



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : **THE HORACE E. GREENE SCHOOL**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **32K045**

PRINCIPAL: **MRS. TRACEY LOTT-DAVIS**

EMAIL: **TLOTT-DAVIS@SCHOOLS.NYC.GOV**

SUPERINTENDENT: **MRS. LILLIAN DRUCK**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Tracey Lott-Davis	*Principal or Designee	
Michelle Broady	*UFT Chapter Leader or Designee	
Tiffany Blanding	*PA/PTA President or Designated Co-President	
Bonnie Bell	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Linda Jakes	Member/Parent	
Pamela Lett	Member/Parent	
LaShawn McLaurin	Member/Parent	
Analydia Rivera	Member/Parent	
Jaleela Shabazz	Member/Parent	
Yvonne Pearce	Member/Staff	
Deborah Augustin	Member/Staff	
Patricia Edwards	Member/Staff	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1 (mathematics)

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, students of grades 2nd-6th will concentrate on generating strategies for problem solving in mathematics

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based on Data from the Spring 2011 Mathematic Assessment, the following performance indicators were not met:

- *Compare fractions using $<$, $>$, or $=$*
- *Convert measurement within a given system*
- *Develop an understanding of decimals as part of a whole*
- *Develop and make predictions that are based on data*
- *Recognize real world situations in which an estimate (rounding) is more appropriate*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- *Professional Development on Pearson's enVision Math Program for teachers of grades 2nd-6th (Opening PD, Election Day PD, etc.)*
- *enVision Mathematics' curriculum – in 75-minute instructional block (implemented this school year)*
- *Houghton Mifflin's Math Steps to supplement instruction*
- *Curriculum Mapping to explore problem solving strategies (revisited and revised when necessary)*
- *Teacher Team bi-weekly meetings and Thursday Extended Day 50-minute session to overview student work samples*
- *Differentiated groups for extended day learning (two 50-sessions weekly)*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

The following has been and will continue to be implemented:

- ◆ Monthly workshops focused on curriculum, student achievement and assessments
- ◆ Monthly workshops focused on the Chancellor's initiatives – Teacher Effectiveness and Performance Tasks embedded with Common Core Learning Standards (CCLS)
- ◆ Monthly School Leadership Team Meetings – second Saturday of each month
- ◆ Monthly PTA meetings – second Saturday of each month

- ◆ Learning Leaders
Parent Academic Fairs – Fall and Spring
(Hands-on activities at the Fairs)

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In order to ensure that the school reaches 100% of high quality teachers, professional development will be ongoing to provide teachers with instructional practices that support the grade/program teaching. Teachers who are not highly qualified will be given the opportunity to take courses to become qualified in their assignment for 2011-2012. Cluster teachers who are teaching the arts, but are not licensed in the area, will take the online HOUSSSE Survey. Teachers of such programs will be encouraged to take steps to become certified in specified area.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Afterschool Professional Development for Staff (**FSF for Per Session and materials**)

- ◆ Mondays from 2:30 p.m.-4:00 p.m.

Staff Development Consultant: Pearson's enVision Mathematics program

Afterschool for English Language Learners (newcomers) (**Title III funding**)

Saturday Institute for students of grades 3rd-6th (FSF for Per Session and materials)

- ◆ Beginning Saturday, December 10th to March 31st
- ◆ Focus: Constructed Responses – Day 2 of Mathematic assessment- Performance

Destination Math and BrainPop software (**NYSTL Software funds**)

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2 (ela)

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, students of grades 1st-6th will focus on writing responses to the reading of fictional and non-fictional text in order to develop competent essay writing skills

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - *Use ideas from two or more sources of information to generalize about causes, effects, or other relationships*
 - *Use relevant examples, reasons, and explanations to support ideas*
 - *Identify essential details for note-taking*
 - *Identify the ways in which characters change and develop throughout a story*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Teachers of grades PK-6th will

- *Attend professional development opportunities throughout the year focused on the writing process:*
 - *selecting a topic, finding a purpose, and clarifying the audience*
 - *prewriting – considering an approach, gathering thoughts or information, mapping plans and free-writing ideas*
 - *drafting – organizing material and getting words down*
 - *revising – further developing ideas and clarifying their expression*
 - *editing – polishing meaning and proofreading publication*
- *Engage in the Teachers & Writers Collaborative Program throughout the school year – focused on integrating writing across the curriculum and for using the literary arts to address NYS Learning Standards*
- *Selected Teachers of English Language Learners and Students With Disabilities will pilot the SRA High-Performance Writing Program*
- *Embed the Teachers' College Balanced Writing Program in the school day*
- *Model writing – drafting, revising and editing*
- *Provide a supportive environment by using active exchange and valuing students' ideas, collaborative small-group work, conferences and peer critiquing*

Teachers and Students of grades K-2nd SWD and ELL (15 sessions)

- *will engage in the Learning Through an Expanded Arts Program (LEAP)*

Teachers and Students of grades 3rd-5th SWD and ELL (15 sessions)

- *will engage in the Arts Learning Leads to Literacy (ALLL) Program*
- *(both programs focus on writing in the content areas of Social Studies and Science)*

Throughout the school year students will produce:

- *a research report*
- *responses to literature*
- *a narrative account (fictional and/or autobiographical)*
- *a narrative procedure*

Materials purchased to support writing:

Lucy Calkins' Units of Study for Primary Writing: A Yearlong Curriculum

Grammar and Writing – Scott Foresman Reading Street (K-6th grade)

New York Look Back and Write – Scott Foresman Reading Street (2nd-6th grade)

Read, Write, Edit, & Listen – Options (2nd-6th grade)

WRITE! – Curriculum Associates(2nd-6th grade)

Strengthening Reading, Listening, Note taking and Writing – Curriculum Associates (2nd-6th grade)

Additional Writing opportunities will take place during:

Extended Day – two days a week (Tuesday and Wednesday), 50-minute sessions

Academic Pull-Out periods – Holdovers (daily) At-Risk (3 times a week) Enrichment (2 times a week)

Afterschool – December '11-May '12, 1 ½ hour sessions

Saturday Institute – December '11-March '12, 2 ½ hour sessions

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

The following has been and will continue to be implemented:

- ◆ Monthly workshops focused on curriculum, student achievement and assessments
- ◆ Monthly workshops focused on the Chancellor's initiatives – Teacher Effectiveness and Performance Tasks embedded with Common Core Learning Standards (CCLS)
- ◆ Monthly School Leadership Team Meetings – second Saturday of each month
- ◆ Monthly PTA meetings – second Saturday of each month
- ◆ Learning Leaders
- ◆ Parent Academic Fairs – Fall and Spring (Hands-on activities at the Fairs)

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In order to ensure that the school reaches 100% of high quality teachers, professional development will be ongoing to provide teachers with instructional practices that support the grade/program teaching. Teachers who are not highly qualified will be given the opportunity to take courses to become qualified in their assignment for 2011-2012. Cluster teachers who are teaching the arts, but are not licensed in the area, will take the online HOUSSE Survey. Teachers of such programs will be encouraged to take steps to become certified in specified area.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Afterschool Professional Development for Staff (**FSF for Per Session and materials**)

- ◆ Mondays from 2:30 p.m.-4:00 p.m.

