



**THE NEW YORK CITY COLLEGE PARTNERSHIP
ELEMENTARY SCHOOL**

2010-2011

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 20K247 THE NEW YORK CITY COLLEGE PARTNERSHIP
ELEMENTARY SCHOOL**

ADDRESS: 7000 – 21ST AVENUE BROOKLYN, NEW YORK 11204

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 247 **SCHOOL NAME:** The New York City College Partnership
Elementary School

SCHOOL ADDRESS: 7000 21st Avenue Brooklyn, New York 11204

SCHOOL TELEPHONE: 718-236-4205 **FAX:** 718-331-8563

SCHOOL CONTACT PERSON: Christopher Ogno **EMAIL ADDRESS:** cogno@schools.n
yc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Sue Meyerson

PRINCIPAL: Christopher Ogno

UFT CHAPTER LEADER: Sue Meyerson

PARENTS' ASSOCIATION PRESIDENT: Tami Manfredi

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 20 **CHILDREN FIRST NETWORK (CFN):** _____

NETWORK LEADER: Neal Opromalla

SUPERINTENDENT: Karina Costantino

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

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

Name	Position and Constituent Group Represented	Signature
Christopher Ogno	*Principal or Designee	
Sue Meyerson	*UFT Chapter Chairperson or Designee	
Tami Manfredi	*PA/PTA President or Designated Co-President	
Donna Bryan	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ivy Bursic	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Elena Del Re	Member/	
	Member/	
Fran Seifermann	Member/	
Theresa Wong	Member/	
Mary Czado	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

PS 247 Vision Statement

All students in Public School 247 will reach high academic standards in all subject areas. They will learn in a beautiful, safe, secure environment where children's needs come first. PS 247 is a model for teaching and learning not only for students but for parents, community members, fellow educators, and all staff members. The PS 247 family is dedicated to life long learning.

PS 247 Mission Statement

It is our mission to ensure that all of P.S. 247's students receive a quality, well-rounded education that will serve as a solid foundation for future success. We will provide tools to enable our students to perform problems, think creatively, plan, meet high standards, and be technologically literate. This enormous task cannot be accomplished alone. It will take a team, including all staff members of P.S. 247, parents, the Department of Education, ESO staff, and the community to help students build skills, self-esteem and gain appreciation for all people.

Our students will be tomorrow's leaders!

Public School 247 is located in Bensonhurst, Brooklyn. It is a school with 710 students in pre-kindergarten to grade 5. P.S. 247 is a Title I school with 69% of its students qualifying for free lunch. There are 4 half-day Universal Pre-Kindergarten classes. ***There are reduced register classes on every grade.*** All Title I and Title II funding will be utilized to provide reduced class size. One kindergarten class is a Chinese Bilingual and there are Collaborative Team Teaching classes in grades K, 1, 2 and 3.

The student body is served by 83 professionals and support staff, including one principal, two assistant principals, 35 classroom teachers, six paraprofessionals, two secretaries, one school safety officer, six school aides, and additional support staff. There are 6 full time cluster teachers who provide Art, Music, Library, Technology, Physical Education, and Science. Special services are provided by a resource room teacher, full time guidance counselor (paid for 80% with Title I funding), a full time speech teacher, a part time occupational therapist and physical therapist, and a parent coordinator.

The ethnic population of the school is diverse. According to the home language report, there are 183 English speaking families, while the others are a mixture of Cantonese (187), Russian (109), Italian (6), Spanish (44), Urdu (25), Albanian (34), Arabic (15), Polish (11) and others. Twenty-one languages are represented. Therefore, there is a large ELL population that requires ESL services, approximately 28%.

The administration programs using a **block schedule**. By implementing this schedule, professional development is embedded into the instructional day. This is paid for with Title I funds. Teachers are afforded the opportunity for: intervisitations, planning with coaches, looking at student work, collaboration with colleagues across the grades, and various instructional committees. In addition to the block period, each teacher on grades 1-5 has an administrative period (Title I funding) where they meet with the assistant principals and coaches to reflect on their teaching practices in an effort to make informed decisions regarding instruction. Assistant principals will provide professional development (Title I) as 50% of their official duties. Common preps are intentionally programmed at least four times a week so teachers can collaboratively plan and discuss various issues.

To ensure that all students are working towards meeting the standards PS 247 has programmed into the instructional day Academic Intervention Services for all students who are not meeting the standards. For early childhood grades PS 247 has two full time reading recovery teachers (Title I, Title 2 and Idea). Each full time teacher services 8 first grade students. The program is divided into two halves consisting of two 20 week programs. During the afternoon, each reading recovery teacher services two groups for AIS Literacy Intervention. In grades 3-5 there is one full time reading specialist and two part time intervention specialists that service the identified students who are eligible for academic intervention services in both reading and mathematics.

The administration has allocated funds for two part time Literacy coaches (Title I). The coaches play an integral role in organizing and facilitating the professional development and collaborative planning sessions. Administration, coaches, and teachers work collaboratively to create and revise units of study binders for Reading and Writing. The mini lessons taught are derived from the Common Core Standards as well as the students' individual strengths and weaknesses. Within the binders, the teachers have listed mentor texts and read-alouds which can be found in the classroom libraries. The classroom libraries are organized by: genre, series books, authors, and 20% are leveled books. The students are taught how to navigate through the library and choose just right books for independent reading. Prior to the workshops, teachers review conference notes and peruse through students work and make informed decisions about their upcoming conferences.

Clear Expectations are a top priority at PS 247. If we expect all students to learn at high levels, then we need to define what we expect students to learn. These expectations need to be clear to all the stakeholders (school professionals, parents, community, and above all the students). As mentioned above, PS 247 dedicates a large amount of time and effort in creating curriculum maps for each grade. Teachers are given two curriculum planning days, in addition to all the administrative periods during the month of June to collaboratively plan next year's curriculum. The New York State Standards are used to ensure that the curriculum is derived directly from the standards. The following components are included in each grades' map:

- a school calendar consisting of how many **instructional days** there will be in the upcoming school year. On this calendar the teachers map out the units of study. The units of study include the immersion week and depending on the particular genre, the remaining number of weeks the unit will take.
- The overall goals for the unit of study
- The reading strategies that are taught and reinforced within the unit
- The Word Study component
- The writing strategies that are taught within the unit
- The speaking and listening goals
- Possible cross-curriculum connections
- Possible teacher resources
- The assessment tools used within the unit of study

These detailed, in-depth curriculum maps set very clear expectations for PS 247's classroom teachers, as well as cluster teachers and support staff. The entire faculty receives a binder comprised of all the grades curriculum maps. Teachers are very familiar and knowledgeable about what is expected from the students in their grade, and what the prior years' expectations were and what the previous years' expectations will be.

Our students receive the highest quality education by the highest qualified teachers. By implementing the workshop model, teachers can provide individualized instruction to all their students. This means teachers will modify and adapt curriculum to meet the needs of the diverse learners in their classes. When teachers are prepared to teach with thought out lesson plans, our students know what is expected of them. By implementing the workshop model, the students are afforded the opportunity of receiving a specific, focused mini-lesson by the teacher. Before the students are sent off to practice the strategy that was modeled for them during the mini lesson, they engage in a Think-Pair Share. During this time, the teacher observes the students engaged in accountable talk and assesses if the students understood the strategy. Prior to our students working independently, the teacher sets clear expectations.

PS 247 believes that a high quality instruction in Literacy supports all the learning that occurs in the other curriculum areas. Therefore, we devote our school year to modeling and guiding for our students the seven habits of proficient readers. We dedicate a large amount of time on providing professional development for our teachers on how to become effective facilitators within their classroom, so that our teachers can monitor whether the students are applying strategies correctly. As early as Kindergarten, our students are instructed to: **activate prior knowledge/make connections, determine importance, ask questions, visualize, infer,**

retell/summarize/synthesize, and use fix-up strategies (self-monitoring, three cueing systems). To make use of reading strategies, it benefits students to be aware of the strategies that they can use to monitor and improve their comprehension. When readers are thoughtful about their own thought processes, they frequently will do one, some, or all the habits mentioned above. These seven habits transfer into all the other curriculum areas.

At PS 247, we embed in our students the concept that they are the individuals who manage what they are learning presently and what they will learn in the future. The workshop model lends itself to our philosophy. For thirty minutes of the workshop (all curriculum areas) the students are engaged in independent activities that meet their individual needs. In reading they choose the “just right” literature to read; in writing they chose the topic to writer about; in Math they use Math journals to demonstrate their reasoning; in Science they generate their own hypotheses. Another component within the workshop model is the conferencing piece. PS 247 has devoted a majority of the school’s professional development over the past several years to the conferring process. Our teachers use the information they acquire from the students during the initial phase of the conference to direct their teaching for the remainder of the conference. Our students are well aware of this and ask for a time to confer with the teacher. Conferences are organized so that the teachers meet the student’s needs. Teachers have worked hard to develop individual reading and writing goals for each student in their class. Teachers will discuss these goals with their students during conferences and form new goals when necessary.

Parents receive a parent handbook explaining the routines in PS 247. On the first day of school a folder comprised of various letters regarding school policies (homework, uniform, arrival and dismissal, etc) is sent home to all the parents and the tear-off is to be returned to the classroom teacher within the next week. If tear-offs are not returned the guidance counselor contacts the parents. A parent tea is held in early October. At this meeting the teachers meet with administration in the auditorium and then visit with the classroom teacher in the classroom. The administration at PS 247 has an open door policy, so that if a parent is unclear concerning an issue there is always someone available to communicate with.

PS 247 has many wonderful programs in place. A wireless laptop program consists of over 18 rolling technology labs used throughout the school. They each contain at least 20 laptop computers, which the teachers integrate into the curriculum. These computers have Internet connectivity. Each classroom was supplied with a Smart Board. The entire staff received professional development regarding how to use the equipment. In addition, they were given many resources to plan and execute curriculum lesson using the Smart Board. A family literacy program organized and run by our parent coordinator provides classes in English for parents, as well as a citizenship class. She also arranges workshops, meetings, and conferences for parents. Trips are arranged and materials are provided. We also have an active parents association which provides the school with many special events and activities for the students. The parents association holds monthly meetings, raises funds, assists in the instructional program, accompanies students on trips and provides support for the school and its administration. Some of the activities that have been coordinated by the parent's association include: School Book Fair, Penny Auction, Bingo Night, Build a Buddy Workshop, Family Game Night, Mothers' Day and Fathers' Day Sales, Gift giving during Holiday Season, Staff Appreciation Luncheon and many others. The Neighborhood Improvement Association (NIA) runs a full time after school program servicing grades 1-5. This afternoon recreational program sponsored by Neighborhood Improvement Association (NIA) provides students with an opportunity to learn math, literacy and leadership skills through games, as well as homework help and tutoring. The program runs from 3p.m. until 6 p.m. daily.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code:

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input 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	<input type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2007-08	2008-09	2009-10		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2007-08	2008-09	2009-10		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Isl.				Percent Masters Degree or higher				
White				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
Multi-racial								
Male								
Female								

2009-10 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students							
Ethnicity							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school’s educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school’s Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school’s use of resources: last year’s school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school’s strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school’s continuous improvement?

SECTION IV: NEEDS ASSESSMENT

Data Source	Performance Trends	Accomplishments	Aids/ Barriers
2008 LES (Learning Environment Survey)	PS 247 showed A slight trend downwards: Academic Expectations (-0.3), Communication (-0.4), Engagement (-0.5) and Safety and Respect (+0.2). 98% of the teachers at PS 247 took the survey, which is significantly higher than the citywide percentage of 73% 48% of the parents took the survey. That is a decline from 51% of the parents 2008.	<ul style="list-style-type: none"> ✓ PS 247 encourages students to do their best by developing rigorous and meaningful academic goals. ✓ PS 247 engages all parents, teachers, and students in an active and vibrant partnership to promote student learning. ✓ PS 247 provides information about the school’s educational goals and offers appropriate feedback on each student’s learning outcomes. 	Aids <ul style="list-style-type: none"> ✓ Programming in the school allows for effective collaboration and planning ✓ Academic Celebrations throughout the school year. ✓ Open door policy for parents ✓ Excellent parent coordinator and parent teacher association Barriers <ul style="list-style-type: none"> ✓ Home language continues to be a barrier in regards to parent involvement and communication with parents

<p>2007/2008 Progress Report</p>	<p>PS 247 consistently scores high on standardized assessments.</p> <p>PS 247 has been recognized as a gap closing school for the past four years.</p> <p>ELA According to the data reported on the progress report, PS 247's score for the percentage of students at proficiency for English Language Arts (All tested students) for 2010 was 74.6 Which is a 10.3% decrease from 2009. When compared to our peer horizon we scored in the 51.6 percentile. When compared to the city horizon we scored even higher, at the 60.7 percentile. When looking at the area of student progress, 48.2 out of 60 This is a new base year and statistics are not being calculated for year over year student growth. When this data is compared to our peer horizon we scored in the 88.4 percentile with respect to Median</p>	<p>Overall score on the progress report went from a 84.7 in 2009 to 81.4 in 2010</p> <p>PS 247s school environment score declined from 9.3 in 2009 to 8.4 in2010</p> <p>PS 247s student progress score fell from 51.1 in 2009 to 48.2 in 2010</p> <p>ELA Accomplishments</p> <p>60.5% of the students in PS 247 that took the ELA made at least one year of progress.</p> <p>79.1% of the students in PS 247s lowest 1/3 made at least one year of progress.</p>	<p>Aids Participation with the Learning Environment Survey</p> <p>School programming allows for effective planning and curriculum mapping</p> <p>Strong AIS program in place</p> <p>ELA and Math After School and Saturday Academies</p> <p>Barriers ELL students that are required to take the State assessments</p> <p>A sampling of students that exceeded the standard according to the NYS math assessment showed a drop in proficiency. This data has led the Inquiry Team at PS 247 to choose this as a focus throughout this school year..</p>
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	<p>Growth Percentile. Compared to the City Horizon we fell in the 94.5 percentile</p> <p>Math Student performance at PS 247 consistently score higher in mathematics than in English Language Arts on standardized tests.</p> <p>According to the data reported on the progress report, PS 247's score for the percentage of students at proficiency for Math (All tested students) for 2010 was 83.9%. When compared to our peer horizon we scored in the 45.2 percentile. When compared to the city horizon we scored even higher, at the 69.7 percentile. When looking at the area of student progress, 48.2 out of 60 This is a new base year and statistics are not being calculated for year over year student growth. When this data is compared to our peer horizon we scored in the 70 percentile with respect to Median Growth Percentile. Compared to the City Horizon we fell in the 78.6 percentile</p>	<p>Math Accomplishments</p> <p>82.0% of the students in PS 247 that took the Math Assessment made at least one year of progress.</p> <p>85.5% of the students in PS 247s lowest 1/3 made at least one year of progress.</p>	
2008 Quality	PS 247 has	✓ The principal has	Barrier

