language. We also extend these strategies to after and before school programs as well as summer school.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All required support services are for the appropriate grades and age for ELL students. 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 the Brain Pop internet program 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.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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.

18. What language electives are offered to ELLs?

When the school creates groups for Inquiry / extended day 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 results. The Bilingual teacher provides her students with ELA/ NYSESLAT preparation programs as well as afterschool opportunities in Spanish. All other ELLs receive ELA, Math, and NYSESLAT preparation in English after school opportunities. Our school uses Wilson and Foundations reading programs, 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 results. 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 teacher ensures that students receive ELL testing accommodations; it is ensured that former ELLs participate in the school's supplemental ELL programs if the activities would further benefit the language development of participating students.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable for our school because we do not have Dual Language programs.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1.) PD dates for school year November 22, 2013 and December 20th, 2013. January 17, 2014, February 14, 2014, April 11, 2014, and May 16, 2014. All School Staff-General Education and Special Education Teachers, Physical, Speech and Occupational Therapists and Guidance Counselors are part of the Danielson Training.

2) Teachers of ELLs are offered professional development by The NYU R-BERN in supporting ELLS continuous language acquisition as they engage in the common Core Learning Standards by providing staff with feedback and alternate strategies to improve ELL instruction. We meet 4 times a year to evaluate and improve the services that we provide ELLS. The R- BERN staff participates in observations of the teachers through out the school year and provides instructional work shops and facilitates study groups with the teachers to discuss different issues that ELLs are having in their language acquisition and strategies and best practices to best serve ELLS in meeting the demands of the CCLS.

3) The guidance counselor is a part of the ELL PET (Program Evaluation Toolkit) TEAM- As a part of the team she develops a clear understanding of the social and emotional needs of ELLS.

4) NYU R- BERN staff facilitate ELL Training to all teachers. They provide observations of all classes where ELLs are served and provide teachers with ESL strategies in which to incorporate into their teacher tool kit. .

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. We have a variety of parent meetings, all of which ELL parents attend. All of our parent meetings are organized by the Parent Coordinator Ms. Jean- Marie Blair. We have a New ELL Parent Orientation Meeting., ESL teacher and Parent Coordinator conduct a parent orientation session for families which details information about our school, identification and placement of ELLs, the parents' rights, and their three choices regarding ELL service at our school. In addition, this process occurs weekly as new students register throughout the year. Also, at the New ELL Parent Orientation session the parents view a video about ESL education and are then provided with the Parent Survey and Selection forms to be completed at the time of the meeting. Translation services are provided in the languages of the parents who we expect to attend. turned.

We have a Parent Welcome Meeting where parents are invited to meet the schools' teachers and administration. We have Parent Curriculum Workshops where the school provides information to parents about what their students will be learning at each grade level. In the Fall, before the first report card, we have a Spanish ELL Parent meeting where we discuss how to have a successful meeting between the parent and the teacher, understanding the report card, the grades that students receive and what each grade on the continuum means in terms of their child's academic performance. In addition, we reviewed school and teacher expectations, testing requirements. how to assist their child with homework, and re-introduced the parent coordinator.

We had the Internet Café for All Parents where the Parent Coordinator and Literacy Coach, introduced ARIS, the C. S. 300 X Wikispaces, the I Ready site, the GO Math! site and the NYC DOE website and other education online sites to keep parents informed of our school services and curriculum. throughout the school year, we have Self-Help Parents Support Groups, Parent workshops on the topics of "Identity Theft" and "Internet Safety" to make parents aware of relevant issues concerning themselves and their children.

2. The school collaborates with Good Shepherd Services, Project Read and the Sports and Arts Foundation to provide services to students who are ELLs. These Community Based Organizations provide afterschool- homework help, reading and mathematics intervention and enrichment activities.

3. The parent coordinator evaluates the needs of parents by distributing a survey at both the beginning and the middle of the year specifically asking what type of workshops and activities the parents would like to have at C. S. 300 X.

4. Based on the information provided by the parents in these surveys, the parent coordinator and other staff members facilitate workshops and meetings to service parent needs.

E. 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.

Part VI: LAP Assurances

School Name: Community School 300

School DBN: 12X300

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Venessa Singleton	Principal		
Nichelle Rice	Assistant Principal		
Jean Marie Blair	Parent Coordinator		
Karen Scott	ESL Teacher		
Roshan Hampton	Parent		
Iris Rodriguez	Teacher/Subject Area		
Denise Tarrats	Teacher/Subject Area		
Olga Fotinis	Coach		
Maria Hernandez	Coach		
Tawana Dimanche	Guidance Counselor		
Ben Waxman	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 12X300 School Name: Community School 300

Cluster: _____ Network: 534

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

Part A: Needs Assessment Findings

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

The data and methodologies we use to assess our Community School 300 X written and oral interpretation needs to ensure all parents are provided with appropriate and timely information in a language they can understand is as follows: CS300X 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 604 students or 25 percent of parents require Spanish translation; the parents of 9 students of a total of the parents of 604 or less than 1 percent of our parents need translation in Soninke. In addition, less than .05 percent requires translation in French, Hausa and Fulani. At the time of registration at C. S. 300, families complete Home Identification Language Surveys, ESL Coordinator, Pupil Accounting Secretary and Parent Coordinator work with potential families and our Parent Coordinator provides families with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation service in their native language at our school and our school needs assessment survey. Pedagogues also interview the parents about what their language translation and interpretation needs are. The current structures in place for sharing these finding with this school community are as follows: first we notify the parents of incoming students during parent orientations sessions at through out the year that we provide translation and interpretation services for them. In addition, we also notify the teachers of the students who need these translation services in their particular classes so that all communications- written correspondences and oral communications are translated in those languages and given to the students whose families we have identified as needing these services.

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

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

Part B: Strategies and Activities

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

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 variability 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 parent's who's 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.

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 Good Shepherd Services and Sports and Arts 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 requires 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"> • Per session • Per diem 	?	?
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	?	?
Supplies and materials <ul style="list-style-type: none"> • Must be 	?	?

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"> • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)	?	?
Travel	?	?
Other	?	?
TOTAL	?	?