Staff Development Consultant: Pearson's Reading Street program

Saturday Institute for English Language Learners taking ELA in '12 (**Title III funding**)

Saturday Institute for students of grades 3rd-6th (**FSF for Per Session and materials**)

- ◆ Beginning Saturday, December 10th to March 31st
- ◆ Focus: Constructed Responses – Day of Mathematic assessment

Destination Reading and BrainPop software (**NYSTL Software funds**)

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3 (professional development)

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, at least 90% of classroom teachers, teachers of cluster programs, instructional staff and administrators will engage in professional development focused on Charlotte Danielson's Rubric – (Domain 3-Instruction: Competency 3b-Using Questioning and Discussion Techniques)

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based on Data from the Spring 2011 ELA Assessment, the following performance indicators were not met:

- *Literary Response and Expression and Critical Analysis and Evaluation*
- *Identify a conclusion that summarizes the main idea*
- *Make predictions, draw conclusions, and make inferences about events and characters*
- *Evaluate information, ideas, opinions, and themes in texts by identifying a central idea and supporting details*
- *Identify information that is implied rather than stated*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

- *Professional Development plan to introduce and provide on-going knowledge (development) with the Danielson Framework for teachers and administrators*
- *Design Team and Grade Team Study groups – Readings based on best practices*
- *Instructional cabinet meetings to develop evidence aligned to the rubric specific to the school*
- *Develop templates and/or checklists aligned to the Framework (rubric) for Competency 3b*
- *Provide current information around Framework via newsletters, emails, and at conferences (Staff, Grade)*
- *Conduct timely feedback sessions – within 48 hours*
- *Working closely with the Talent Management Pilot Coach – two to three times per month*
- *Enhance practice of collecting low-inference data*
- *Incorporate the use of technology to collect low-inference data*
- *Develop a focused lens around Competency 3b*
- *Provide a bi-monthly schedule for implementation of Using Questioning and Discussion Techniques*
To include skills: Inference, Drawing Conclusion, Making Predictions, Summarizing and Distinguishing between Fact and Opinion

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

The following has been and will continue to be implemented:

- ◆ Monthly workshops focused on curriculum, student achievement and assessments
- ◆ Monthly workshops focused on the Chancellor's initiatives – Teacher Effectiveness and Performance Tasks embedded with Common Core Learning Standards (CCLS)
- ◆ Monthly School Leadership Team Meetings – second Saturday of each month
- ◆ Monthly PTA meetings – second Saturday of each month
- ◆ Learning Leaders

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In order to ensure that the school reaches 100% of high quality teachers, professional development will be ongoing to provide teachers with instructional practices that support the grade/program teaching. Teachers who are not highly qualified will be given the opportunity to take courses to become qualified in their assignment for 2011-2012. Cluster teachers who are teaching the arts, but are not licensed in the area, will take the online HOUSSE Survey. Teachers of such programs will be encouraged to take steps to become certified in specified area.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Afterschool Professional Development for Staff

- ◆ **Fair Student Funding (FSF)** – Mondays from 2:30 p.m.-4:00 p.m. per session for teachers
- ◆ **Title I SWP** – Purchase of materials to support Competency 3b instruction: *Teacher's Desk Reference and Critical Thinking Guide, Enhancing Professional Practice: A Framework for Teaching*
- ◆ **Title I SWP** – Staff Development Consultants: Pearson's, CFN 412's Instructional Consultants, and Talent Management Teacher Effectiveness Pilot Program

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4 (parent /guardian involvement)

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, a 10% increase in the number of parents/guardians participating in school activities will be evident by sign in sheets and the percentage of completed Learning Environment Surveys

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based on Data from the 2010-2011 Learning Environment Survey, the following performance indicators need to be a focus:

- *Increase the percentage of parents completing the survey – 73% (5% increase from previous year)*
- *Increase parent/guardian engagement in school activities throughout the school year*
- *Use a variety of methods to communicate with parents/guardians regularly*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Implementation begins in September 2011 and continues through June 2012

Target population – parents/guardians of all P.S./I.S. 45K students

- September 2011 – January 2012 - Parent Coordinator and Family workers will visit all sites as needed, maintaining a monthly log for the school and district
- Communication with parents will be through newsletters, telephone outreach, e-mails, letters, bulletins, questionnaires and surveys. All information will be available in translated versions as needed.
- School events will be planned such as parent workshops, Health and Academic Fairs, theater trip, PTA meetings, SLT meetings, Parent Teacher conferences, Get Acquainted with Your Child's Teacher Night
- Focus will be on parents of Early Childhood, ELL's and newly admitted students
- Families will be provided with proper notification well in advance of scheduled activities
- Special activities (i.e. assemblies, fairs, parent/student) will involve families throughout the year in positive interactions
- Administration, key school personnel and parent coordinator will work collaboratively to plan academic workshops for parents/guardians to support positive student outcomes (i.e. behavior, academics, etc.)
- School and parent coordinator will work collaboratively with District Parent Office

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

The following has been and will continue to be implemented:

- ◆ Monthly workshops focused on curriculum, student achievement and assessments
- ◆ Monthly workshops focused on the Chancellor's initiatives – Teacher Effectiveness and Performance Tasks embedded with Common Core Learning Standards (CCLS)
- ◆ Monthly School Leadership Team Meetings – second Saturday of each month
- ◆ Monthly PTA meetings – second Saturday of each month
- ◆ Principal's Newsletter (sent out first of each month)
- ◆ PTA Newsletter (sent out monthly)
- ◆ Learning Leaders
- ◆ Parent Academic Fairs – Fall, Winter and Spring