Review	continued to receive well developed in all areas of the Quality Review. (Gather data, Plan and Set Goals, Align Instructional Strategies to Goals Align Capacity Building to Goals , Monitor and Review)	<p>communicated a clear vision.</p> <ul style="list-style-type: none"> ✓ Teachers compile an extensive range of assessment data about student performance and progress and use it effectively to align instruction to students’ individual needs. ✓ English language learners make rapid progress. ✓ Students are aware of their individual goals and make every effort to achieve them. ✓ Strong AIS program ✓ A high degree of mutual respect and trust between staff, students and parents results in a common drive towards success. ✓ Well organized daily routines result in a calm atmosphere geared well to learning ✓ Time is used creatively and effectively to allow for regular grade and administrative meetings that support teachers’ professional development very well. 	Goals need to be shared more effectively with the whole school community to ensure everyone is aware of the focal points for improvement.
AYP	AYP is consistently met in all areas	AYP is consistently met in all areas	<p>Aids</p> <p>School programming allows for effective planning and curriculum mapping</p> <p>Clear Expectations</p> <p>Strong AIS program in place</p>

			ELA and Math After School and Saturday Academies
Formal and Informal Observations and Professional Conversations	<p>Teachers plan collaboratively and execute an effective curriculum</p> <p>Teachers set class and individual goals with data collected from assessments.</p>	<p>Professional development has been provided to support school goals.</p> <p>Teachers effectively modify and adapt curriculum to meet the needs of the diverse learners in their classes.</p> <p>Classrooms and book rooms are equipped with an abundance of materials and resources to support the existing curriculum and units of study</p>	<p>Barrier Meeting the needs of the ESL students in the general education classroom, especially beginner ESL students. (School-wide inquiry this year)</p>

Annual Goals

- I. To improve reading achievement with the help of two part time reading coaches, six reading specialists and four reading recovery teachers. We will continue to refine guided reading and conferencing techniques. Teachers will continue to use conferencing to learn the strengths and weaknesses of their students and accordingly plan their mini lessons, guided reading small group instruction and individual teaching points. Teachers will articulate with intervention specialists in an effort to provide intervention/prevention services to all the necessary students. The needs of the students will be addressed on an ongoing basis, using all available data to drive curriculum development. Students individual needs will be met through differentiated instruction.
- II. To continue the writing initiative with looking and student work and developing long term goals for each student in writing. We will continue to develop our writing conferencing techniques. Several professional development sessions are planned throughout the year with Carl Anderson, who area of expertise is writing conferences. The needs of the students will be addressed on an ongoing basis, and individual conferences will guide the students towards reaching their goals and lift the level of their writing.
- III. To improve the skills of English Language Learners and the ability of teachers to use best practices in teaching the ELL students while effectively collaborating with their colleagues to provide the necessary instruction. Teachers will learn strategies to match ELL learners to interest level texts and provide appropriate differentiated instruction to meet the students' needs.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Goal 1	To improve the ability of teachers to use best practices in teaching the ELL students while effectively collaborating with their colleagues to provide necessary instruction. By June 2011, 80% of all classroom teachers will match ELL students with high interest appropriate texts as measured by formal and informal observations.
Goal 2	To refine our guided reading techniques as measured by evidence in guided reading notes and formal and informal observations. By June 2011, there will be a 2% increase in the number of students meeting or exceeding grade level benchmarks in literacy as measured by the DRA and TCRWP assessments.
Goal 3	To improve the quality of student writing school-wide as measured by checklist, formal and informal observations. By June 2011, 70% of all students will meet their individualized writing goals set by their teacher as measured by on demand writing , checklists and individualized conferencing.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English language Learners

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To improve the ability of teachers to use best practices in teaching the ELL students while effectively collaborating with their colleagues to provide necessary instruction. By June 2011, 80% of all classroom teachers will match ELL students with high interest appropriate texts as measured by formal and informal observations.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Three licensed ESL teaches will provide professional development to 100 % of classroom teachers regarding best practice in teaching the Ell student. Professional development will occur during grade meetings at least once a month. The Instructional Team meetings will focus on teaching the Ell student. These meetings will also take place once a month. There are six classroom teachers, the ESL Coordinator, two literacy coaches, an out of classroom cluster teacher, two assistant principals and the principal on the team. The focus for the year will be on reaching the ELL learner. Strategies and methodologies will be geared to the Ell students according to their abilities. Throughout the year all teachers will focus on cooperative learning techniques that support pupil participation and opportunities for student listening, speaking and interacting with other students. School trips correlated with the curriculum will be planned no more than once a month to provide life experiences and also build prior knowledge. Through frequent articulation with the licensed ESL teacher all classroom teachers will have on going professional development in reaching the Ell learner. Classroom teachers and ELL teachers will receive professional development from CITE and from Literacy Support Services. This will take place both in-house and off-site.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p>Part 154 LEP PCEN LEP Special Needs PCEN TL FSF 1 Bilingual Kindergarten teacher 3 Licensed ESL teachers Materials and Supplies Professional Development Services from Empowerment Network 22 , Literacy Support Services and from CITE.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Informal Observations showing an increase in the frequency of the use of ELL techniques in the classroom Formal Observations showing an increase in the frequency of the use of ELL techniques in the classroom Reading and Writing Conference Notebooks showing an increase in the frequency of the use of ELL techniques in the classroom TCRWP Assessments/ DRA Monitoring for Results</p>

Section VI: Action Plan

Subject/Area (where relevant): Literacy

<p>Annual Goal</p>	<p>To refine our guided reading techniques</p>
<p>Action Plan</p>	<p>All components of the Balanced Literacy program will be implemented according the New York City standards. A block of uninterrupted time (120 minutes) will be spent in reading instruction. Differentiated instruction is provided through individual conferences, guided reading and strategy lessons. Teachers are continually assessing their readers to provide the</p>

	<p>best reading conference to their student. Teachers will continue to refine conferencing techniques by using the reading conference notebook along with the student’s individual reading goals. Our literacy coaches provide valuable professional development to the teachers regarding best practices in conferencing as well as using assessments to drive instruction. Teachers will continue to provide a teaching point (a strategy) for the student to use to improve their reading and reading comprehension. The conference notebook is a tool to record student’s needs and strengths and this data is used to plan for future instruction and to inform guided reading needs. The guided reading notes insure that instruction is being done, student needs are being met and teachers are following up with students. AIS teachers including teachers who work with students during the 37.5 minute extended day program, after-school teachers, AIS teachers, ESL teachers and Mandated service providers will have access to the information contained in the conference notebook and guided reading notes. This will serve as the primary source for student data as it reflects the most accurate and up to date progress of a child on a daily basis.</p>
<p>Aligning Resources:</p>	<p>Tax Levy Title I Title III</p>
<p>Indicators of Interim Progress and/or Accomplishment</p>	<p>Collection of guided reading notes by the principal and assistant principals at least four times a year to assess the teaching practice and needs of the teachers. It is instrumental to have the best teaching practices. We believe our teaching practices have a direct impact on student achievement.</p> <p>NYS English Language Arts Assessments in Grades 3,4,5 Grade 2 and 3 EPAL Monitoring for Results (DRA, TCRWP Assessments) three times a year Teachers will administer on-going running records throughout the year. Teachers will keep individual folders containing assessment information from conferences, running records, informal and formal assessments. Informal Observations of lessons to see how they relate to the needs of individual students that are outlined in the students’ conference notebooks and guided reading notes. Formal Observations of lessons to see how they relate to the needs of individual students that are outlined in the students’ conference notebooks.</p>

Subject/Area (where relevant): Literacy

Section VI: Action Plan

Annual Goal	To improve the quality of student writing school-wide.
Action Plan	<p>All components of the Balanced Literacy program will be implemented according the New York City standards. A block of uninterrupted time (60 minutes) will be spent in writing instruction. Differentiated instruction is provided through individual conferences, guided writing and strategy lessons. Teachers are continually assessing their writers to provide the best writing conference to their student. Teachers will continue to refine conferencing techniques by using children’s writing assessments. Teachers are refining their writing conferences by assessing their student’s writing; three times a year teachers will request an <u>On Demand</u> for an informational piece, opinion and narrative piece to assess what the student has learned and has applied in his/her writing. A large investment in professional development has supported teachers in this area. The students along with the teacher have set individual writing goals. Our literacy coaches provide valuable professional development to the teachers regarding best practices in conferencing as well as using writing assessments to drive instruction. Literacy Support Services will be utilized to provide extensive professional development for all teachers in grades K-5. Teachers will continue to provide a teaching point (a strategy) for the student to use to improve their writing. The use of rubrics and checklists for each genre of writing will also be used to support student ownership and learning. The conference notebook is a tool to record student’s needs and strengths and this data is used to plan for future instruction as well as reset goals for the students. The writing conference notebook is also a tool for the student; it is used by the student to review strategies taught as well as take ownership for his/her learning.</p>
Aligning Resources:	Tax Levy Title III

**Indicators of Interim Progress and/
or Accomplishment**

Collection of writing conferencing notebooks by the principal and assistant principals at least four times a year to assess the teaching practice and needs of the teachers. It is instrumental to have the best teaching practices. We believe our teaching practices have a direct impact on student achievement.

Writing Portfolios and writer's notebooks

On Demand writing following a unit of study

Informal Observations of writing lessons to see how they relate to the needs of individual students that are outlined in the students' conference notebooks.

Formal Observations of writing lessons to see how they relate to the needs of individual students that are outlined in the students' conference notebooks.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	22		N/A	N/A	5	0	6	0
1	32	23	N/A	N/A	5	0	8	3
2	22	14	N/A	N/A	4	0	5	2
3	29	20	N/A	N/A	7	0	4	4
4	33	52	20	0	4	0	2	1
5	20	24	25	20	7	0	5	1
6								
7								
8								
9								
10								
11								
12								

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on TCRWP or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p>Reading Strategies and Comprehension instruction is taught to eligible students in grades K-5 by qualified licensed reading specialists during the school day as a supplemental program. Push in and pull out models are used in a small group of eight or fewer students.</p> <p>Leveled Literacy Intervention (LLI) – 2 Reading specialist work with small groups (3-1 ratio student-teacher) of 2nd grade students delivering and intensive pull out literacy program.</p> <p>Wilson – Wilson trained staff members offer supplemental instruction to at-risk and/or special education students who can benefit from an alternative literacy learning program.</p> <p>Reading Recovery – A one-to-one intervention program for first grade students who are struggling readers and writers during the school day. Qualified, certified reading recovery specialists who are licensed in reading pull students out of class daily.</p>
<p>Mathematics:</p>	<p>The AIS providers use the End of Year assessments and Everyday Math Class Checklists to form their groups. Using the class checklists, we can identify the students that have not met adequate progress on specific grade level learning goals. Groups are formed based upon common areas of weakness. Individual needs are also addresses using these checklists. The Individual Profile of Progress is then looked at to closely identify specific conceptual misconceptions. AIS providers meet with their students during math instructional time, lunch time and extended day.</p>
<p>Extended Day:</p>	<p>All staff members meet with groups of students. (10 students or less) These children were selected by classroom teachers to receive extra academic help Monday through Thursday from 8:00 am – 8:40 am. Support is provided in both reading and math based on the needs of the students.</p>
<p>Science</p>	<p>During extended day students are taken by the science specialist in small groups to review any lessons that were not mastered as evidenced in the assessment. Students meet daily for 40 minutes 1 week per month.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>A licensed certified school counselor works with identified students with academic, behavioral and emotional issues during the school day. Preventive counseling, crisis intervention and referrals for families are provided. The counselor writes Behavior Intervention Plans for students in need of such intervention. The counselor works closely with administration and staff. The guidance counselor keeps progress reports on certain students and presents information to the PPT/Intervention Teams at monthly meetings. Child abuse prevention, suicide education/prevention, and sexual harassment training sessions are provided for the staff by the counselor semi-annually</p>

At-risk Services Provided by the School Psychologist:	A licensed certified school psychologist works with identified students with academic, behavioral and emotional issues during the school day. Preventive counseling, crisis intervention and referrals for families are provided. The psychologist writes Behavior Intervention Plans for students in need of such intervention. The psychologist works closely with administration and staff. The psychologist keeps progress reports on certain students and presents information to the PPT/Intervention Teams at monthly meetings.
At-risk Services Provided by the Social Worker:	Provides intervention services and individual plans for identified students and their families. They evaluate students who are having academic and behavioral difficulties, provide in class support for teachers, connect with outside agencies, keep accurate records and prepare reports for intervention team meetings.
At-risk Health-related Services:	Open Airways – A health related series of classes. One 40 minute period for six weeks. Children with asthma and reactive airway disease are invited to these sessions to be educated on their condition.
After School ELL Program:	Children in grades 3-5 receive a 3 hour AIS program 2 days a week that targets English language development. Children are recommended for this program based on individual needs. The program targets individual students' needs.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP. Find Attached as a separate document.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

**Part A: Language Instruction for Limited English Proficient and Immigrant Students
School Year 2010-2011**

CSD 20

School Building 247

Grade Level(s) k-5

No. of Students to be Served: 166 LEP Non-LEP

Number of Teachers 3

Other Staff (Specify) Supervisor

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

School Description

PS 247 provides instruction to English Language Learners (ELLs) through its freestanding English as a Second Language program in Kindergarten through fifth grade. Approximately 25 percent of our school’s population (of 725 students, including Pre-K) have been identified as English Language Learners. There are 20 home languages represented in the school’s population. We have four full time, certified teachers for the ESL program. The four ESL teachers service a total of 28 classes. The ESL program uses a combination of push-in/pull-out models for all grades.

The goal of our ESL and Bilingual programs is to promote English language development while supporting children in their classroom studies. In order to promote language development, each lesson incorporates the four skills of listening, reading, writing, and speaking. Many activities are employed to promote aural/oral language; listening and speaking. The ESL program follows the literacy workshops and content instruction of the classroom. ESL teachers communicate regularly with both classroom teachers and administration to ensure that the program successfully meets the needs of each child. ESL lessons are suggested by the genre and content currently being studied in the classroom. Most ELLs are serviced during their literacy block, facilitating instruction through a balanced literacy approach. Additionally, content area support is woven into ESL instruction. The scaffolding provided to students helps to promote academic success and helps ELLs to meet state and local standards.

Language Instruction Program

After school/Saturday ELL program for identified ELL students who are in the “Beginner” category or are determined to be “at risk” of not meeting standards in grades 1-5. Approximately 40 students will be included in the after school/Saturday program.