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In order to ensure that the school reaches 100% of high quality teachers, professional development will be ongoing to provide teachers with instructional practices that support the grade/program teaching. Teachers who are not highly qualified will be given the opportunity to take courses to become qualified in their assignment for 2011-2012. Cluster teachers who are teaching the arts, but are not licensed in the area, will take the online HOUSSE Survey. Teachers of such programs will be encouraged to take steps to become certified in specified area.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

N/A

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Fair Student Funds (FSF)** – to purchase supportive academic home-school materials for all students during the holiday recess breaks
 - Funds from Parent Coordinator allocation will support parent meetings, workshops, and other events scheduled throughout the school year
 - Title III Funds** – ESL After-school Program, LEAP and parent workshops
 - Title I SWP** – 1% for parent involvement (Cool Culture Family Pass – for Early Childhood families)
 - Title I SWP** – 1% for parent involvement (Parent outings)

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5 (attendance)

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, there will be a 3% increase in attendance rate (Grades PK-6th)

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based on Data from the 2010-2011 Progress Report card, the following performance indicators need to be a focus:

- *Increase the percentage of yearly attendance from 90.1% to at least 93% by June 2012 to meet the Chancellor's attendance initiative*
- *Increase attendance of Early Childhood students PK-1st*
- *Use a variety of methods to communicate with parents/guardians on the importance of students attending school regularly*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- *Attendance Team will monitor student attendance monthly*
- *Attendance Team will engage in monthly analysis of ATS and DSS Attendance reports to identify students who attend school less than 90% of the month.*
- *Attendance Team will work with Network Attendance Coordinator to develop procedures, activities and incentives to increase student monthly attendance*
- *School administrators, Network Attendance Coordinator and Attendance Team will facilitate Parent Workshops in January and April on Attendance and its impact on student achievement and promotion*
- *Funds will be allocated to purchase incentives to recognize individual and class improvement in school attendance.*
- *School-wide Attendance Plan will be revised and discussed during Faculty Conference and SLT meeting*
- *School Administrators will monitor the implementation of the School wide Attendance Plan by classroom teachers*
- *A lobby bulletin board will highlight monthly attendance of students ranging from 95%-100%*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

The following has been and will continue to be implemented:

- ◆ Monthly workshops focused on curriculum, student achievement and attendance
- ◆ ARIS training will allow parents to keep up to date information on their children's academic and attendance growth

- ◆ Monthly workshops focused on the Chancellor’s initiatives – Teacher Effectiveness and Performance Tasks embedded with Common Core Learning Standards (CCLS)
- ◆ Monthly School Leadership Team Meetings – second Saturday of each month
- ◆ Monthly PTA meetings – second Saturday of each month
- ◆ Principal’s Newsletter (sent out first of each month)
- ◆ PTA Newsletter (sent out monthly)
- ◆ Learning Leaders

Parent Academic Fairs – Fall, Winter and Spring

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

In order to ensure that the school reaches 100% of high quality teachers, professional development will be ongoing to provide teachers with instructional practices that support the grade/program teaching. Teachers who are not highly qualified will be given the opportunity to take courses to become qualified in their assignment for 2011-2012. Cluster teachers who are teaching the arts, but are not licensed in the area, will take the online HOUSSE Survey. Teachers of such programs will be encouraged to take steps to become certified in specified area.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Programs to support student attendance:

- New York State Fruit and Vegetable Program
- Breakfast in the Classroom
- Temporary Housing Educational Family Worker
- Agency for Child Services

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - ◆ **Fair Student Funding (FSF)** – Incentive trips to celebrate students and their families who meet 95-100% attendance from September to January and February to June – **Code 489**
 - ◆ **Fair Student Funding (FSF)** – Incentive materials: pencils, certificates and pizza – **Code 130**
 - ◆ **Fair Student Funding (FSF)** – Incentive trip to Broadway Show in March and Adventureland in June – **Codes 461 and 489**

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	25	25	N/A	N/A	0	0	2	4
1	20	20	N/A	N/A	2	2	1	3
2	30	30	N/A	N/A	4	0	0	3
3	24	24	N/A	N/A	8	0	3	7
4	32	25	20	15	3	0	0	4
5	20	30	7	12	3	0	1	4
6	31	29	12	10	2	0	0	2
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>The Academic Intervention programs in the area of Reading are as follows:</p> <ul style="list-style-type: none"> ▪ Words Their Way: Word Study in Action for students of grades 1 and 2 The program focuses on word development and phonics. The AIS provider works with small groups of students with similar needs during a pull-out 45 minute session four times a week. ▪ FUNDATION for Early Childhood Special Education The program is a phonemic awareness and vocabulary building program. The focus is on language development. The classroom teacher and paraprofessional provide students with small group and one-on-one intervention during the school day. ▪ Sidewalks by Pearson: Balanced Literacy Intervention Program Sidewalks is a balanced literacy program that focuses on all areas of reading. AIS providers pull-out students for small group instruction during the school day. ▪ HEADSPROUT: Technology Phonics Based Program HEADSPROUT is a phonics based technology program. As students make progress, they are advanced through the program. This intervention is provided during the school day, during extended day, and during pull-out periods. Because students work at the computer independently, classroom teachers of early grade students are scheduled to take their classes to the computer lab three times a week. ▪ EAROBICS: Phonetic Technology Program will be purchased for the Early Childhood students ▪ DESTINATION READING Learning: Differentiated Instruction Online Learning Program This program assists students in developing comprehension skills. Teachers develop lessons for individual students. Plans are set in place, and then students log in to complete individualized lessons. Intervention is provided during the school day, small group tutoring, extended day sessions, pull-out/push-in sessions and Afterschool Institute.
<p>Mathematics</p>	<p>The Academic Intervention programs in the area of Mathematics are as follows:</p> <ul style="list-style-type: none"> ▪ DESTINATION MATH Learning: Differentiated Instruction Online Learning Program This program assists students in developing mathematic skills. Teachers develop lessons for individual students. Plans are set in place, and then students log in to complete individualized lessons. Intervention is provided during the school day, small group tutoring, extended day sessions, pull-out/push-in sessions and Afterschool Institute. ▪ Accelerated Math: Technology Learning Program This program focuses on the various concepts and strands of mathematics. Students are engaged in activities supporting their mathematic development. Movement and growth are based on assessments at

	different intervals of learning. Intervention is provided during the school day, small group tutoring and in pull-out sessions (three times a week).
Science	<p>The Academic Intervention programs in the area of Science are as follows:</p> <ul style="list-style-type: none"> ▪ Harcourt This program focuses on the review of concepts previously taught to students of grades 3rd and 4th. The development of science content and hand-on activities assist in fostering understanding of the NY state standards. The work is provided during the school day in small group sessions twice a week.
Social Studies	<p>The Academic Intervention programs in the area of Social Studies are as follows:</p> <ul style="list-style-type: none"> ▪ Houghton Mifflin Harcourt This program focuses on the review of concepts previously taught to students of grades 4th and 5th. The development of history and social studies content include: map skills, reading of tables and charts, as well as understanding government. The work is provided during the school day in small group sessions twice a week.
At-risk Services provided by the Guidance Counselor	<p>The At-Risk services provided by the Guidance Counselor are as follows:</p> <ul style="list-style-type: none"> ▪ Grief Counseling – counsels with students who have lost family members and/or have been involved with traumatic experiences ▪ Peer Counseling – counsels with students who are having interpersonal problems ▪ Articulation with Outside Agencies <p><i>Provided – during the school day Individual and group session Classroom presentations</i></p>
At-risk Services provided by the School Psychologist	<p>The At-Risk services provided by the School Psychologist are as follows:</p> <ul style="list-style-type: none"> ▪ Grief Counseling – counsels with students who have lost family members and/or have been involved with traumatic experiences ▪ Peer Counseling – counsels with students who are having interpersonal problems ▪ Articulation with Outside Agencies <p><i>Provided – during the school day Individual and group session</i></p>
At-risk Services provided by the Social Worker	<p>The At-Risk services provided by the School Psychologist are as follows:</p> <ul style="list-style-type: none"> ▪ Grief Counseling – counsels with students who have lost family members and/or have been involved with traumatic experiences ▪ Peer Counseling – counsels with students who are having interpersonal problems ▪ Articulation with Outside Agencies <p><i>Provided – during the school day Individual and group session</i></p>

At-risk Health-related Services

The At-Risk services provided by the School Nurse are as follows:

- **Open Airways** – trains asthmatic students in how to take care of themselves when an attack is coming on, also provides them with understanding food choices that may trigger an attack
- **H1N1** – provides training to students on the correct way to wash hands and cover mouth when sneezing or coughing, provides staff with current information from the Department of Education on the flu

Provided – during the school day
Individual and group session

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

TITLE I
PARENTAL INVOLVEMENT POLICY
2011-2012

P.S./I.S. 45K supports ongoing parental involvement by encouraging meaningful participation in the school community through active involvement with the Parent Teacher Association, School Leadership Team, Parent Teacher Conferences, Academic Fairs, and all other meetings supporting the social and academic growth of child(ren).

The administration has arranged for the Principal and/or Assistant Principals to be available on any morning by appointment as early as 10 a.m. and as late as 5 p.m. in the evening (Principal Only). All Parent Teacher Conferences have an evening session for parents who are working during the school day. It is the policy of the school that any parent can request an appointment through the Parent Coordinator and receive an appointment in a timely fashion with any member of the school community.

A number of events and meetings will take place throughout the school year that allows parents to be involved directly in school activities through;

1. School Leadership Team SLT – meets every second Saturday of the month
2. Parent Association – meets every second Saturday of the month
3. Title 1 parent representation
4. Academic Learning Fairs – Literacy (March '12), Math (March '12) and Science (May '12)

The P.S./I.S. 45K Parental Involvement Policy is designed to:

- Support school committees that include parents who are member so the School Leadership Team, the Parent Association and Title I Parent Committee. This support includes providing technical support
- Provide parents with an overview of the school's curriculum and objectives that will help them understand specific programs in which their children are participants
- Provide parenting skills training which will help parents learn additional ways of assisting their children at home with a variety of reading and math strategies

- Provide the opportunities for parents to obtain literacy skills and/or ESL training if English is not their native language
- To encourage a mutual environment of respect and dignity for each member of the Horace E. Greene community
- To increase parent involvement and develop current and future parent leadership
- Enhance and provide an opportunity for the articulation between parents and all staff to be ongoing
- Ensure that information about Title I and other programs, policies and initiatives are shared
- Provide information regarding Title I programs and their implementation during monthly meetings and allow for meaningful discussion and consultation regarding the expenditures of the Title I SWP Funding, particularly the set-aside funds 1% to be earmarked for parent involvement activities and workshops.
- Involve parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the CEP (Comprehensive Educational Plan)
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report and Learning Environment Survey Report
- Train parents in the use of technology and the computer-based programs to enable them to access their child(ren)'s homework; communicate with teachers; and review information posted regarding their child's academic growth (ARIS and ACUITY Links)
- Involve parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the CEP (Comprehensive Educational Plan)

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

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

TITLE I SCHOOL-PARENT COMPACT

Role of the Title I Educators:

The Title I teacher understands the importance of a good school environment where every student will learn. The teacher's role is important in providing a quality educational experience for all students. The following responsibilities is to be carried out by all teachers of the school community:

1. To insure the partnership between school and home, keep an open line of communication with parents/guardians and other teachers on the academic progress of all students
2. To teach the state and city core curriculum to all students
3. To individualize instruction to meet the needs of each child
4. To keep parents/guardians informed of all parent meetings and workshops

In order to improve parent/guardian participation, we will distribute the parent-friendly version of the Department of Education's document "What Your Child Should Know" at the September's "Get Acquainted With Your Child's Teacher" evening. Parents/Guardians will be informed on information regarding the testing process, formal and informal assessments that will be administered throughout the school year. Parents/Guardians will also receive an overview of the curriculum and expectations. Follow-up meetings will be held throughout the school year to provide parents with pertinent information related to their child(ren)'s educational growth.