The 3 program sections will be taught by 3 fully certified ESL teachers for 4 hours a week teaching small groups from November to mid March. There will be a total of 34 2-hour sessions.

There will also be a Saturday field trip component, with 5 Saturday field trips. Each trip will be approximately 6 hours in duration. The 3 fully certified ESL teachers will chaperone the trip, along with one supervisor. The total number of trip hours will be 30 hours.

The students will be taught the English language through thematic units spanning the content areas. Within the units there will be hands-on, content based, activities and literacy support. These instructional foci will benefit newcomer ELLs in all of their academic needs. The focus on newcomer and beginner ELLs mirrors our school wide instructional focus. Specific topics explored will be endangered animals, animal habitats around the world, planting and growing, and natural resources. Engaging themes such as these encourage language development with lessons focusing on all 4 proficiency areas: listening, speaking, reading, and writing. The units of study are cross-curricular, covering a wide variety of subject areas and topics such as: Science in the study of animal habitats, environmental problems and solutions, planting and growing, and natural resources; and social studies in the study of the seven continents and where in the world we find certain animals/habitats, and ways in which students can take social action to help animals, people, and habitats in need. Literacy will be supported through the use of books, student writing in response to each of these topics, and project based learning.

In the upper grades, there will be a photography component to the after school program in addition to content area instruction and language development. Students will learn how to use a digital camera, will have some instruction on photo composition, and practice editing photos. Students will use the cameras to practice shooting as well as to document our trips. Photos will be selected, edited, and printed. These photographs will be used to encourage language development. Students will practice oral language by discussing their photos with their peers, with their families, and present them to the class. Additionally, photos will be used to write responses and photo essays. The photography component will be a powerful part of the after school program. In addition to documenting some of their first experiences around New York City, newcomer and beginner ELLs will have the opportunity to create art and work that they are proud of while enhancing and developing their language and literacy. Photography equipment is at no cost to Title III.

Materials used in instruction are the following:

- Rigby On Our Way to English, which is a literacy-based language development program designed to support students in both literacy and the content areas.
- Multicultural literature that connect to the children’s cultures, cultural studies, and curricular content.
- Content-based literature that support our content studies.
- Technological resources such as using the internet for research, the use of videos for instructional support, and Microsoft word for project publishing.
- Hands on activities and interactive materials, such as realia, science experiments and activities (ie. Planting).
- Songs that connect to our studies and support language development through rhythm and repetition.

- Craft activities that support learning, allow students to practice following oral and written directions, and that make learning fun and engaging.
- Bilingual books that support literacy in both the native and target language.
- Cameras, computers, photo printer, and photo editing software.

Most of these materials are at no cost to Title III. Non-fiction texts, art supplies, and hands on materials will be bought using Title III funds, outlined in the budget plan.

Field trips will be educational and supportive of and supplemental to thematic units studied in the after school program.

The children in the Title III program will be visiting the following institutions over the course of the program: The Bronx Zoo, the Prospect Park Zoo, The Central Park Zoo, The New York Aquarium, and Green Meadow Farm. These trips support our studies of topics such as endangered animals, animal habitats around the world, planting and growing, and natural resources. The Bronx Zoo, Central Park Zoo, Prospect Park Zoo and New York Aquarium house many animals that are currently on endangered species lists, and also make a great effort at conservation of these species. Additionally, visiting these institutions correlates with our studies of animal habitats. Green Meadows Farm ties into our studies of planting and growing, natural resources, as well as animal habitats.

Lastly, many of the children in the after school program are newly arrived immigrants. These excursions are often their first experiences around New York City. For this reason, the trips are not only supportive of our studies in the after school program, but are valuable cultural experiences for the children, and help to acquaint them with their new city and community.

Each trip is completely free of charge for the children, with admission and travel costs covered by Title III. In this way, no child misses out on these experiences due to financial hardship.

After each trip, teachers bring the things the children experienced back around to their classroom learning. Teachers plan written responses, review photos with the children of the trip and help the children to make connections to their learning, capitalize on their excitement to create opportunities for discussion, promoting oral language development, etc.

The program requires the hiring of one supervisor to oversee the program. Materials and supplies will be ordered, and funds will be used for transportation and admission to trip locations.

Professional Development Program

ESL Teachers (Title III teachers) and classroom teachers will participate in a professional reading group focusing on parental outreach and involvement as professional development at no cost to Title III.

ESL Teachers (Title III teachers) teachers will attend the Bank Street College Language Series focusing on ESL strategies, vocabulary development, and literacy instruction. This professional development will be at no cost to Title III.

ESL Teachers (Title III teachers) will also conduct in-house professional development for classroom teachers on working with ELLs in the mainstream classroom at no cost to Title III.

Parent and Community Involvement

PS 247's parent coordinator will hold English classes for parents. In addition to the English course, there is also a citizenship course offered. These classes are held weekly, and parents of all ELLs are invited to attend. Each service is provided at no cost to Title III.

Additionally, parents will be invited to attend select after school sessions. During these sessions, parents will visit and talk with the teacher, review and discuss with their children their work done during the previous or current unit of study, and have an opportunity to see work done by other children. Parent involvement during these sessions will be at no cost to Title III.

In house professional development will have a focus on parental outreach and involvement. This professional development is at no cost to Title III.

Instruction for Limited English Proficient and Immigrant Students School Year 2009-2010

CSD 20

School Building: 247

Title III LEP Program

School Building Budget Summary

Category	Proposed Expenditure
Code 15	294 Per Session Hours for Teachers \$14667.66 84 Per Session Hours for Supervisor \$4385.64
Code 45 (130)	Supplies \$2326.70
Code 46	Travel Expenses and Trip Admissions \$3000

School District 20 For: Title III - Instruction
 BEDS Code 20K247

BUDGET NARRATIVE

** MUST BE SUBMITTED WITH EACH BUDGET IN THIS CONSOLIDATED APPLICATION

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<p><i>Code 15</i> Professional Salaries</p>	<p>34 after school sessions x 2 hours = 68 hours x 3 teachers = 204 hours x \$41.98/hour = \$8563.92</p> <p>5 trips x 6 hours/trip = 30 hours x 3 teachers = 90 hours x \$41.98/hour = \$3778.20</p> <p>34 after school sessions x 2 hours = 68 hours x 1 supervisor = 68 hours x \$43.94= \$2987.92</p> <p>1 trip x 6 hours/trip = 6 hours x 1 supervisor = 6 hours x \$43.94/hour = \$263.64</p> <p>4 trips x 2.5 hours/trip = 10 hours x 1 supervisor = 10 hours x 43.94/hour = \$439.40</p> <p>(Supervisor per session for the additional trip hours will be paid for at no cost to Title III)</p>
<p><i>Code 16</i> Support Staff Salaries</p>	
<p><i>Code 40</i> Purchased Services</p>	
<p><i>Code 45</i> Supplies and Materials</p>	<p>Non-Fiction texts, art supplies, and hands-on materials. \$2326.70</p>
<p><i>Code 46</i> Travel Expenses</p>	<p>1 bus x \$360/bus = \$360 x 5 trips = \$1800</p> <p>36 children + 4 adults = 40 people x an average of \$6 admission/person = \$240 x 5 trips = \$1200</p>

<p><i>Code 80</i> <i>Employee Benefits</i></p>	<p>34 after school sessions x 2 hours = 68 hours x 3 teachers = 204 hours x \$7.91/hour = = \$1613.64</p> <p>5 trips x 6 hours/trip = 30 hours x 3 teachers = 90 hours x \$7.91/hour = \$711.90</p> <p>34 after school sessions x 2 hours = 68 hours x 1 supervisor = 68 hours x \$8.27/hour = = \$562.36</p> <p>1 trip x 6 hours/trip = 6 hours x 1 supervisor = 6 hours x \$8.27/hour = \$49.62</p> <p>4 trips x 2.5 hours/trip = 10 hours x 1 supervisor = 10 hours x \$8.27/hour = \$82.70</p>
<p><i>Code 90</i> <i>Indirect Cost</i></p>	
<p><i>Code 49</i> <i>BOCES Services</i></p>	
<p><i>Code 30</i> <i>Minor Remodeling</i></p>	

<i>Code 20 Equipment</i>	

BUDGET NARRATIVE

** MUST BE SUBMITTED WITH EACH BUDGET IN THIS CONSOLIDATED APPLICATION

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 15 Professional Salaries</i>	
<i>Code 16 Support Staff Salaries</i>	
<i>Code 40 Purchased Services</i>	
<i>Code 45 Supplies and Materials</i>	

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 46 Travel Expenses</i>	

School District 20
BEDS Code 20K247

For: Title III – Prof Dev

<i>Code 80</i> Employee Benefits	
<i>Code 90</i> Indirect Cost	
<i>Code 49</i> BOCES Services	
<i>Code 30</i> Minor Remodeling	
<i>Code 20</i> Equipment	

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BUDGET NARRATIVE

** MUST BE SUBMITTED WITH EACH BUDGET IN THIS CONSOLIDATED APPLICATION

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 15 Professional Salaries</i>	
<i>Code 16 Support Staff Salaries</i>	
<i>Code 40 Purchased Services</i>	
<i>Code 45 Supplies and Materials</i>	

<i>CODE/ BUDGET CATEGORY</i>	<i>EXPLANATION OF EXPENDITURES IN THIS CATEGORY (as it relates to the program narrative for this title)</i>
<i>Code 46</i> <i>Travel Expenses</i>	

School District 20 For: Title III – Other
BEDS Code 20K247

<i>Code 80</i> <i>Employee Benefits</i>	
<i>Code 90</i> <i>Indirect Cost</i>	
<i>Code 49</i> <i>BOCES Services</i>	

<p><i>Code 30</i> <i>Minor Remodeling</i></p>	
<p><i>Code 20</i> <i>Equipment</i></p>	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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 following research was conducted in order to assess our written translation needs:

- a. Review of Home Language Surveys by the ESL staff and administration
- b. The Parent Coordinator created a Needs Assessment Survey that was distributed to the parents

- c. The surveys were reviewed by the administration and the Parent Coordinator
- d. The administration, Parent Association President and the Parent Coordinator reviewed the Section L (*Parent and Community Involvement*) of the CEP

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

Our major findings were:

PS 247 assesses the language needs of parents. Parents are asked in which language they prefer oral interpretation and written translation for home-school communication. This information is analyzed, compiled, and distributed to each classroom teacher. Each teacher is provided with a list of the parents (and the names of their children) in their classroom who have requested translation and in which language, and they are provided with access to the NYCDOE's Translation and Interpretation Unit contact information.

In Pre-K 7 parents requested Chinese, 2 requested Russian, 3 requested Spanish, 1 requested Urdu, and 1 requested Albanian.

In Kindergarten 26 requested Chinese, 7 requested Russian, 9 requested Spanish, 1 requested Urdu, 3 requested Albanian, and 1 requested Polish.

In 1st grade 26 requested Chinese, 4 requested Russian, 8 requested Spanish, 3 requested Urdu, 4 requested Albanian, and 2 requested Polish.

In 2nd grade 34 requested Chinese, 5 requested Russian, 5 requested Spanish, 5 requested Urdu, 3 requested Albanian, and 1 requested Italian.

In 3rd grade 19 requested Chinese, 9 requested Russian, 4 requested Spanish, 2 requested Urdu, and 1 requested Italian.

In 4th grade 21 requested Chinese, 8 requested Russian, 6 requested Spanish, 3 requested Urdu, 4 requested Albanian, and 1 requested Italian.

In 5th grade 18 requested Chinese, 3 requested Russian, 5 requested Spanish, and 5 requested Urdu.

- a. As a result of not reading the English language, parents/ guardians do not return permission slips for trips.
- b. As a result of not reading the English language, parents/guardians are unaware of the various workshops we offer at PS 247.
- c. As a result of not reading the English language, parents/ guardians do not attend the various functions at PS 247 including PA meetings.

- d. As a result of the language barrier, administrators, teachers, and the majority of PS 247 staff members have great difficulty communicating with parents regarding issues such as: behavior, scheduling appointments, homework, trips, completing necessary paperwork for admission into the school system etc.
- e. As a result of the language barrier, parents do not feel comfortable volunteering in the classroom or at PA functions.

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.
 - a. All letters sent home will be translated for families who requested translation, including the PS 247 Parent Handbook.
 - b. The School Newspaper will include translated sections.
 - c. Report Cards will be given out in both English and the home language.
 - d. Utilizing the translation and Interpretation Unit for phone calls and meetings.
 - e. Utilizing bilingual staff members for translation services.

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.
 - a. Translators will be attending PTA meetings.
 - b. Translators will be available during Parent Teacher Conferences.
 - c. Bilingual Paraprofessionals and teachers will be given extra time in their schedule so that they can be available throughout the school day to translate at EPC meetings or whenever the need arises.

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>.

Part C: Action Plan – Language Translation and Interpretation

Directions: On the action plan template provided below, indicate the key actions to be implemented for the 2008-09 school year to support improvement in priority areas as described in the school's response to Questions 1, 2, and 3 in Part B of this appendix. For each action step, indicate the implementation timeline, person(s) responsible, resources needed, and indicators of progress and/or accomplishment. When completed, the action plan can be used as a tool to support effective implementation.

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.

ACTION STEP – WHAT needs to be done to accomplish goal?

- Refer to specific actions, strategies, and activities described in Part B.

- All letters sent home will be translated for families who requested translation, including the PS 247 Parent Handbook.
- The School Newspaper will include translated sections.
- Report Cards will be given out in both English and the home language.
- Translators will be attending PA meetings.
- Translators will be available during Parent Teacher Conferences.
- Bilingual Paraprofessionals and teachers will be given extra time in their schedule so that they can be available throughout the school day to translate at EPC meetings or whenever the need arises.

WHEN?

- Implementation Timeline: Start/End Dates, Frequency, and Duration

September-June

BY WHOM?

- Person(s) or Positions(s) Responsible, including supervisory point person and translation and interpretation service providers (* denotes Lead person)

Principal, Assistant Principals, ESL teachers, school newspaper team, parent coordinator, and translators (paraprofessionals, teachers).

SUPPORT

- Resources/Cost/Funding Source (including fiscal and human resources)

INDICATORS OF PROGRESS AND/OR ACCOMPLISHMENT – How will we know our strategies are working?

- Interval of Periodic Review
- Instrument(s) of Measure; Projected Gains (include types of documents that will be collected as artifacts)

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	463,647	199,721	663,368
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,636	1,997	6,633
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	23,182	*	
4. Enter the anticipated 10% set-aside for Professional Development:	46,365	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards. Pages 12 through 17 of the CEP address these issues.