To increase parent involvement and participation in the home-school collaboration, we propose the following:

- Parent Coordinator will provide monthly meetings and workshops to be held during the school day and on Saturdays in conjunction with curriculum specialists
- Development of support groups for parents whose child(ren) are in danger of retention (Potential Holdover)
- Ongoing articulation of support of nearby shelters
- Computerized training program to enable parents to retrieve their child(ren)'s academic assessment scores and attendance reports at home (ARIS Parent Link, ACUITY, etc.)
- To encourage parents to join the Learning Leaders program
- To provide parents/guardians with feedback in their home language
- To provide parents with monthly progress reports on their child(ren)

Parent Responsibilities:

We, as parents, will support our child(ren)'s learning in the following ways:

- ❖ Supporting my child's learning by making education a priority in our home by:
 - *making sure my child is on time and prepared everyday for school*
 - *monitoring attendance*
 - *talking with my child about his/her school activities everyday*
 - *scheduling daily homework time*
 - *providing an environment conducive for study*

- *making sure that homework is completed*
- *monitoring the amount of television my child(ren) watch*
- ❖ Participating, as appropriate, in decisions relating to my children's education
- ❖ Promoting positive use of my child's extracurricular time
- ❖ Participating in school activities on a regular basis
- ❖ Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district received by my child or by mail and responding, as appropriate
- ❖ Reading together with my child every day
- ❖ Providing my child with a library card
- ❖ Respecting the cultural differences of others
- ❖ Helping my child accept consequences for negative behavior
- ❖ Being aware of and following the rules and regulations of the school
- ❖ Supporting the School and Chancellor's discipline policies
- ❖ Expressing high and offering praise and encouragement

Student Responsibilities:

We, as students of I.S. 45K Middle School, will share the responsibility to improve our academic achievement and achieve the State's high learning standards. Specifically, we will:

- *Come to school ready to do our best and be the best*
- *Come to school with all the necessary tools for learning; i.e., pens, pencils, books, etc.*
- *Listen and follow directions*
- *Participate in class discussions and activities*
- *Model positive citizenship*
- *Follow the class' rules of conduct*
- *Follow the school's dress code*
- *Ask for help when we don't understand*
- *Do our homework every day and ask for help when we need to*
- *Study for tests and complete assignments*
- *Read independently for a minimum of one-half hour every day outside of school time*
- *Read at home*
- *Get adequate rest every night*
- *Use the library, as well as other resources, to get information and to find books that we enjoy reading*
- *Give to our parents/guardians, all notices and information we receive at school*
- *Provide community service throughout the school community weekly*

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Christopher Groll	District 32	Borough Brooklyn	School Number 045
School Name HORACE E. GREENE			

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

Principal TRACEY LOTT-DAVIS	Assistant Principal CARLEEN MILLER-BAILEY
Coach type here	Coach type here
ESL Teacher JANET ENRIQUEZ	Guidance Counselor ROBERT BENETOS
Teacher/Subject Area Ramona Genao, Gr. 1 Teacher	Parent type here
Teacher/Subject Area Joan Victor, Gr. 2 Teacher	Parent Coordinator Debra Shabazz
Related Service Provider Florence John, AIS	Other Melissa Wesoly, Gr. 3 Teacher
Network Leader type here	Other Martha Marg, Gr. 5 Teacher

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	7
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	776	Total Number of ELLs	87	ELLs as share of total student population (%)	11.21%
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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. 

The Horace E. Greene Elementary School – PS/IS 45K makes every effort to stay in close contact with the parents of English Language Learners (ELLs). Upon admission, parents are given the Home Language Identification Survey (HLIS) to complete. Both the ESL teacher and/or AIS providers conduct an informal oral interview in the parent’s native language and in English. After reviewing the HLIS survey, the ESL teacher establishes the students’ ESL eligibility. If the student is eligible based on the HLIS survey, then the ESL teacher will administer the LAB-R. The students that have low scores on the English LAB-R are given the Spanish LAB-S to measure how they function in their native language. We make further contact with the parent to inform them of their child’s eligibility for ELL services and the parent’s program choice for their child. To encourage informed choices, PS/IS 45K provides parents of newly enrolled ELLs with information on the different ELL programs that are available. Parents are aware that their child has the option to enroll in our Mono-Lingual Free Standing ESL program or other programs such as Dual Language, Transitional Bilingual that are offered at other schools. Getting parents this information quickly and efficiently is critical to getting their input. Most of our parents have stated that they would prefer their child to receive instructions in English.

PS/IS 45K is prepared to inform parents through group orientations, ELL DVD, question and answer sessions home at the beginning of the year and on an on-going monthly basis for new entrants. All workshops are translated in the parents' native language. We utilize the translated materials, brochures and DVDs provided by the Office of ELLs. Throughout the year, we also inform parents through one on one meetings, phone conversations and informational packets. The Parent Coordinator, ESL Coordinator and ELL instructional staff delivers information to parents through workshops and in-school events.

Here at PS/IS 45K parent choice is being honored. Parents also play an active role in ELL program planning and design. After reviewing historical data, the Parent Survey and Program Selection forms for the past few years, it has become evident that there is alignment between parent choice and program offering. In short, parents choose to enroll their children in the PS/IS 45’s ESL program.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	<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 checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
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Dual language program	Yes <input type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0							0
Push-In	14	20	9	12	17	11	4							87
Total	14	20	9	12	17	11	4	0	0	0	0	0	0	87

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	87	Newcomers (ELLs receiving service 0-3 years)	75	Special Education	8
SIFE	0	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	2

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	75	0	6	10			2		2		87
Total	75	0	6	10	0	0	2	0	2		87

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

C. Home Language Breakdown and ELL Programs

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

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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____ Asian: ____ Hispanic/Latino: ____
 Native American: ____ White (Non-Hispanic/Latino): ____ Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	13	20	9	10	15	10	2							79
Chinese														0
Russian														0
Bengali					1									1
Urdu														0
Arabic				1	1									2
Haitian							1							1
French				1		1	1							3
Korean														0
Punjabi														0
Polish	1													1
Albanian														0
Other														0
TOTAL	14	20	9	12	17	11	4	0	0	0	0	0	0	87

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

The Extended Day program specifically addresses ESL instructional literacy strategies to improve reading and math performance. Extended Day is scheduled for two days per week (Tuesday 2:30p.m. - 3:20p.m. and Wednesday from 2:30p.m. to 3:20p.m.) for 25 sessions. The Extended Day program will service approximately 10-15 students per group. There will be three groups. Students will be grouped based on their proficiency levels. In addition, we will provide our ELLs with a Saturday school program. The program will run from December to May from 9:00 a.m. to 11:00 a.m. for twenty sessions. There will be three groups of 10-15 students for grades 1-5 with three certified common branch teachers and a certified ESL teacher pushing in to support the ELL students for thirty minutes per group. Differentiated instruction will be provided to meet individual specific needs and ultimately prepare students to meet the standards of the English Language Arts and Math assessments for New York State. Copies of supplementary instructional materials will provide enhanced ELA and Math instruction.

Students will use Headsprout Early Reading during the after school program, a research-based balanced phonics-based online reading instructional program. This program has built in assessment and performance reports that are generated and provided to teachers, parents and academic intervention service providers to track progress. Based on students' progress, Headsprout adapts instruction to meet every child's needs. The program provides students with experience involving more than 90 phonetic elements and more than 100 sight words. Within the 80 sessions of the program, students move from single word comprehension to building meaning and inferential text comprehension. Students' mastery of the skills and strategies offered in this program is necessary to further success on standardized assessments. This program and headphones will be purchased with Title III funds to support the program

In addition, this school year the self-contained ELL classes will be involved with focused supplementary direct instruction in the academic areas of Reading and Writing with the LEAP Consultant Program purchased with Title III funds. The consultant for LEAP will service the Title III students four days a week for three hours a day. To support the various supplemental programs, we have purchased general instructional supplies such as chart paper, markers, post-its, crayons, pencils and certificates.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports			
The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.			
Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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

PS/IS 45K recognizes the need and has developed for our ELL students an accelerated and intense program for English language development that is tied to the Core Curriculum. This program will allow students to communicate in English in a variety of settings using academic language. Activities are geared to make students think, using multiple solutions and strategies; build on prior knowledge to develop understanding and engagement. Furthermore, students will be able to participate in classroom discussions, communicate in-group work, ask questions freely, follow demonstrations, write their own ideas effectively, and read and respond to assessments. Teachers will provide lessons that offer pictures, demonstrations, diagrams, and experiments. To further understanding, teachers will revisit lessons

B. Programming and Scheduling Information--Continued

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

PS/IS 45K recognizes the need and has developed for our ELL students an accelerated and intense program for English language development that is tied to the Core Curriculum. This program will allow students to communicate in English in a variety of settings using academic language. Activities are geared to make students think, using multiple solutions and strategies; build on prior knowledge to develop understanding and engagement. Furthermore, students will be able to participate in classroom discussions, communicate in-group work, ask questions freely, follow demonstrations, write their own ideas effectively, and read and respond to assessments. Teachers will provide lessons that offer pictures, demonstrations, diagrams, and experiments. To further understanding, teachers will revisit lessons continually. In addition, PS/IS 45K will provide after school activities for our students who receive Academic Intervention Services, with special needs and our Students with Interrupted Formal Education.

PS/IS 45K has a variety of instructional materials to support the learning of our ELL students. Based on the NYSESLAT data we have purchased materials to support all levels of proficiency. In the content areas, libraries are available to encourage independent reading across the curriculum.

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.

At PS/IS 45K, our ELL instructional staff and administrators will attend a rigorous, researched based professional development series titled Quality Teaching for English Learners (QTEL). This professional development is specifically designed to increase standard based instruction for ELL students. It will show educators how to use scaffolding strategies for significant ESL academic development.

The ELL instructional staff also attends NYC Department of Education workshops specifically geared to educating ELL students. These teachers turnkey the strategies learned to the PS/IS 45K staff. PS/IS 45K also has a teacher leader, specifically focusing on teaching ELLs strategies for writing across content areas. At PS/IS 45K, the majority of the staff is highly qualified and certified teachers. In order to best service our students, the Title III Professional Development Program will focus on providing teachers with scaffolding and differentiated instructional strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the New York State performance and learning standards and achieve higher scores on all city and state assessments. Teachers will be paid Trainee rate for participating in the professional development workshops and the teacher trainer will be paid per session rate. Teachers will have the opportunity to attend workshops provided by the city.

Teachers working in the supplementary instructional program will receive six sessions of professional development after school on

D. Professional Development and Support for School Staff

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Teachers working in the supplementary instructional program will receive six sessions of professional development after school on Thursdays, 2:40 p.m.- 3:40 p.m. and Saturdays 11:00 a.m. to 12:00 p.m. Topics to address during these professional development sessions:

1. One one-hour professional development session will be devoted to Common Core mathematical instructional strategies to develop and enhance students' skills and performance on state assessments.
2. One one-hour professional development session will be devoted to Common Core ELA instructional strategies needed to increase achievement of ELLs on NYS ELA and the NYSESLAT.
3. One one-hour professional development session on language development.
4. One one-hour professional development session on differentiated instructional strategies needed to prepare ELL students to meet the state standards and gain clear understanding of the NYSESLAT.
5. Two one-hour professional development sessions devoted to Scaffolding across the Disciplines: Types of Scaffolding.

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?

PS/IS 45K's ESL program will provide parents and guardians of ELLs with the opportunity to attend a variety of family literacy and math workshops, so they can better assist in the education and learning of their children at home. In order to best meet parents' needs, we will have all workshops orally translated. We will also translate all notices to inform parents of workshops and the written material to aid in facilitating parent workshops. We will accommodate parents' diverse schedules by planning a series of two-hour workshops on a variety of topics (times to be announced).

Three workshops will address the following:

- Parents will become familiar with ESL learning standards, NYSESLAT and ELA state assessments.
 - Parents will receive training on how to use math strategies in problem solving and becoming familiar with the NYS Mathematics assessment.
 - Parents will become familiar with English Language Arts, Mathematics, Science and Social Studies performance standards.
- ESL teacher, Parent Coordinator, Math and Literacy coaches, and/or administrators will facilitate parent workshops.

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)	13	15	5	4	7	2	0							46
Intermediate(I)	0	3	3	6	5	5	1							23
Advanced (A)	1	2	1	2	5	4	3							18
Total	14	20	9	12	17	11	4	0	0	0	0	0	0	87

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	6	1		11
4	0	5	1		6
5	0	3	0		3
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	5		6		3		0		14
4	0		2		4		0		6
5	1		2		1		0		4
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		2		4		0		6
8									0
NYSAA Bilingual Spe Ed									0

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: HORACE E. GREENE

School DBN: 32K045

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Tracey Lott-Davis	Principal		
Carleen Miller-Bailey	Assistant Principal		
Debra Shabazz	Parent Coordinator		
Janet Enriquez	ESL Teacher		
	Parent		
Ramona Genao - Gr. 1	Teacher/Subject Area		
Joan Victor - Gr. 2	Teacher/Subject Area		
	Coach		
	Coach		
Robert Benetos	Guidance Counselor		
Ada Orlando	Network Leader		
Melissa Wesoly - Gr. 3	Other		
Martha Marg - Gr. 5	Other		
Florence John	Other <u>AIS</u>		
	Other		

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Horace E. Greene School	DBN: 32K045
Cluster Leader: Donald Conyer	Network Leader: Ada Orlando
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 40 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS/IS 45K recognizes the need and has developed for our ELL students an accelerated and intense program for English language development that is tied to math, science, and social studies. This program will allow students to communicate in English in a variety of settings using academic language. Activities are geared to make students think, using multiple solutions and strategies; build on prior knowledge to develop understanding and engagement. Furthermore, students will be able to participate in classroom discussions, communicate in-group work, ask questions freely, follow demonstrations, write their own ideas effectively, and read and respond to assessments. Teachers will provide lessons that offer pictures, demonstrations, diagrams, and experiments. To further understanding, teachers will revisit lessons continually.