2. School wide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is

included in the School wide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

Page 36 of the CEP

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.

Pages 5, 6 and 12 – 17 all identify the professional development in our school.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

The school administration attends job fairs. The school has accessed and hired teachers on open market and through the Teaching Fellows program.

6. Strategies to increase parental involvement through means such as family literacy services.

Parent Involvement initiatives are found in pages 5, 6, 20 and 21 of the CEP. We provide translation services to all parents at the school

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

The Pre-K social worker works with families and children to ensure a smooth transition to

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

- a. The Instructional Team comprised of teacher representatives from all grades and subject areas along with administrators and coaches set all instructional policies including the use or exclusion of academic assessments.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See pages 26 – 28 of the CEP.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Not Applicable

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X				X	4 – 6
Title I, Part A (ARRA)	Federal	X				X	4 – 6
Title II, Part A	Federal	X				X	4 – 6

Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal	X			X	28 – 61
Title IV	Federal			X		
IDEA	Federal	X			X	4 – 6
Tax Levy	Local	X			X	4 – 6 , 28 – 61

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.) 0
2. Please describe the services you are planning to provide to the STH population. For students in temporary housing guidance services will be provided on-going at-risk as needed. Outreach from the parent coordinator to the family will be provided. The purchasing of all school supplies by the school will be provided.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 247 Brooklyn					
District:	20	DBN:	20K247	School		332000010247

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	72	72	72		95.2	95.5	95.6
Kindergarten	116	114	118				
Grade 1	95	101	123	Student Stability - % of Enrollment:			
Grade 2	89	107	114	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	97	90	108		93.6	95.3	93.2
Grade 4	117	99	96				
Grade 5	98	114	100	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		68.7	81.0	81.0
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	1	2
Grade 12	0	0	0				
Ungraded	0	2	4	Recent Immigrants - Total Number:			
Total	684	699	735	(As of October 31)	2007-08	2008-09	2009-10
					19	24	19

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	12	7	0	Principal Suspensions	0	2	2
# in Collaborative Team Teaching (CTT) Classes	7	24	33	Superintendent Suspensions	0	1	0
Number all others	27	33	44				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	23	19	TBD	Number of Teachers	49	48	50
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	9	7
# receiving ESL services only	139	135	TBD				
# ELLs with IEPs	5	16	TBD	Number of Educational Paraprofessionals	3	3	6

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	81.6	83.3	86.0
				% more than 5 years teaching anywhere	49.0	47.9	70.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	88.0	94.0	96.0
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	96.3	93.5	98.2
Black or African American	0.7	0.4	0.7				
Hispanic or Latino	12.1	12.2	12.8				
Asian or Native Hawaiian/Other Pacific	44.2	45.5	45.0				
White	43.0	41.5	41.5				
Male	47.4	46.4	45.6				
Female	52.6	53.6	54.4				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	81.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	14.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	48.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	10.3						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN 409	District 20	School Number 247	School Name College Partnership
Principal Christopher E. Ogno		Assistant Principal Erin O'Hanlon	
Coach Mary Toner		Coach Mary Grace Manger	
Teacher/Subject Area Alison DuBois/ESL		Guidance Counselor Sue Meyerson	
Teacher/Subject Area Dina Santangelo/ESL		Parent A. Ragab	
Teacher/Subject Area Loredana Torelli/ESL		Parent Coordinator Carmela Longo	
Related Service Provider Maureen Morisano		Other L. Armour D. Cosentino/class	
Network Leader Neal Opromalla		Other J.Liang/ESL Katie Dean/Reading	

B. 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	4	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	653	Total Number of ELLs	166	ELLs as Share of Total Student Population (%)	25.42%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned?

(If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Fully certified ESL teachers conduct an informal interview with the parent and the child in English or in the native language. The fully certified ESL teachers who conduct the interviews are as follows: Joanne Liang interviews for kindergarten, Dina Santangelo interviews for 1st grade, Loredana Torelli interviews for kindergarten and 2nd grade, and Alison DuBois interviews for grade 3-5. Translators are present at the informal interview for parents who need help in their native language. The translators used are as follows: Joanne Liang for Chinese, Alison DuBois, Ada Acosta and Loredana Torelli.

for Spanish, Rozitta Guseynova for Russian. We also use the Translation and Interpretation unit, offered by the DOE, for over-the-phone translations for languages that are not represented in the school staff. Parents, with the help of the fully certified ESL teacher, fill out the Home Language Identification Survey (HLIS) in English or in the native language.

The fully certified ESL teacher determines eligibility for testing; then, the ESL teacher administers the Language Assessment Battery Revised (LAB-R) within 10 school days. Students who speak Spanish are also given the Spanish LAB. Students who are entitled to ESL service, as per LAB-R exam receive ESL instruction, dependent upon their parent's choice, throughout the school year. Each child in the program is administered the New York State English as a Second Language Achievement Test (NYSESLAT) every spring to assess their proficiency levels for the following year. The testing window extends from April to May. In preparation for the exam, ESL teachers work with students on reading comprehension, writing in response to picture prompts, grammar, listening comprehension, and speaking activities. Students are familiarized with the layout of the NYSESLAT exam and using the answer document. ESL teachers work with the testing coordinator to devise a testing schedule, taking into account group size, testing modifications, etc. Each child's examination period lasts 4 days, 1 day for each proficiency area: listening, speaking, reading, and writing. Following the exam, the ESL teachers and testing coordinators package the exam and return them for scoring.

Based on the results of the LAB-R and the NYSESLAT, ESL teachers group students according to their proficiency level. We have Beginner groups, intermediate groups, mixed beginner/intermediate groups, and advanced groups. Flexible grouping allows teachers to meet the appropriate minutes and needs of each student. Instruction is planned based on grade curriculum, the four language modalities incorporating the skills of listening, reading, writing, and speaking, their language needs (ie. support in reading or writing, oral language practice, academic language development, English grammatical structures, etc.). Groups are scheduled based on the amount of mandated instructional minutes according to their proficiency levels (ie. 360 minutes for Beginner and Intermediate ELLs, and 180 minutes for Advanced learners). Careful attention is also paid to the classroom placement of ELLs. Whenever possible, we place ELL students in classrooms with other children who have a similar proficiency level, who may share the same language, and who are working at similar academic levels.

2. Parents of the children who are entitled to ESL service, as per LAB-R exam, receive the translated entitlement letter in the appropriate language within 10 days of the child's entry in school. In the first two weeks of school, parents are invited to a parent meeting, and are given the opportunity to ask questions and have clarification on the kind of program their child may participate in. We conduct parent orientation meetings once per month throughout the year. Translators (listed above) are present at the meetings, and a video is available in many languages describing the choices available. Informal pamphlets and materials are provided in many languages that address the program options. Our parent coordinator also plays a part in communication with parents, in addition to the administration, translators and ESL teachers whenever parents need clarification on any issues. If parents do not attend the meetings, we make calls home using the over-the-phone translation service to make sure that they understand the choices available to them. If a new admit enters the school building outside of these scheduled dates, ESL teachers conduct a one-on-one parent orientation within ten days of their arrival. ESL teachers sit with the parent, share brochures about our language programs in their native language, watch the informational DVD with them, go over the parent program selection form and their choices, and answer any of their questions. Translators are present when available, otherwise, the teacher may use the over the phone translation service.

The pedagogues' explaining the program choices and conducting the meetings are Alison DuBois, fully certified ESL teacher, Loredana Torelli, fully certified ESL teacher, Dina Santangelo, Fully certified ESL teacher, and Joann Liang, fully certified ESL, Common Branch and Bilingual teacher.

3. The Parent Survey and Program Section forms, as well as Continued Entitlement letters, are sent at home in English and in the

native language. ESL teachers collect and keep a copy of the returned forms on file, and place the original forms in the child's cumulative record attached to their Home Language Identification Survey. Forms are collected as follows: students return their forms to school; extra forms are available at the parent orientation meeting to ensure that parents receive and return them; ESL teachers meet parents at dismissal and retrieve surveys; extra forms are available at Teacher Parent Conference for parents to fill out; forms are sent home via certified mail, and ESL teachers use over-the-phone translation if necessary to ensure the return of the Program Selection.

Returned forms are stored in a binder. Forms are organized by grade. Within the grade, they are further organized by parent choice and by language. In this way, we are able to easily track the choice that parents made, what language they speak, and the number of requests to open other programs.

4. Identified ELL students will be placed in one of the available programs: Freestanding ESL, Transitional Bilingual Education, and Dual Language, based on the parents' choice. If parents choose a program that is not available in our school, and there are not sufficient numbers to form a program of their choice, we inform them of the programs available in other schools. Parents are given the option to accept or reject the transfer option, and the children are then placed accordingly. If 15 parents across two consecutive grade levels, that share a common language, request a bilingual or dual language program, the school will attempt to open such a program to be aligned with parent choices. Our school uses translators to help parents if they have any questions regarding the programs available for English Language Learners.

ESL teachers keep parent choice forms (organized by grade, by language, and by choice) in a binder each year. ESL teachers closely monitor parent choice, and refer back to the binder when new admits arrive. If there were 15 requests on a grade, or two contiguous grades from parents that speak the same language for a transitional bilingual education or dual language program, we would compile the name of students by language and by grade. Then, we would review those children's NYSESLAT scores and proficiency levels. We would then contact the parents and discuss the option of opening a TBE program in our school. The next step would be to find and hire a fully, dually certified common branch and bilingual teacher. We would gather bilingual and other appropriate materials for instruction, and plan the class's curriculum, following the curriculum of the grade with bilingual and ESL support and instruction built-in. Finally, the class would open.

5. After reviewing the Program Selection forms for the past few years, it is evident that for the year 2010, 93% of parents' choice is freestanding ESL, 2% of parents have chosen Dual Language, and 5% of parents have chosen Transitional Bilingual. For the year 2009, 62% of parents' choice was freestanding ESL, 36% of parents chose Transitional Chinese/English bilingual program and 2% of the parents chose Dual Language. Each parent returned the Parent Choice and Program Selection form. There were no instances of a default TBE choice. ESL Teachers use a variety of strategies to ensure the return of the form. Please see question number 3 for a detailed description.

6. The programs offered in our school are aligned with the parent choices. PS 247 always honor parents' choices. Program Selection forms are kept on file. If 15 parents across two consecutive grade levels that share a common language request a bilingual or dual language program, the school will contact the parents and have a meeting, and take the appropriate steps to open such a program to be aligned with their choices.

In the past, PS 247 has had a bilingual Chinese/English Kindergarten class. This year the class has been discontinued. (See Part IV, question 8 for more information). A change in the choice this year is that more parents are opting for ESL. In some of the years past, PS 247 did not have sufficient numbers of ELLs who received bilingual services and were continuing in the program to keep the bilingual class open. Parents with older children were accustomed to their child transitioning into the ESL program for 1st grade and beyond, and doing well with ESL support. Some parents had requested that their children follow and enter the ESL program for the 2010-2011 school year. Without sufficient numbers of children continuing in the bilingual program, the class was discontinued and the students entered the ESL program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	3	5	4	3	3	3								21
Push-In														0
Total	3	5	4	3	3	3	0	0	0	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	166	Newcomers (ELLs receiving service 0-3 years)	154	Special Education	10
SIFE	0	ELLs receiving service 4-6 years	12	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 special education.

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	154		7	12		3					166
Total	154	0	7	12	0	3	0	0	0		166

Number of ELLs in a TBE program who are in alternate placement: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0

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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	9	9	2	3	3	2								28
Chinese	22	21	13	11	4	5								76
Russian	10	8	2	6	3									29
Bengali														0
Urdu	2	1	2	3	3	3								14
Arabic	2	1	1	1										5
Haitian														0
French														0
Korean														0
Punjabi														0
Polish		3												3
Albanian	1	2	2	1	2									8
Other			1	2										3
TOTAL	46	45	23	27	15	10	0	166						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

ELL Programming

1. a. The organizational methods used for providing ESL are both push-in and pull-out programs. Instruction is delivered by pull out programs usually held during the Readers' or Writers' Workshop for 45 or 90 minutes a day depending on students' proficiency levels. When possible, ESL teachers push in to support students during Writers' Workshop.
PS 247 uses a Balanced Literacy approach and employs the workshop model. Our school has developed a tailored literacy program, combining practices from various programs such as Teacher's College and America's Choice, while also being influenced

by professional development provided by Carl Anderson, Stephanie Harvey, and Tony Stead. Classroom teachers conduct genre based studies, with reader's and writer's workshop units revolving around different text genres. ELLs receive literacy instruction in their classroom during the workshop periods. The ESL program supplements their literacy instruction. ESL teachers use the workshop model, use balanced literacy instruction such as read aloud, shared reading, reading strategy support, guided writing, shared writing, independent writing, etc. ESL teacher's use thematic units and align their instruction to support the genre and content studies in the mainstream classroom in order to best scaffold literacy and content instruction for ELLs.

b. The program model for ESL instruction is that students are grouped by both grade and language proficiency levels. Some groups are mixed grade, where students of the same proficiency level across two grades are grouped together. Some groups are homogeneous where language instruction is given on the same grade proficiency level, and some are heterogeneous including mixed proficiency levels on the same grade.

2.

Advanced students receive 180 minutes of ESL per week. Beginner and Intermediate students receive up to 360 minutes per week. They are seen in the ESL program 4 periods per week for advanced students, and 5-8 periods per week for Beginner/Intermediate students, for 45 minutes per period. Some of our Beginner/Intermediate students are not currently receiving their full amount of mandated minutes, though all ELLs are served by the ESL program. Many of these students, though, participate in the Extended Day and Title III after school program with fully certified ESL teachers where they receive direct ESL instruction. ESL instruction is normally delivered during Reader's Workshop, Writer's Workshop, Word Study, Read Aloud, or Social Studies periods. The ESL teacher blends literacy skills, language development and content area instruction in order to support ELLs in their classroom studies as well as develop their language skills. Many newcomer and beginner students receive explicit ESL instruction during the Extended Day period. This instruction blends content area instruction, literacy support, and language development activities in a small group for 40 minutes per day. Additionally, beginner and intermediate, and struggling ELLs are invited to participate in the Title III after school program with ESL teachers in which they receive explicit ESL instruction for 2 hours per day, twice per week. We are currently considering ways in which we can organize our staff in order to meet all of our students' mandated minutes for the upcoming school year.

ESL Minutes: Flexible grouping allows staff to ensure the mandated number of instructional minutes is provided according to student proficiency levels. Beginner and Intermediate ELLs receive up to 360 instructional minutes, advanced learners receive 180 minutes of ESL instruction. In addition to mandated minutes, newcomer and beginner ELLs are given supplemental small-group language support through our extended day and Title III after school programs.

ELA Minutes: ELLs receive ELA instruction in their classroom during reader's and writer's workshop, read-aloud and word-study periods, shared reading, independent reading, and reading conferences, as well as guided reading instruction. If ELLs are in their ESL period during any of this ELA instruction, the ESL teacher provides ELA instruction using ESL methodologies (read aloud, shared reading, shared writing, guided writing, etc.) through their units of study.

NLA Minutes: Our school has a bilingual lending library from which students borrow bilingual books. They read these texts during independent reading time, can take these books home to read independently or with their family, and ESL teachers use these texts for instruction if appropriate and applicable to the class studies. Additionally, ELL students, particularly newcomers, are encouraged to write in the native language when appropriate. Also, students discuss texts together, partner share, and assist each other in the native language. Teachers incorporate native language vocabulary into instruction and lessons when appropriate. Students who are literate in their native language are given bilingual dictionaries and glossaries to help make content comprehensible. Students use these dictionaries and glossaries during class time, at home for use with homework, during ESL, during content area instruction, during class administered tests and assessments, during test preparation, and during state and city assessments. Imagine Learning, a technology based language development tool, offers transitional native language support in many languages for students when they begin using the program. We have other bilingual materials available, such as flashcards, books, and games. Also, students make use of technological bilingual materials, such as an online world library, online translators, and their personal translation technology. Lastly, we have implemented a new program called the Language Leaders wherein newcomer ELLs are partnered with a student who shares their language in their mainstream classroom for academic support.

3.

The ESL program blends content area learning, language development, and balanced literacy while employing ESL strategies. ESL instruction is directly informed by the grade's curriculum. Literature is at the center of language development exposing students to texts featuring academic language. Reading books, discussing texts, writing and using various vocabulary introduces students to academic

language.

ESL teachers integrate science, social studies, and math into the curriculum to provide ELLs with needed scaffolding for success in the mainstream classroom. The language support strategies used for content area language learning are scaffolding, such as graphic organizers, modeling, extended time, hands on activities, song, vocabulary development activities, flash cards, and creating comprehensible input using visuals and gestures. The materials used in the ESL program are Rigby On Our Way to English ESL series, Rigby leveled guided reading books, some Into English materials, and Singlish. We have an ESL classroom library, bilingual books, multicultural literature, big books, patterned books, picture dictionaries, magazines and other authentic texts. Many visuals are used to support language learning, such as photographs, drawings, picture libraries, and video clips. We also use manipulatives, song, rhythm, and poems. Realia is incorporated into lessons when possible. Techniques and methods such as Total Physical Response, learning centers, and hands-on activities make learning accessible and memorable for students. We use many technological resources such as Reading A-Z, RAZ Kids, Vocabulary A-Z, Brainpop.com, Weekly Reader Connect, Imagine Learning, Starfall.com, and other websites, videos that connect to content, listening centers, and interactive activities on the Smart Board.

The content area materials are as follows:

We use Rigby's On Our Way to English program, which has big books, guided reading materials and leveled books, charts, chants, posters, and activities across many different themes. Some other packages purchased have been Lakeshore Resource boxes on topics such as the United States, Native Americans, and Landforms and Mapping. Another Lakeshore content area material we utilize are Theme Boxes, or pre-packaged containers with various content related materials such as Cultures of the World and Animals. We have purchased New Bridge and Sundance Theme sets on content area topics such as United States Symbols and Life Cycles. Time for Kids and National Geographic Explorer are some examples of magazines and authentic materials used to teach the content areas. We also use National Geographic books, and various atlases, maps, and globes. We have an extensive non-fiction library that spans grade levels, reading levels, and content areas. The ESL program uses a multicultural library on topics such as countries around the world and realistic fiction stories about cultural celebrations and traditions. We have content area posters as well as photo libraries purchased from Lakeshore, and collected by teachers from various sources. We also use various other big books, and hands on science materials. We have math manipulatives on hand for various activities that span the content areas as well. Finally, students are also equipped with content area dictionaries that help to make instruction comprehensible.

Teachers provide comprehensible input by using academic strategies and ESL methods such as activating and building background knowledge, graphic organizers, group work, illustrated vocabulary charts, photographs, bilingual libraries, use of video and other visual supports, gestures, vocabulary development activities, manipulatives, leveled books, multicultural books, bilingual and native language connections, and technological resources.

Modifications to the classroom curriculum are also made to meet the needs of ELLs. Depending on their language level, teachers have developed alternative projects and activities that are relevant to the grade's curriculum, but adjusted to best meet the language needs of the students. Also, classroom teachers have received professional development on and make use of the ESL strategies and methods above to make content comprehensible to ELLs.

4. Instruction is differentiated for ELLs by grouping students by their grade, language proficiency levels and number of years the student has been receiving ESL services.

a. There are currently no SIFE students in our school, but if we were to receive a SIFE student, ESL teachers would first review the HLIS and interview the student to determine the amount of schooling the student has received. ESL teachers would communicate with the classroom teacher regarding the child's performance in reading, writing and content areas. Students who receive two years less instruction than their peers, are functioning two years below grade level, and may or may not be pre-literate in their native language are given the ESL services they are entitled to. Also the intervention team would determine additional services (resource room, reading support, AIS math, etc.) they may require. The classroom teacher would be informed of academic strategies, accommodations and modifications that can be made in the classroom to help the student, such as whole group discussion, partner talk, use of video and other visuals to support content area learning, illustrated vocabulary charts, group work and graphic organizers. Materials used are photographs, bilingual libraries, manipulatives, leveled books, and technological resources such as Imagine Learning, Brainpop.com and Smartboards. If we were to have a SIFE student in the building, they would be invited to the Title III after school program. The program is now open to newcomer, beginner and struggling ELLs. SIFE students would participate in the Title III program with other newcomer students. The Title III program supports ELLs in language development, literacy skills, and the content areas.

b. The plan for ELLs in our school for less than three years is that they receive additional attention and support during and outside of scheduled ESL periods as well as in their classroom by using low-level, multicultural reading books, manipulatives, Singlish, language games, flashcards photo libraries, hands on activities, Imagine learning and Brainpop ESL. Newcomers are supported in their mainstream classroom by providing each grade with a modified curriculum map containing modifications for newcomers that support language development, such as picture books as their published pieces, increased usage of picture books as read alouds, realia, alphabet work, sentence starters, and

graphic organizers.

We started a successful new program last year for newcomers called “Language Leaders”. This program pairs newcomer ELLs with both “peer tutors” and “bilingual buddies” in their classroom who provide these newcomers with additional language, academic and social support.

Newcomer students attend the extended day program that focuses on early language and literacy development and content area instruction. We also offer invitations to the Title III after school program to newly arrived students.

c. The BESIS extension of services allows ELLs receiving service from 4 to 6 years to remain in the ESL program. These targeted students receive ESL services during the Readers’s and Writer’s workshops. Small groups ensure individual attention and support with ESL teachers focusing on reading, writing, academic language and linguistic development as well as cross-curricular instruction and support. Struggling ELLs may receive additional services such as AIS in reading and math. ESL and classroom teachers articulate regularly exchanging ideas for language building support such as grammar-based lessons and activities, vocabulary building exercises, fluency building work and scaffolding strategies such as graphic organizers. Materials used include leveled books, realia, content area resources such as maps and hands-on science activities, project based learning, photo libraries, technological resources such as video, Smartboards, websites such as Brainpop.com, and using the internet for research.

d. We currently do not have long term ELLs who have completed 6 years of service. If we had these students, they would be referred to the instructional team for review in order for them to receive services and support, such as, guided reading, extended day AIS, after school programs, Saturday Academy, Wilson Reading, linguistic support such as academic vocabulary building. Materials used would be leveled books, realia, content area resources such as maps and hands on science activities, project based learning, photo libraries such as video, Smartboards, websites such as Brainpop.com, and usage of the internet as a resource for learning and research.

e. ELLs identified as Special Education Students with special needs are in General Education with related services classrooms and Co-operative Team Teaching Classrooms. The needs of these students are accommodated by including smaller group size, the presence of a paraprofessional during ESL periods, specialized modifications and scaffolding materials like graphic organizers, partner work, technological resources, project-based learning and visual support. Materials used are photo libraries for visuals, hands on materials, games for learning, leveled books, technological resources such as Smart boards, websites like braipop.com and using the internet for learning and research. ESL and classroom teachers collaborate with Special Education teachers to address students’ special needs according to their IEPs.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
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100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

B.

5. Targeted Interventions

Academic Intervention Services (AIS)

The intervention team reviews struggling students, including ELLs, and identifies those that are at risk for not meeting grade standards. Specialists on the team (such as the ESL Teachers, Resource Room teacher and, AIS providers) suggest methods and strategies for meeting the needs of struggling students in the classroom. These students receive Academic Intervention Services if necessary. AIS services are available

im math, science, reading, and writing. ELLs in all subgroups are entitled to receive services, including newcomer ELLs, students with 4-6 years of service, ELLs in special education, and SIFE children. AIS teachers employ various instructional strategies to ensure that they meet the needs of students at all proficiency levels. AIS groups are kept small and use individualized instruction. In some cases, such as in Reading Recovery, instruction is one-to-one. Students receive this small group instruction during various times of the day and during the extended day period. All intervention services are offered in English, while the "Language Leaders" program is a bilingual support.

Newcomer ELLs: In addition to the AIS services available to all students in need, specific interventions are also in place for newcomer ELLs. The ESL extended day program targets newcomer ELLs and provides extra basic language development activities and lessons to beginner language learners. This program incorporates all 4 modalities (listening, speaking, reading and writing) as well as some content area support. Additionally, beginner and newcomer ELLs participate in the "Language Leader" program wherein they are paired up with children in their class who help to support their linguistic, academic and social development. PS 247 has also purchased the Imagine Learning computer program for newcomer and beginner ELLs. This is an interactive computer program which provides transitional native language support to ELLs, and helps to build language and literacy skills. Lastly, the Title III after school program, offered to newcomer, beginner, and struggling ELLs provides supplemental small group instruction focusing on language development, content area studies, and literacy skills.

ELLs with 4-6 years of service: In addition to the AIS services available to all students in need, specific intervention strategies are also in place for ELLs in year 4-6 of ESL service. Many students participate in the Extended Day program with their classroom teachers. These groups offer extra support for literacy and math instruction in small groups. Additionally, our Inquiry team works with small groups of struggling students, some of which are ELLs in years 4-6 of ESL service, working with non-fiction texts. In the classroom, teachers use strategies with ELLs in years 4-6 such as grammar based lessons and activities, vocabulary building exercises, fluency building work, and scaffolding such as graphic organizers. Materials and strategies used for these ELLs are leveled books, realia, content area resources such as maps and hands-on science activities, project based learning, photo libraries, and technological resources such as video, Smart Boards, websites such as Brainpop.com, and using the internet as a resource for learning and research.

Long-Term ELLs: PS 247 does not currently have long-term ELLs, but if we were to have these students in the program, we would use the following interventions. They would receive guided reading, extended day services, AIS, after school programs, Saturday academy, Wilson reading, and linguistic support such as academic vocabulary building. Materials used for these ELLs are leveled books, realia, content area resources such as maps, project based learning, photo libraries, and technological resources such as video, Smart Boards, websites, and using the internet for research.

ELLs in Special Education: Most of these students are in general education with related services or Cooperative Team Teaching (CTT) classrooms. Interventions for ELLs identified as having special needs are as follows: Small group instruction, the presence of a para-professional during all class periods, including ESL, specialized modifications such as scaffolding materials like graphic organizers, partner work, technological resources, project based learning, and visual support. Materials used are photo libraries and other visual support, leveled books, hands-on materials, graphic organizers, games for learning, technological resources, etc. The resource room teacher conducts an extended day program which uses the Wilson Reading program, and includes some ELLs who have been identified as having special needs. ELLs in special education may also be invited to the Title III after school program and Saturday academy. ESL and classroom teachers familiarize themselves with the students' IEP and are therefore very aware of their needs. Classroom and ESL teachers consult with Special Education teachers in order to best be prepared to meet their needs. Students receive related services based on their IEPs, such as speech, resource room, occupational therapy, etc. Students also receive appropriate testing modifications, and alternate assessment, if necessary.

Students with Interrupted Formal Education (SIFE): PS 247 does not currently have any ELLs who have been identified as SIFE. If we were to have SIFE students we would use the following intervention strategies: AIS math, reading, and science, Extended Day, Resource Room if necessary, Saturday Academy, Title III After School, and additional academic strategies, accommodations, and modifications that can be made in the classroom such as using graphic organizers, visual support, hands-on activities, illustrated vocabulary charts, group and partner work, group discussion, bilingual libraries, technological resources, leveled books, etc.

Description of Reading and Math Intervention Services:

Academic Intervention Services are provided for those students (including ELLs) who received a 1 or 2 on the ELA and Math State Tests from the previous year and/or a recommendation based on a teacher's observation and classroom assessments. These services include, but are not limited to, small group instruction (within the classroom), instruction based on the data from the DRAs, IRAs, ELA and Math Predictives, Math ITAs, math unit assessments, end of the year math assessments, conferences, and reading levels. Students are grouped within their classroom and meet with an AIS provider generally three times per week. AIS teachers work closely with the classroom teacher to determine the specific goals needed for each student. AIS providers have access to the results of student's assessments and may change groups and or goals based on current data. Common strategies found in reading include retelling, main idea, character feelings/traits, questioning, author's

purpose, and the big idea. These strategies are modeled through guided reading. Common strategies found in math include problem solving, addition, subtraction, multiplication and division of whole numbers, decimals and fractions, telling time, finding the perimeter and area of different shapes, and measurement.

6.

For ELLs reaching proficiency on the NYSESLAT, we provide continuing transitional support. As per New York State Law, all proficient ELLs receive testing accommodations (extended time, separate location, a third reading of listening passages, and bilingual dictionaries and glossaries) for 2 years after scoring proficient on the NYSESLAT. Additionally, proficient ELLs are provided small group AIS support in various content areas, such as reading, writing, math, and science, if necessary. Students receive this extra support during various designated times of the day and during Extended Day sessions. The intervention team monitors how these students are progressing, and whether the intervention services are appropriate for them. The inquiry team works with groups of struggling students on using and reading non-fiction texts, some of which are proficient ELLs. All teachers as well as support service providers are made aware of who the proficient ELLs are in their classrooms. Classroom teachers also receive support in working with proficient ELLs, are informed of academic strategies and modifications that can be made in the classroom with proficient ELLs, and continue to use ESL methodologies and strategies in their instruction. Some of these methods are continued use of visual support, project based learning, and technological resources. This allows them sufficient time to transition to the mainstream classroom without ESL services and testing modifications.