Afterschool Program:

PS/IS 45K will provide an after school program for our students who receive Academic Intervention Services, with special needs from December 2011 to April 2012. The instructional language is English. Afterschool is scheduled for Monday and Thursdays from 2:30 p.m. to 4:30 p.m. There are two ELL bridge classes: the first class has 3rd and 4th grade students and the second class has 5th and 6th grade students. The ESL certified teacher push-in and collaboratively teaches for one hour in each class. Based on the purpose of the lesson, students are grouped both heterogeneously and homogeneously by proficiency levels. The two content teachers use ESL methodologies during instruction to provide a learning classroom environment in which LEP/ELL can effectively acquire academic content knowledge.

Saturday School:

PS/IS 45K will provide a Saturday school program for our ELLs from December 2011 to April 2012. The instructional language is English. Saturday Academy is scheduled from 9:30 a.m. to 11:30 a.m. There are two bridge classes: the first class has 3rd and 4th grade students and the second class has 5th and 6th grade students. The ESL certified teacher push-in and collaboratively teaches one hour in each class. Based on the purpose of the lesson, students are grouped both heterogeneously and homogeneously by proficiency levels. The two content teachers use ESL methodologies during instruction to provide a learning classroom environment in which LEP/ELL can effectively acquire academic content knowledge.

Students will use Head sprout Early Reading during the after school and Saturday Academy programs, a research-based balanced phonics-based online reading instructional program. This program has built in assessment and performance reports that are generated and provided to teachers, parents and academic intervention service providers to track progress. Based on students' progress, Head sprout adapts instruction to meet every child's needs. The program provides students with experience involving more than 90 phonetic elements and more than 100 sight words. Within the 80 sessions of

Part B: Direct Instruction Supplemental Program Information

the program, students move from single word comprehension to building meaning and inferential text comprehension. Students' mastery of the skills and strategies offered in this program is necessary to further success on standardized assessments. This program and headphones will be purchased with Title III funds to support the program

During afterschool and Saturday school, students will use the following supplemental materials: Getting Ready for the NYSESLAT and Beyond, Getting Ready for English Language Proficiency, NYS Workout-English Language Arts and NYS Workout-Mathematics.

Part C: Professional Development

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

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

Begin description here: At PS/IS 45K, our instructional staff: assistant principals, common branches teachers, subject area teachers, paraprofessionals, ESL teachers, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, parent coordinators; guidance counselors, and administrators will attend a rigorous, researched based professional development series titled Quality Teaching for English Learners (QTEL). This professional development is specifically designed to increase standard based instruction for ELL students. It will show educators how to use scaffolding strategies for significant ESL academic development.

The ELL instructional staff also attends NYC Department of Education workshops specifically geared to educating ELL students. These teachers turnkey the strategies learned to the PS/IS 45K staff. PS/IS 45K also has a teacher leader, specifically focusing on teaching ELLs strategies for writing across content areas. At PS/IS 45K, the majority of the staff is highly qualified and certified teachers. In order to best service our students, the Title III Professional Development Program will focus on providing teachers with scaffolding and differentiated instructional strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the New York State performance and learning standards and achieve higher scores on all city and state assessments. Teachers will be paid Trainee rate for participating in the professional development workshops and the teacher trainer will be paid per session rate. Teachers will have the opportunity to attend workshops provided by the city.

Both the Assistant Principal will provide professional development for the staff. Teachers working in the supplementary instructional program will receive six sessions of professional development after school on Thursdays, 2:40- 3:40 p.m. and Saturdays 11:30 a.m. to 12:30 p.m. Topics to address during these professional development sessions:

1. Saturday, February 11, 2012-- One one-hour professional development session will be devoted to Common Core mathematical instructional strategies to develop and enhance students' skills and

Part C: Professional Development

performance on state assessments.

2. Thursday, March 15, 2012--One one-hour professional development session will be devoted to Common Core ELA instructional strategies needed to increase achievement of ELLs on NYS ELA and the NYSESLAT.

3. Thursday, March 22, 2012--One one-hour professional development session on language development.

4. Saturday, March 31, 2012--One one-hour professional development session on differentiated instructional strategies needed to prepare ELL students to meet the state standards and gain clear understanding of the NYSESLAT.

5. Saturday, June 16, 2012--Two one-hour professional development sessions devoted to Scaffolding across the Disciplines: Types of Scaffolding.

Part D: Parental Engagement Activities

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

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

Begin description here: PS/IS 45K's ESL program will provide parents and guardians of ELLs with the opportunity to attend a variety of family literacy and math workshops, so they can better assist in the education and learning of their children at home. In order to best meet parents' needs, we will have all workshops orally translated. We will also translate all notices to inform parents of workshops and the written material to aid in facilitating parent workshops. We will accommodate parents' diverse schedules by planning a series of two-hour workshops on a variety of topics (times to be announced).

Three workshops will address the following:

- Saturday, February 11, 2012--Parents will become familiar with ESL learning standards, NYSESLAT and ELA state assessments.
- Saturday, March 17, 2012--Parents will receive training on how to use math strategies in problem solving and becoming familiar with the NYS Mathematics assessment.
- Saturday, March 24, 2012--Parents will become familiar with English Language Arts, Mathematics, Science and Social Studies performance standards.

ESL teacher, Parent Coordinator, Math and Literacy lead teachers, and/or administrators will facilitate parent workshops.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Horace E. Greene School	DBN: 32K045
Cluster Leader: Donald Conyer	Network Leader: Ada Orlando
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: PS/IS 45K recognizes the need and has developed for our ELL students an accelerated and intense program for English language development that is tied to math, science, and social studies. This program will allow students to communicate in English in a variety of settings using academic language. Activities are geared to make students think, using multiple solutions and strategies; build on prior knowledge to develop understanding and engagement. Furthermore, students will be able to participate in classroom discussions, communicate in-group work, ask questions freely, follow demonstrations, write their own ideas effectively, and read and respond to assessments. Teachers will provide lessons that offer pictures, demonstrations, diagrams, and experiments. To further understanding, teachers will revisit lessons continually. There is one ELL class per grade, the class travels together as a group. The ESL certified teacher push-in and collaboratively teaches for one period and pulls-out small group for beginning and intermediate students. ELL students in the general education classroom are heterogeneously grouped. The ESL teacher pulls out students homogeneously to comply with allotment of instructional time, as required under the CR-Part 154. Mainstream content teachers use ESL methodologies during instruction to provide a learning classroom environment in which LEP/ELL can effectively acquire academic content knowledge.