7.

For the 2010-2011 school year, PS 247 will be conducting a new Photography Club for ELLs. Students will learn how to operate a digital camera, about the composition and purpose of different kinds of photographs (ie, portrait, landscape, etc.), and how to digitally edit photographs. Select photographs taken by each child will then be printed. These photos will be used to help them to develop their English language. Students will share photographs orally and compose photo essays in writing. Students will have created art that they can be proud of, all the while developing language and literacy. The rationale for the photography program is an effort to incorporate art with language learning. Photography gives beginner ELLs an opportunity to create work that they can take pride in while they gain a stronger hold of the English language. Talking about, writing about, and describing our photos also gives ELLs an opportunity to improve their oral language and literacy skills. Additionally, learning the multidisciplinary, polysemous vocabulary (ie, symmetry, subject, center, landscape, light, lines, composition, point, field, background, edit, shadow, etc.) of photography will support ELLs in all of their content areas. Our photography themes also span content areas, such as architecture, the supermarket, symbols, shadows, landscape, etc. Lastly, exploration of our neighborhood for photographing acquaints newcomers with their new community, and supports their learning of social sciences. It is evident that the academic vocabulary, literacy skills and oral language of newcomers has improved since the beginning of the program. Based on observation, ELLs have used new vocabulary in the context of the after school program, as well as in their classrooms, and during ESL instruction.

Another program that we will be expanding on and improving this year is our "Language Leader" initiative. The program was introduced during the 2009-2010 school year. Beginner and newcomer ELLs were paired up with "Language Leaders", both monolingual English students as well as students with whom they share a language, in their classroom. "Language Leaders" assisted newcomer ELLs in the classroom, primarily through native language support. This year, the program will be expanded wherein "Language Leaders" will also be working with newcomer ELLs during specific times throughout the week on basic language and academic skill development and will support them in social situations. Through these improvements to the program, "Language Leaders" will benefit through helping their classmates and newcomer ELLs will gain academic, linguistic, and social support. The rationale for the language leaders program is as follows: Due to the growing number of newcomer ELLs to our school, teachers were requesting innovative ideas and support for newcomer ELLs in the classroom. According to their observation, monolingual English students, bilingual children, and newcomer ELLs benefited from working together in the classroom. Additionally, implementing a program where students work together to help newcomer ELLs was suggested and presented at professional development workshops provided by Catherine Brown as an effective program.

After implementing the program last year, our NYSESLAT data shows that 86 % of newcomer ELLs in the Language Leaders program made gains in language and literacy development. Based on this data we have decided to continue and improve on the program for the 2010-2011 school year. Our plans to improve the program include making and adhering to a schedule for the students to follow, maintaining an idea bank with appropriate activities, customized for each child, for language leaders to choose from, training language leaders with specific skills for helping ELLs, creating and using new materials, such as flash cards, visual support, and patterned books, and emphasizing literacy activities such as partner reading.

8.

For the 2010-2011 school year our Chinese/English bilingual program will be discontinued based on parent choice. This school year the majority of parents have chosen Freestanding ESL for their child's language program. As per their selections, ELLs will be served by 4 fully certified ESL teachers. For the 2010-2011 school year some parents had expressed that they preferred their child to be in a monolingual English general education classroom. They wanted the children to interact with other native speakers of English, be exposed to

children from diverse cultural backgrounds, and participate in the ESL program. Some parents expressed that they had learned from parents with older children about the success of students in the ESL program, and decided upon the ESL as their choice. Some parents decided on the ESL program as well when they spoke with and learned of the choices of other parents. Still other parents did not indicate the reasons for their choice of the ESL program. Previously, the TBE program was a Chinese/English Kindergarten class. It was a self-contained, bilingual, mono-cultural classroom. The teacher was multilingual in English, Cantonese, and Mandarin Chinese. She conducted instruction in Chinese and English, transitioning to using primarily English. In order to continue to provide native language support, we utilize bilingual lending libraries, bilingual dictionaries, and other bilingual materials such as flash cards. The Imagine Learning computer program provides native language support, and we utilize online resources for bilingual e-books. Children are encouraged to borrow and utilize these materials and resources in their general education classroom as well.

9.

ESL students are included in all school programs. ELLs are invited to participate in the NIA after school program, chorus, Saturday academy, band, Language Leaders, Student Government, Enrichment, Tech Squad, and Ballroom Dancing. Invitations are sent home to programs like band, NIA, Saturday Academy, and Title III. Invitations are either translated, or are accompanied by a notice that states, in many languages, that this letter is important and should be translated. For programs such as enrichment, chorus, Language Leaders, and Tech Squad, students are selected by teachers, but if they fit the program's criteria, ELLs may be invited to participate, and many times are. Ballroom Dancing is a program in which all 4th grade students participate.

When ELLs participate in special programs, modifications such as visuals, translation, hands on activities, bilingual materials, building and activating background knowledge, etc. are used to help them to fully participate in, enjoy, and get the most out of the program.

The Title III program consists entirely of ELLs. Many ELLs participate in the band program, in the NIA program, Saturday Academy, and Language Leaders, and all 4th grade ELLs participate in ballroom dancing.

The Title III after school and Saturday program serves 40 students. Newcomer, beginner, and struggling ELLs are invited to participate in the after school program wherein they receive scaffolded instruction in the content areas as well as literacy and math. The program has 3 classes that meet 2 times per week for 2 hour sessions, running from 3:00-5:00. The program's duration will run from October through March. 3 fully certified ESL teachers deliver instruction. The after school program also includes 5 Saturday full day field trips. These excursions coincide with content area instruction, which helps to build their background knowledge and forge connections between real life and their studies. Also, in addition to content area, literacy, and language instruction, there will be a new photography component added to the program. Upper grade students will learn to use digital cameras, will have some instruction on photo composition, shooting, and editing, and will use the cameras during the Saturday field trips. Their photos will document our experiences in the after school and Saturday program. We will use the photos to encourage oral and written language development. Photography will provide students with a creative outlet while helping them to develop their language skills. The photography program will support ELLs in all content areas. Talking about, writing about, and describing our photos also gives ELLs an opportunity to improve their oral language and literacy skills. Additionally, learning and repeatedly using the multidisciplinary, polysemous vocabulary (ie, symmetry, subject, center, landscape, light, lines, composition, point, field, background, edit, shadow, etc.) of photography will support ELLs in all of their content areas. These vocabulary words and concepts apply to multiple content areas. Our photography themes also span content areas, such as architecture, the supermarket, symbols, shadows, landscape, etc. Some of the content areas these themes support are science, social studies, and mathematics. Lastly, exploration of our neighborhood for photographing acquaints newcomers with their new community, and supports their learning of social sciences. It is evident that the academic vocabulary, literacy skills and oral language of newcomers has improved since the beginning of the program. Based on observation, ELLs have used new vocabulary in the context of the after school program, as well as in their classrooms, and during ESL instruction. They have also applied concepts they've learned in photography to the content areas, such as making the connections between the word "lines" that they learned in photography with the concept of longitude and latitude studied in their classroom's social studies and in the ESL program.

Our school also offers an after school NIA program. The program is open to all students, including ELLs, and acceptance is based on a lottery system due to space restrictions. The NIA program is 5 days a week for 3 hours a day. It runs from September through June. The NIA program offers snack to the children, followed by the "Morning News" in which children share about their day and their lives. The groups are then broken up activities, led by "activity specialists." Each activity is accompanied by a read aloud related to the day's exercise. The activities include gym, dance, music, journalism, gardening, and drama. For the last hour of the program, children are assisted with their homework by the "activity specialists."

10.

We use many different materials both in the ESL and mainstream classroom to meet the needs of ELLs. We use the Rigby On Our

Way to English ESL series, as well as Rigby guided reading books, and some Into English materials with all subgroups of ELLs in the ESL program. On Our Way to English provides students with exposure to oral language and literacy development, comprehensible input, and standards based content area information. The entire curriculum is aligned with each grade represented, K-5. Materials and units are organized into content area themes. The units feature many different methods of teaching such as chants, songs, and language games, as well as shared reading, guided reading, independent writing, hands on materials, and content area activities. The materials are also multicultural and help to connect ELLs' prior knowledge with new learning. Classroom teachers also use Rigby On Our Way To English guided reading books. We have an ESL classroom library, multicultural literature, bilingual libraries, fiction and non-fiction big books, picture and bilingual dictionaries, and magazines and other authentic texts. These materials are used with newcomer ELLs, students in their 4th, 5th, and 6th year of service, as well as ELLs in Special Education. Many visuals are used to support language learning, such as photographs, drawings, and video clips. Visual materials are helpful to all ELLs, at each stage of language development. Centers are used both in the classroom as well as in the ESL program to help students develop language, with different centers for different subgroups of ELLs. Listening centers on different levels are used for all subgroups, vocabulary centers are differentiated to help newcomer ELLs develop basic vocabulary, and more complex, academic vocabulary centers are used for more advanced ELLs. Centers with content area enforcement are available at different levels for newcomer ELLs, more advanced ELLs, and ELLs in special education. A variety of graphic organizers are used to assist ELLs at all stages and proficiency in various kinds and different levels of writing. Charts made both by the teacher and with the class are hung around the room to support students during lessons and independent work. The use of manipulatives, songs, poems and rhythm, and TPR are useful for all ELLs, as well as hands on activities, technological resources. In the classroom, supplemental materials such as flash cards, manipulatives, and math games are used to help struggling students at all proficiency levels in mathematics. The science teacher also offers support to all ELLs (during the regular school day as well as during the extended day) using hands on activities, manipulatives, flashcards, assistance in experimentation, and vocabulary development activities and reinforcement.

Many materials have been purchased for use with ELLs in the mainstream classroom in order to make content more comprehensible. The school has purchased and teachers use:

- o Social Studies Theme Sets with posters and vocabulary cards that focus on content area vocabulary development.
- o A series of Social Studies books entitled English Explorers, which are designed for English Language Learners.
- o Book Source Social Studies topic materials on lower reading levels.
- o Bridges and Navigators Social Studies materials written on multiple reading levels with frontloading and picture support.
- o Fiction sets of character stories on reading levels C-I.
- o Science topic Rigby books on topics such as water, animals, weather, family, nature, and math concepts ranging from reading level A-J.
- o FOSS science materials with hands on activities & materials, and bilingual Spanish/English books which are made available to students.

PS 247 also recognizes the importance of technology in education, especially for ELLs at all proficiency levels. Every classroom is equipped with a smart board and a class set of laptops. Smart Boards are used for interactive learning, and also facilitate the use of video in instruction. The combination of visual and interactive learning is very powerful for all ELL students. PS 247 has also purchased the Imagine Learning program for beginner ELLs. This computer program is an interactive and engaging way for students to develop language and literacy skills using technological resources. Additionally, both ESL and classroom teachers utilize a variety of websites that facilitate language and literacy development for ELLs at all proficiency levels, such as Raz Kids and Reading A-Z, that offer leveled texts, Brainpop which has content area videos on different topics and levels, and Starfall, a phonics and basic literacy program for newcomer ELLs and students in special education.

11. Native Language in ESL

Classroom and ESL teachers allow students to make use of their native language in order to capitalize on their language abilities and natural strengths. Students have access to a bilingual lending library that they can browse while in school or bring home to read or share with parents. Imagine Learning features native language support. We also use bilingual flash cards, games, and an online library with bilingual e-books. Beginner ELLs are also encouraged to speak and write in their native language, which enables them to be active participants in class. The "Language Leader" program provides beginner ELLs with a "bilingual buddy" to provide translation of academic information and instructions to the student in his/her native language. Teachers sometimes encourage students to discuss books in the native language, and often ask children to share vocabulary from their native language with the class. Students who are literate in their native language are given state exams in both English and their native language. They are also provided with translated glossaries and bilingual word-to-word dictionaries for additional support during the school day, on homework, and on exams.

ELLs are supported by various people in the ESL program. In addition to the four fully certified ESL teachers, some ELLs in Special Education are also supported by bilingual paraprofessionals. We have 2 bilingual Spanish/English speaking paraprofessionals that accompany

Spanish-speaking ELLs who also receive special education services. These paraprofessionals provide support to these ELLs during mini-lessons, group work, independent work, and share time. They provide both English language and translation, interpretation, and native language support when needed. These paraprofessionals also provide help in communicating with these children's parents when necessary.

12.

Support services and resources correspond to students' age and grade level when possible. In order to ensure materials are appropriate, we utilize grade level content area texts written on a lower, more appropriate reading level for ELLs, texts on identical topics that are written and available in different reading levels, high interest/low readability texts, and leveled/graded guided reading books. In order to ensure that instruction is grade appropriate, teachers modify their grade level lessons to meet the language, academic, and social needs of ELLs. Classroom and ESL teachers have worked together to develop modified curriculum maps for ELLs that offer activities and projects that are aligned with grade standards and curriculum that are on an appropriate language level for their ELLs. Teachers also modify grade level material to meet the needs of students. For example, a teacher may show a grade appropriate video, but play it on mute and narrate the video themselves in order to ensure that the input is comprehensible to their ELL students.

Some materials have been purchased for the mainstream classroom that are both grade level appropriate and language proficiency appropriate are:

- o Social Studies Theme Sets with posters and vocabulary cards that focus on content area vocabulary development.
- o A series of Social Studies books entitled English Explorers, which are designed for English Language Learners.
- o Book Source Social Studies topic materials on lower reading levels.
- o Bridges and Navigators Social Studies materials written on multiple reading levels with frontloading and picture support.
- o Fiction sets of character stories on reading levels C-I.
- o Science topic Rigby books on topics such as water, animals, weather, family, nature, and math concepts ranging from level A-J.
- o FOSS science materials with hands on activities, materials, and bilingual Spanish/English books, which are made available to students.

The ESL program also uses content that is grade level appropriate and has been or can be modified for instruction for ELLs. Some of these resources are:

- o Social Studies picture books
- o Social Studies photo libraries, posters, and vocabulary cards
- o Maps and other geography visuals and hands on activities
- o Social Studies and Science Theme Sets with both reading materials, activities, and realia
- o The use of video and slideshows
- o Content area books on various reading levels

Academic Intervention Services are also modified to be age, grade, and linguistically appropriate for ELLs. Children participate in small group AIS services with other students on the grade, and instruction is differentiated to meet each child's needs.

ESL teachers group students both by grade and by level. Instruction is aligned with children's age, state, and grade standards, and language proficiency level. Most groups are formed according to the grade and language level (ie. 4th grade advanced group), while some are mixed grade (ie. 4th & 5th beginner/intermediate group). Flexible grouping allows the ESL teacher to best meet the academic and linguistic needs of each student. Further, goals are set for both groups and individual students based on their academic and linguistic needs.

13.

PS 247 invites all Kindergarten parents to the school during the week before the start of the new school year. Parents come to school with their children and are given an orientation. Parents can meet their child's teacher, the administration, other parents, and the children in their child's class. Parents also are given the opportunity to become familiar with the school building, and the curricular expectations of kindergarten. ELL parents are always invited to attend.

Additionally, ESL teachers reach out to parents of newly enrolled ELLs in grades K-5 to discuss the ELL identification process, their new school community, and what they should expect for the coming school year.

14.

N/A (Language electives are not offered in elementary schools).

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Professional Development for all ELL personnel at the school will be as follows:

ESL teachers and administrators provide professional development for all personnel who work with ELLs during select faculty conferences, admin periods, and instructional team meetings. Additional dates will be added to the calendar below as they are selected. One of the focuses of our Instructional Team this year will continue to be an inquiry group approach for best practices for ELL classroom instruction. The team will prepare and plan methodologies such as creating comprehensible input, building background knowledge, and differentiating instruction for ELLs. Members include assistant principals, principal, ESL teachers and coordinator, grade leaders, literacy coach, cluster teachers, and the guidance counselor. ESL teachers prepare presentations, suggest methods and strategies for working with ELLs, and support school staff. The ELL professional development received at these instructional team meetings will be turn keyed to remaining classroom teachers and paraprofessionals.

Additionally, assistant principals, ESL teachers and the ESL coordinator, common branch teachers, subject area teachers, paraprofessionals, guidance counselors, psychologist, social worker, occupational therapist, speech therapist, secretaries, and the parent coordinator will all play a part in the Action Research Committee. This year, our new Action Research Committee will focus on ELL parent involvement. Participants will read and discuss selected peer-reviewed articles and texts on bridging the gap between schools, parents, and communities, culminating in an outreach plan to increase ELL parent involvement at PS 247. Each staff member will receive and review the reading material. Staff members who are in need of completing the 7.5 hours of ESL professional development will be required to complete the hours and can choose to meet monthly with the Action Research Committee to create an outreach and action plan for engaging parents of ELLs as a way to meet the PD requirement. If they choose not to participate, they will be required to attend workshops such as the UFT ESL/Bilingual Committee Workshops.

Professional Development for ESL teachers and coordinators will include UFT ESL/Bilingual Committee workshops, online ESL professional development provided by The New School, and the Bank Street College Language Series. Please see a tentative calendar below.

Tentative Calendar of Professional Development Workshops:

Month:

October

Professional Development Topic:

Language Leaders Expectations/Choosing Language Leaders

Workshop Provider:

Training and Guidance offered by ESL Teachers

Timeline:

Various dates throughout the month of October

Audience:

Common Branch Teachers, ESL Teachers, ESL Coordinator, Administration, Special Education Teachers, Paraprofessionals

Month:
November

Professional Development Topic:
Taking a Fresh Look at Vocabulary

Workshop Provider:
UFT ESL/Bilingual Committee

Timeline:
November 16

Audience: ESL Teachers, ESL Coordinator

Month:
January

Professional Development Topic:
Utilizing Language Leaders in the School Community

Workshop Provider:
Presented by ESL Teachers at Faculty Conference

Date:
January 6

Audience:
Common Branch Teachers, ESL Teachers, ESL Coordinator, Administration, Special Education Teachers, Subject Area Teachers, Paraprofessionals, Guidance Counselor, Speech Therapist

Month: January

Professional Development Topic:
Vocabulary Instruction for ELLs

Workshop Provider:
Bank Street College Language Series

Date:
January 22, 29

Audience:
ESL Teachers, ESL Coordinator

Month:
February

Professional Development Topic:
Vocabulary Instruction For ELLs

Workshop Provider:
Bank Street College Language Series

Date: February 5

Audience:
ESL Teachers
ESL Coordinator

Month:
February

Professional Development Topic:
Teaching True Beginners

Workshop Provider:
The New School Online Professional Development

Date: February 25

Audience:
ESL Teachers
ESL Coordinator

Month: February

Professional Development Topic:
Engaging Parents of ELLs

Workshop Provider:
PS 247 Action Research Committee

Date: February 16

Audience:
Action Research Committee is open to all school staff

Month:
March

Professional Development Topic:
Global Education, Language and Content for Teachers of English Language Learners

Workshop Provider:
UFT ESL/Bilingual Committee

Date:
March 22

Audience:
ESL Teachers
ESL Coordinator

Month:
March

Professional Development Topic:
Teaching True Beginners

Workshop Provider:
The New School Online Professional Development

Date: March 4, 11

Audience:
ESL Teachers
ESL Coordinator

Month:
March

Professional Development Topic:
Engaging Parents of ELLs

Workshop Provider:
PS 247 Action Research Committee

Date: March 23

Audience:
Action Research Committee is open to all school staff

Month:
April

Professional Development Topic:
Project Based Learning

Workshop Provider:
The New School Online Professional Development

Date:
April 8, 15, 22

Audience:
ESL Teachers, ESL Coordinator

Month:
April

Professional Development Topic:
Engaging Parents of ELLs

Workshop Provider:
PS 247 Action Research Committee

Date:
April 13

Audience:
Action Research Committee is open to all school staff

Month:
May

Professional Development Topic:
Engaging Parents of ELLs

Date:
May 18

Audience:
Action Research Committee is open to all school staff

Month:
June

Professional Development Topic:
Engaging Parents of ELLs

Date:
June 8

Audience:
Action Research Committee is open to all school staff

Teachers in need of the 7.5 (or 10 hours for special education teachers and special education paraprofessionals) hours of ELL training will be recommended to participate in the PS 247 Action Research Committee and will participate in the research, creating an action plan, and the outreach to parents of ELLs. If they choose not to participate in the Action Research Committee, they may choose to attend various other professional development workshops such as the UFT ESL/Bilingual Committee workshops to fulfill the requirement.

2. ESL teachers provide support and are available to staff, students and parents to assist ELLs as they transition from elementary to middle school. ESL teachers consult with parents, teachers and students on issues related to transitioning to middle school and the social aspects of coming into a new country or new school. ESL teachers and parent coordinator also provide information to parents, teachers and other school staff about ESL programs in middle schools, exam information, the general transition period and creating support networks in their new school. ESL teachers and the Parent Coordinator reach out to parents about any issues/questions they may have regarding their child's future.

3. All ELL and non-ELL staff has received the minimum of 7.5 hours of ELL training. In recent years professional development has been contracted through Accelerating Minds, John Hopkins University, America's Choice, Catherine Brown, as well as in-house workshops, lectures, presentations, modeled lessons, reading groups and administrative meetings. Ongoing professional development will be offered to current staff as well as new teachers. Documentation of the 7.5 hours of training will be placed in the personal file of all participating teachers and staff.

E. Parental Involvement

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

1. Parents of newcomer ELLs are invited to attend the parent meeting to be introduced to the program choices available to them. Parents are also invited to school at different times throughout the school year in order to participate in classroom celebrations and student work showcases. Lower grades parents are invited to read with the children during morning conferences. Parents are also invited to attend select Title III after school sessions in order to celebrate their students' work. Also, parents are involved in various activities such as:

*Monthly workshops with guest speakers on various topics

*Lending Library where parents can borrow books

*Games, bingo and karaoke nights

- *Field trips
- *PTA activities
- *Fundraising activities

In our school we utilize the Translation and Interpretation Unit. Phone calls home are made with the assistance of the over the phone translation services, and most letters are sent home in both parents' native language and English. PS 247's Parent Coordinator conducts regular English and Citizenship classes for parents who wish to attend. Classes are held twice weekly during the morning hours. Parents are invited to school and Title I trips. Parents can become involved in the PTA, Title I Committee, Leadership Team, and Learning Leaders program in order to be part of the decision-making surrounding the school's budget.

2. PS 247 partners with other agencies like the Neighborhood Improvement Association and the Federation of Italian Americans to offer after school programs for adults and children. Also, our school is in partnership with colleges and universities throughout greater New York state in order to prepare parents and students for college.

3. When parents enroll their children in the school, we survey them to determine the language in which the parents prefer to communicate. In response to this need, over –the –phone and in person interpretation is utilized, as well as written translation. The Parent Coordinator conducts informal interviews and sends home flyers of various programs available in our school. ELLs parents are invited to the PTA meeting and an orientation meeting. Also, the Parent Coordinator sends monthly newsletters via e-mail about social services. Parents also share information with each other about programs available in our school.

4. Parental involvement activities at PS 247 address the needs of the parents. Parents are asked in what language they prefer to communicate. In response to this need, over-the –phone translation are offered. Parents can attend free English and Citizenship classes, can call Dial-a-Teacher for homework support, and can receive information about community-based resources and information about social services in out community.

Our school will have professional development around the topic of parental involvement. Teachers will be invited to join a professional reading group and read professional literature on the topic of parental involvement of ELLs, discuss the readings, and develop and implement an outreach plan.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	31	19	4	6	5	1								66
Intermediate(I)	8	21	8	8	3	5								53
Advanced (A)	7	5	11	13	7	4								47
Total	46	45	23	27	15	10	0	0	0	0	0	0	0	166

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

READING/ WRITING	B		11	2	1	3	0							
	I		20	8	7	3	5							
	A		5	9	13	6	4							
	P		5	2	0	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	5	2		9
4	1	6	3		10
5	2	8	2		12
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		5		4	2			13
4	1		6		3	4	2		16
5		1	4		1	2	3	2	13
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2			2	5	1	5		15
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	1	1	4	2	2	1		1	12
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

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

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

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

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

1. PS 247 uses the Teacher's College Reading and Writing Project (TCRWP) (lower grade) and the DRA (upper grade) to assess students in grades K-5 in reading and literacy growth. These assessments are done twice a year along with informal ongoing assessments such as teacher observations, running records, conference notes, and unit assessments. All students, including ELLs are assessed using the same tools. The results from these assessments are used to drive instruction. From this data, teachers are able to derive instructional foci, determine which reading strategies each child needs to work on, determine their independent and guided reading levels, and plan literacy lessons. Also, teachers are able to effectively differentiate instruction for each student.

In Kindergarten, 82% of ELLs in all proficiency levels need support in letter and sound recognition. The majority of ELLs are reading at an early emergent level. Teachers use a variety of methods of instruction to meet the needs of all students. Some methods are shared reading, read aloud, literacy centers, guided reading, and word study. During shared reading, teachers use large picture books with predictable patterns. Shared reading helps students to learn reading strategies and language skills. Students use the strategies they learned in shared reading independently to become better readers. During read aloud, teachers model and act out what a proficient reader does, and how they think while reading. In guided reading, teachers meet with students to help them use the strategies and skills they had learned through watching, listening, and participating in read alouds and shared reading.

For our grade 1 Advanced ELLs, 100% know all 26 letter sounds. Students are reading on grade level (C). 90% know more than 100 sight words; however 80% are unable to recognize digraphs and blends in words. For Intermediate ELLs, 95% know all of their letters and sounds, 25% know at least 100 sight words, and 50% know more than 50 sight words. All 1st grade students are expected to know 125 sight words by the end of the school year. Phonic awareness is also an area in which Intermediate ELLs need support. 60% of students are weak in hearing and writing vowel sounds in words. For Beginner ELLs, 55% of students are not proficient in knowing all 26 letter sounds. Many have little sight word vocabulary and are reading early emergent books. As in Kindergarten, 1st grade students are engaged in small group learning all day, which allows the teacher to meet with students with common needs. Shared reading, read aloud, guided reading and word study lessons are planned to meet each student's needs. Technologies such as smart boards are used in the classroom to provide visual and interactive support in the content areas as well.

In 2nd grade 100% of Advanced and Intermediate ELLs know all letters and sounds. 98% of these students know more than 125 sight words. Of the Advanced students, 100% of students are reading on grade level, and 77% know more than 190 words (all students are required to know more than 200 words by the end of 2nd grade). Intermediate and Beginner ELLs are reading below grade level. Beginners struggle with sight words, and 60% know less than 11 words and need support with phonemic awareness. 100% cannot recognize or hear vowel sounds in words. Teachers use their assessments to drive instruction. Small groups are formed, and students are engaged in shared reading, read aloud, guided reading, and word study daily. Teachers use a variety of methods and strategies to support ELLs in the classroom. Imagine Learning is a computer program that supports ELLs in language development, phonemic awareness, early literacy skills, and provides native language support. The Language Leaders program is also present in the classroom to provide beginner ELLs with extra support.

In 3rd grade, 100% of Beginner and Intermediate ELLs are reading below grade level. All of our Advanced ELLs are on or approaching grade level in reading for this time in the year. 40% ELLs at all proficiency levels struggle with retelling, though, of those students, 60% are Beginners, as seen in teacher's assessments. In order to support ELLs in the classroom, teachers have a variety of strategies in place to support literacy development. Teachers conduct mini lessons during the Reader's workshop that focus on grade level reading and writing strategies. Additionally, they conduct shared reading, read alouds, small guided reading groups, and individual conferences in order to meet

the needs of all students. For Beginner ELLs, the instructional focus and strategies used are the following: Reading for understanding, Looking at words as we read, using words we know to figure out unknown words, using picture clues, and partner reading. For Intermediate students, the instructional focus is on retelling, summarizing, and using story elements. For Advanced students, the instructional focus is on making connections, retelling, using chapter grids, questioning, and recognizing important details. As students' proficiency level increases, so does their reading level, and the complexity of strategies used.

In 4th grade 100% of Beginner and Intermediate ELLs are reading below grade level. All of our Advanced ELLs are on or approaching grade level in reading for this time in the year. 50% of ELLs at all proficiency level need work on retelling, as seen in teacher's assessments. Students' retelling skills are relative to their reading levels. In order to support ELLs in the classroom, teachers have a variety of strategies in place to support literacy development. Teachers conduct mini lessons during the Reader's workshop that focus on grade level strategies. Additionally, they conduct shared reading, read alouds, small guided reading groups, and individual conferences in order to meet the needs of all students. For Beginner ELLs, the instructional focus and strategies used are recognizing important details, vocabulary development, story elements, using picture clues, and sequencing. For Intermediate ELLs, the instructional focus is on recognizing the main idea, retelling, using important details, and making predictions. For Advanced students, the instructional focus is on stopping to think, making connections, retelling, making predictions, and inferencing. As students' proficiency level increases, so does their reading level, and the complexity of strategies used.