In addition, PS/IS 45K will provide after school activities for our students who are in need of Academic Intervention Services, based on the following data: NYSESLAT and NYS ELA and Math.

Afterschool Sessions: Mondays, from 2:30p.m. to 4:00p.m. Starting: December 12, 2011. There will be 13 sessions. Our targeted students are newcomers and students scoring at the beginning and intermediate levels on NYSESLAT.

Saturday Institute: Saturdays, 9:00a.m. to 11:30a.m. Starting: December 10, 2011. There will be 12 sessions. Our targeted group will be third to sixth grade students taking both the NYS ELA and Math assessments.

PS/IS 45K has a variety of instructional materials to support the learning of our ELL students. Based on the NYSESLAT data we have purchased materials to support all levels of proficiency. In the content areas, libraries are available to encourage independent reading across the curriculum. Students will use Headsprout Early Reading during the after school program, a research-based balanced phonics-based online reading instructional program. This program has built in assessment and performance reports that are generated and provided to teachers, parents and academic intervention service providers to track progress. Based on students' progress, Headsprout adapts instruction to meet every child's needs. The program provides students with experience involving more than 90 phonetic elements and more than 100 sight words. Within the 80 sessions of the program, students move from single word comprehension to building meaning and inferential text comprehension. Students' mastery of the skills

Part B: Direct Instruction Supplemental Program Information

and strategies offered in this program is necessary to further success on standardized assessments. This program and headphones will be purchased with Title III funds to support the program

In addition, this school year the self-contained ELL classes will be involved with focused supplementary direct instruction in the academic areas of Reading and Writing with the LEAP Consultant Program purchased with Title III funds. The consultant for LEAP will service the Title III students four days a week for three hours a day. To support the various supplemental programs, we have purchased general instructional supplies such as chart paper, markers, post-its, crayons, pencils and certificates.

Part C: Professional Development

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

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

Begin description here: At PS/IS 45K, our instructional staff: assistant principals, common branches teachers, subject area teachers, paraprofessionals, ESL teachers, guidance counselors, special education teachers, psychologists, occupational/physical therapists, speech therapists, secretaries, parent coordinators; guidance counselors, and administrators will attend a rigorous, researched based professional development series titled Quality Teaching for English Learners (QTEL). This professional development is specifically designed to increase standard based instruction for ELL students. It will show educators how to use scaffolding strategies for significant ESL academic development.

The ELL instructional staff also attends NYC Department of Education workshops specifically geared to educating ELL students. These teachers turnkey the strategies learned to the PS/IS 45K staff. PS/IS 45K also has a teacher leader, specifically focusing on teaching ELLs strategies for writing across content areas. At PS/IS 45K, the majority of the staff is highly qualified and certified teachers. In order to best service our students, the Title III Professional Development Program will focus on providing teachers with scaffolding and differentiated instructional strategies for teaching English Language Learners. It will also focus on how to prepare ELLs to meet and exceed the New York State performance and learning standards and achieve higher scores on all city and state assessments. Teachers will be paid Trainee rate for participating in the professional development workshops and the teacher trainer will be paid per session rate. Teachers will have the opportunity to attend workshops provided by the city.

Teachers working in the supplementary instructional program will receive six sessions of professional development after school on Thursdays, 2:40- 3:40 p.m. and Saturdays 11:00 a.m. to 12:00 p.m. Topics to address during these professional development sessions:

1. One one-hour professional development session will be devoted to Common Core mathematical instructional strategies to develop and enhance students' skills and performance on state assessments.
2. One one-hour professional development session will be devoted to Common Core ELA instructional

Part C: Professional Development

strategies needed to increase achievement of ELLs on NYS ELA and the NYSESLAT.

3. One one-hour professional development session on language development.
4. One one-hour professional development session on differentiated instructional strategies needed to prepare ELL students to meet the state standards and gain clear understanding of the NYSESLAT.
5. Two one-hour professional development sessions devoted to Scaffolding across the Disciplines: Types of Scaffolding.

Part D: Parental Engagement Activities

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

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

Begin description here:

PS/IS 45K's ESL program will provide parents and guardians of ELLs with the opportunity to attend a variety of family literacy and math workshops, so they can better assist in the education and learning of their children at home. In order to best meet parents' needs, we will have all workshops orally translated. We will also translate all notices to inform parents of workshops and the written material to aid in facilitating parent workshops. We will accommodate parents' diverse schedules by planning a series of two-hour workshops on a variety of topics (times to be announced).

Three workshops will address the following:

- Parents will become familiar with ESL and Common Core State standards, NYSESLAT and ELA state assessments.
- Parents will receive training on how to use math strategies in problem solving and becoming familiar with the NYS Mathematics assessment and content areas.
- Parents will become familiar with utilizing ARIS Parent Link to access their child's academic information.

ESL teacher, Parent Coordinator, Math and Literacy coaches, and/or administrators will facilitate parent workshops.

Part E: Budget

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

Allocation Amount: \$15000

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$7,729.82	After School Program 4 teachers x 1.5 hours x 13 session x \$49.89+\$24.95 (\$74.84) = \$3,891.68 Saturday School Program 2 teachers x 2.5 hours x 12 session x \$49.89+\$24.95 (\$74.84) = \$2,993.52 Professional Development 4 teachers x 6 hours x \$22.72 = \$545.28 1 teacher trainer x 6 hours x \$49.89 = \$299.34
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$3,000	Learning through an Expanded Arts program (LEAP) Consultant Program Four days a week Three hours a day 19 sessions for the year
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$2,426.83	Consumables for students, writing supplies, Headphones – to support the HEADSPROUT computer-based literacy program Books on Tape – to support language development and comprehension Test Prep Material – materials to support ELA, Mathematics and Science for ELL’s in grades 3rd-6th
Educational Software (Object Code 199)	\$1,843.35	HEADSPROUT language development software school program for the Title III ELL students
Travel		
Other		
TOTAL	\$15,000	