In 5th grade 100% of Beginner and Intermediate ELLs are reading below grade level. All of our Advanced ELLs are on or approaching grade level in reading for this time in the year. 44% of ELLs at all proficiency level need work on retelling, with 33% of these students being Beginner and Intermediate, as seen in teacher's assessments. Students' retelling skills are relative to their reading levels. In order to support ELLs in the classroom, teachers have a variety of strategies in place to support literacy development. Teachers conduct mini lessons during the Reader's workshop that focus on grade level strategies. Additionally, they conduct shared reading, read alouds, small guided reading groups, and individual conferences in order to meet the needs of all students. For Beginner ELLs, the instructional focus and strategies primarily sound/letter recognition. For Intermediate ELLs, the instructional focus is on retelling, making connections, summarizing important events, and thinking about the character. For Advanced students, the instructional focus is primarily on retelling and recognizing important details. As students' proficiency level increases, so does their reading level, and the complexity of strategies used.

2. An analysis of the 2010 NYSESLAT and LAB-R shows that of all the Kindergarten ELLs, 31 are beginner, 8 are intermediate, and 7 are advanced. In grade 1, 19 are beginner, 21 are intermediate, and 5 are advanced. In 2nd grade, 4 are beginner, 8 are intermediate, and 11 are advanced. In 3rd grade, 6 are beginner, 8 are intermediate, and 13 are advanced. In 4th grade, 5 are beginner, 3 are intermediate, and 7 are advanced. In 5th grade, 1 is beginner, 5 are intermediate, and 4 are advanced. 40% of students in all grades are beginners, 32% are intermediate, and 28% are advanced. In all grades, the majority of students are beginners and intermediates. The vast majority of beginner and intermediate ELLs are classified as newcomers, with the only exceptions being children in special education.

According to the LAB-R scores for 2010-2011, 44% of Kindergarten children that took the Fall 2010 LAB-R scored beginner, while 38% scored proficiency. 80% scored between intermediate and advanced. In grades 1-5, about 85% of newcomers scored beginner on the LAB-R, while the remaining 15% scored intermediate. No upper grade new admits scored proficient on the LAB-R.

3. After analyzing the 2010 NYSESLAT scores with special attention paid to students' performance in reading/writing and listening/speaking, it is clear in what areas students need the most support. Most of our students in every grade scored higher on the listening and speaking sections combined than they did on reading and writing. In 1st grade, 6 students scored proficient and 13 students scored advanced on listening and speaking, while only 5 students scored proficient and 5 students scored advanced on reading and writing. In 2nd grade, 4 students scored proficient and 14 students scored advanced on listening and speaking, while only 2 students scored proficient and 9 scored advanced on reading and writing. In 3rd grade, 15 students scored proficient and 4 students scored advanced in listening and speaking, while 0 students scored proficient and 13 students scored advanced on reading and writing. In 4th grade, 5 students scored proficient and 5 students scored advanced in listening and speaking, while 0 students scored proficient and 13 scored advanced in reading and writing. In 5th grade, 3 students scored proficient and 3 students scored advanced in listening and speaking, while 0 students scored proficient and 4 scored advanced in reading and writing. (Students who scored proficient on all proficiency areas and exited the ESL program are not included in this data. Only current ELLs, levels beginner-advanced, are included in the data above.) An analysis of these scores shows that most students are performing higher on listening and speaking than on reading and writing. Assessment drives instruction. Considering the need for student support in reading and writing, our ESL teachers will continue to give support to the ELLs with a foundation in balanced literacy using the readers' and writers' workshop model, while still promoting aural/oral language and vocabulary development.

4a.

Grade 3 ELA: 2 students scored a level 1. 5 students scored a level 2. 2 students scored a level 3. No ELLs scored a level 4 in grade 3.

Grade 4 ELA: 1 student scored a level 1. 6 students scored a level 2. 3 students scored a level 3. No ELLs scored a level 4 in grade 4.

Grade 5 ELA: 2 students scored a level 2. 8 students scored a level 2. 2 students scored a level 3. No ELLs scored a level 4 in grade 5.

Grade 3 Math: 2 students scored a level 1. Both of these students took the exam in English. 5 students scored a level 2. All of these students took the exam in English. 6 students scored a level 3, 4 of whom took the exam in English, 2 took the exam in the native language. No ELLs scored a level 4 in grade 3.

Grade 4 Math: 1 student scored a level one. This student took the exam in English. 6 students scored a level 2, all of whom took the exam in English. 7 students scored a level 3, 3 of whom took the exam in English, 4 took the exam in the native language. 2 students scored a level 4 on the exam, both of whom took the exam in English.

Grade 5 Math: 1 student scored a level 1. This student took the exam in the native language. 4 students scored a level 2, all of whom took the exam in English. 3 students scored a level 3. 1 of these students took the exam in English, 2 students took the exam in the native language. 5 students scored a level 4. 3 of these students took the exam in English and 2 took the exam in the native language.

Grade 4 Science: 2 students scored a level 1. Both of these students took the exam in English. 2 students scored a level 2, both students took the exam in the native language. 6 students scored a level 3. 5 of these students took the exam in English, 1 took the exam in the native language. 5 students scored a level 4. All of these students took the exam in English.

Grade 5 Social Studies: 2 students scored a level 1. 1 of these students took the exam in English, 1 took the exam in the native language. 6 students scored a level 2. 4 students took the exam in English, 2 took the exam in the native language. 3 students scored a level 3. 2 of these students took the exam in English, while 1 took it in the native language. 1 student scored a level 4. They took the exam in the native language.

According to data from the New York State ELA, Math, Science, and Social Studies tests, ELLs show an increase in score when taking the test in their native language. The data also shows higher proficiency levels in Math and Science as compared to ELA.

Advanced ELLs out perform newcomer and intermediate students, especially on English language tests. Because of this, ESL teachers will continue to concentrate on providing ELLs with the assistance they need in their content areas. Additionally, classroom teachers will employ various ESL strategies, such as using gestures, visuals (pictures, videos, illustrated vocabulary charts) to support ELLs in their content area learning. They will also differentiate their instruction using methods such as graphic organizers, small group reinforcement, and group work in order to help make content comprehensible to ELLs. There is a school wide focus on best practices for ELLs both in the mainstream classroom and content areas as well as the ESL classroom.

When analyzing students' scores on state exams, it is important to note newcomer ELLs performance on native language tests vs. English tests. Newcomer students who are literate and comfortable with academic language in their native language are administered the exam in their first language when the exam is available. Generally, beginner and intermediate students are offered the native language tests, as advanced students generally are stronger in their academic English than in the native language. Students who are afforded the opportunity to take the exam in the native language fared better on state standardized tests than their newcomer peers who took the exam in English. For example, 100% of the students in grade 3 and 4 who took the test in the native language scored a 3. On the grade 5 math test, 30% (4 students) scored a level 3 or 4 on the native language exam, while their counterparts who took the exam in English scored a level 2. On the NYS Social Studies test, the only ELL who scored a level 4 took the exam in the native language. Newcomer ELLs who took the exam in English scored levels 1 and 2.

In all, newcomer ELLs who take the exam in the native language outscore newcomer ELLs who take the exams in English. In order to prepare newcomers for taking the exam in the native language, children are given opportunities to practice using their bilingual glossaries and dictionaries throughout the school year in their classrooms and at home.

b. PS 247 has opted out of administering ELL Periodic Assessments.

c. PS 247 has opted out of administering ELL Periodic Assessments.

5. PS 247 does not have a dual language program.

6. In order to assess the success of our programs, we employ many different assessment tools. ESL teachers assess ELLs throughout the year. For each unit taught there are content area goals set, as well as group goals in the areas of reading, writing, listening, and speaking, as well as individual goals. Teachers assess whether or not students have met these goals by looking at student work, scoring oral language and writing pieces using rubrics, and considering their DRA reading levels gathered from their classroom teachers. Instructional decisions are made based on goals set for each unit, group, and individual, and student performance on various assessments.

ESL teachers also articulate frequently with classroom teachers about the progress and performance of ELLs in the mainstream classroom and content areas. Teachers share information, assessment data, conference notes, student work, and observations about students in order to best assess their needs and plan future instruction to best meet the needs of ELLs.

Based on the NYSESLAT we are also able to evaluate the success of our ESL program. We analyze students' tests scores by looking at their performance on listening & speaking and reading & writing. We compare students' scores with how they performed the year before, and determine whether or not they've made growth and improvements from year to year. Usually, students will move one or two proficiency levels in two years or less. Many of them reach proficiency in English in 3 years. Many students who do not move up in proficiency level over the course of 2 years are generally students who have been classified as students with special needs.

Also, we look at the ways in which students are performing well, and in what areas they need extra support. The trend is that students generally perform higher in listening & speaking than in reading and writing. Support in all four of the language modalities is important, but for this reason, our program and instruction provides extra support for students in the areas of reading and writing, while still promoting oral language development. The ESL program integrates balanced literacy components such as shared reading, read aloud, reading strategies, small group support, shared writing, guided writing, the use of graphic organizers, etc. ESL teachers also conference with students during independent reading and morning conferences, as well as about their writing, both in the classroom and during the ESL periods.

Based on the 2009 and 2010 NYSESLAT scores, we can conclude that the ESL program is successful in helping students to move up in proficiency level from year to year.

Of the students in this year's grade 2, from the Spring 2009 NYSESLAT (tested in Kindergarten) to the Spring 2010 NYSESLAT (tested in 1st grade), 100% of students' raw scores increased in both proficiency areas of Listening/Speaking and Reading/Writing.

Of the students in this year's grade 3, from the Spring 2009 NYSESLAT (tested in 1st grade) to the Spring 2010 NYSESLAT (tested in 2nd grade) 100% of students' raw scores increased in Listening/Speaking. 47% of students' raw score increased in Reading/Writing, where 53% of students' raw score in Reading/Writing decreased.

Of the students in this year's grade 4, from the Spring 2009 NYSESLAT (tested in 2nd grade) to the Spring 2010 NYSESLAT (tested in 3rd grade), 90% of students' raw score in Listening/Speaking increased, whereas 10% (or 1 student out of 9) went down in Listening/Speaking. 90% of students' raw score went up in Reading/Writing, whereas 10% (or 1 student out of 9) stayed the same in Reading/Writing.

Of the students in this year's grade 5, from the Spring 2009 NYSESLAT (tested in 3rd grade) to the Spring 2010 NYSESLAT (tested in 4th grade), 100% of students' raw scores went up in Listening/Speaking. 86% of students' raw scores in Reading/Writing, whereas 14% (1 student out of 7) stayed the same in Reading/Writing.

Data drives instruction. Based on this analysis of the 2009-2010 NYSESLAT scores, and therefore the ESL program, we can make various instructional decisions. One conclusion that we can make is that students struggle on the reading and writing section of the exam when transitioning from the 1st grade to the 2nd grade exam. 2nd grade is a particularly important testing year for students in the 2-4 grade band because the format of the test changes significantly from the previous years, testing in the K-1 band. The Reading and Writing sections of the exam are more difficult, with extended reading passages and writing activities. Based on this data, it is important that in grades 2 and 3 especially the ESL program provide increased support in the areas of reading, comprehension, and writing. In every grade, ESL teachers will continue to support students in balanced literacy activities such as shared reading, read-aloud, reading conferences, shared writing, guided writing, independent writing, and will place more emphasis on reading comprehension activities and reading for understanding. Teachers will also continue to prepare students for the NYSESLAT exam with explicit test preparation and skills such as going back to the passage, answering various kinds of questions, and adding details to writing during the month prior to the exam.

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

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		

	Network Leader		
	Other		

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(718) 236-4205 FAX (718) 331-8563

Christopher Ogno
Principal

Erin Mulholland
Assistant Principal

Diana Olsen
Assistant Principal

SCHOOL PARENTAL INVOLVEMENT POLICY

PART I GENERAL EXPECTATIONS

P.S. 247 agree to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111-State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decision about how the Title I, Part A funds reserved for parental involvement is spent.
- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- *that parents play an integral role in assisting their child's learning;*
- *that parents are encouraged to be actively involved in their child's education at school;*

- *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- *the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.*

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. P.S. 247 will take the following actions to involve parents in the process of school review and improvement under *Section 1116- Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
 - 50% of the School Leadership Team is comprised of parents.
 - These parents along with the other members of the SLT: review statistics, formulate the Comprehensive Educational Plan, and determine the budget.

2. P.S. 247 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:
 - *Reading Recovery*
 - *Leveled Literacy Intervention*
 - *Funded Literacy and Math Programs*
 - *Universal Pre-Kindergarten Program*

3. P.S. 247 will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

The sub-committee of the PA and the administration will develop a needs assessment survey to be distributed three times over the course of the school year. The surveys will be collected and reviewed by the parties mentioned above. The information collected will be disseminated to all parents via a newsletter. The newsletter will list P.S. 247's successes and future steps being taken towards increasing parental involvement.

4. P.S. 247 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the action described in this paragraph –

P.S. 247 will develop instructional resources for use by parents and by parent trainers. Our parent handbook will be distributed to every parent and on-going awareness sessions will be offered throughout the year, in an effort to familiarize the parents with handbook. Training will be provided by staff members for the parents to provide them with the skills they need to be more effective partners in their children's education. Activities may include workshops on topics such as understanding the Title 1 and regular school programs, dealing more effectively with schools, using outside the services of community agencies, understanding child development, supporting the instructional program at home, communicating effectively with children and motivating youngsters and building their self-esteem. In early October parents will be invited to attend a "Parent Tea", where the teachers will review the Balanced Literacy Approach, Everyday Mathematics, and the other curriculum areas. The parents will be given material explaining the following: end of the year standards for each grade level, a brief description of the types of formal and informal assessments that will be given throughout the course of the school year.

- The School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Offering workshops
 - Developing a parent resource center and lending library with materials such as trade books, recent educational articles, and tapes for parents to use with their children
- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by:
 - Offering workshops given by the Parent Coordinator
 - Disseminating the information the Parent Coordinator receives at regional Meetings.

- The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand:
 - Staff members will translate letters into various languages.
 - Students will record important meeting dates in their homework.
 - Parents will be provided with information in a timely manner.

PART IV ADOPTION

***Public School 247
7000 - 21st Avenue
Brooklyn, New York 11204
(718) 236-4205 FAX (718) 331-8563***

Christopher Ogno
Principal IA

Erin O'Hanlon
Assistant Principal

Diana Olsen
Assistant Principal

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with the parents of children participating in Title 1, Part A programs, as evidenced by the agenda and minutes from the May Parent Association meeting.

This policy was adopted by P.S. 247 on May 30, 2010 and will be in effect for the period of the 2010-2011 school year. The school will distribute this policy to all parents participating Title 1, Part A children on or before January 7, 2011.

Christopher Ogno, Principal

Date

I have received a copy of the Policy and the School-Parent Compact.

Parent's Signature

Date