



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** P.S. 247 – THE NEW YORK CITY COLLEGE PARTNERSHIP ELEMENTARY SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 20K247

**PRINCIPAL:** CHRISTOPHER E. OGNO      **EMAIL:** COGNO@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** KARINA COSTANTINO

**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
Christopher Ogno	*Principal or Designee	
Sue Meyerson	*UFT Chapter Leader or Designee	
Denise Taggart	*PA/PTA President or Designated Co-President	
Ivy Bursic	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Mary Czado	Member/Secretary	
Elena Del Re	Member/Teacher	
Adrianna Moreno	Member/ PTA Co-President	
Fran Seifermann	Member/ Parent	
Ann Marie Ruriani	Member/ Parent	
Marianne DiGrigoli	Member/Parent	
	Member/	

## **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

### **Annual Goal #1**

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

To improve the ability of teachers to use best practices in teaching the ELL students while effectively collaborating with their colleagues to provide necessary instruction.

By June 2012, 85% of all classroom teachers will match ELL students with high interest appropriate texts as measured by formal and informal observations.

### **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.**

- ✓ Our school has an overwhelming number of ELL students. The ethnic population of the school is diverse. According to the home language report, there are 183 English speaking families, while the others are a mixture of Cantonese (187), Russian (109), Italian (6), Spanish (44), Urdu (25), Albanian (34), Arabic (15), Polish (11) and others. Twenty-one languages are represented. Therefore, there is a large ELL population that requires ESL services, approximately 28%.
- ✓ Meeting the needs of the ELL students in the general education classroom, especially beginner ELL students, is a goal that we have continued to work towards. Research shows full language acquisition takes between five and seven years. However, ELL students are tested using the New York State ELA assessment after one full year in the country. These same students are tested in Math and Science within their first year in the country. The fact that they are assessed so close to their entry date into the New York City school system is a big concern. Therefore, it is essential to focus on this continuing need. The data shows that our ELL students perform better on New York State Math assessments than the ELA assessments.
  - In the spring of 2011, only 31% of ELL students tested met the state standard as measured by the New York State ELA assessment. However, 89% of ELL students tested met the state standard as measured by the New York State Math assessment.
    - Grade 3, 33% of ELL students tested met the ELA state standard, 89% met the standard in math
    - Grade 4, 29% of ELL students tested met the ELA state standard, 67% met the standard in math.
    - Grade 5, 29% of ELL students tested met the ELA state standard, 50% met the standard in math.
- ✓ Parent involvement is low throughout the school building due, in a large part, to the language barrier. The Learning Environment Survey states:
  - 49% of the parent population completed the School Survey during the 2010-2011 school year.

### **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:
  - ✓ **Strategies/activities that encompass the needs of identified student subgroups**
    - a. ELL professional development will be provided to all staff members on-going throughout the school year.
      - i. Two staff developers from Literacy Support Services, Carl Anderson and Dorothy Barnhouse, work with teachers on all grade levels to review data and plan rigorous and engaging instruction that meets the needs of all sub-groups in the school, specifically our ELL students. The teachers work with these staff developers to set appropriate literacy goals for our ELL students, discuss teaching points and strategies that will help move our ELL students to the next level and, most importantly, make sure our ELL students have appropriate high interest fiction and non-fiction literature that they will have access to throughout the school day and for homework.
      - ii. CFN 409s Deputy Network Leader, AnnMarie Letteri-Baker, will be facilitating several workshops with the entire staff focusing on Depth of Knowledge. She will be providing information regarding the variety of tasks that students are expected to complete throughout the school year. In addition, she will be providing feedback as teachers plan and revise appropriate tasks for the ELL students in the classroom.
      - iii. Three licensed ESL teachers will provide on-going professional development and support for classroom teachers in best practices.
    - b. Our highly qualified staff incorporates techniques throughout the school day to insure our ELLs are engaged and that they are provided with the appropriate materials to meet their goals. In addition to high interest appropriate literature at their level, students are also provided opportunities to use technology programs in all subject areas, view videos and look at photographs to build their content knowledge and vocabulary. All staff members have been trained to use the Smartboard, which has increased the participation of our ELL population during mini-lesson and other whole class activities. Cooperative learning techniques will also be incorporated to support pupil participation and opportunities for the ELL student to listen, speak and interact with their peers inside and out of the classroom.
    - c. The administration and literacy coaches have spent a great deal of time researching and purchasing literature that will support the current level of our ELL students as well as support vocabulary and sight word development. These materials are arranged and available for teachers to use in their classrooms by character or theme. Some of the materials that have been shown to keep students engaged come from companies such as Rigby and Benchmark. To support our non-fiction inquiry work, we are using articles from the Stefanie Harvey Comprehension Toolkit, as well as articles from Scholastic News, Weekly Reader and Time for Kids.
    - d. The development of several ELL Academies have been put in place to support the level and progress of our ELL students. During the extended day time, a beginner ELL Academy meets and focuses on language development. We also have two academies that consist of our intermediate ELL students. The intermediate academies revolve around thematic units so students will continue to be exposed to a wide range of vocabulary and content while supporting the literacy standards these ELL students will be expected to meet on the state assessments in the spring. Advanced ELLs are seen by classroom teachers in guided reading based on their reading levels.
    - e. School trips correlated with the curriculum will be planned no more than once a month to provide life experiences and build their content knowledge.
    - f. There will be a 2 day a week after-school program utilizing best practices for ELL instruction with all ELL students in grades K-5 invited to attend. In addition, ELLs are invited to take trips on Saturdays to various locations across New York City.
    - g. PS 247 has incorporated a Language Leader/Bilingual Buddy program. Students in grades K-5 are designated to be a Bilingual Buddy or Peer Tutor. This initiative consists of two different kinds of supports for newcomer ELLs. Bilingual Buddies share the same language with a newcomer ELL and help them get acquainted to PS 247 during the first couple of months in the country. Peer tutors do not share the same native language as the beginner ELL. They also provide a good model of English for the beginner ELL but, in addition, they are a tutor and friend that can help the newcomer find success in our school. The main focus is to work with the newcomer ELLs on language development and academic tasks for at least 10 minutes a day three times a week.
    - h. An ELL beginner kit is distributed to each classroom teacher to support planning for the newcomer ELLs during the students first few

weeks/months in the country.

✓ **Staff and other resources used to implement these strategies/activities**

- a. Three licensed ESL teachers will provide professional development and support for classroom teachers in best practices. They are required to articulate with all cooperating teachers to set goals and plan daily instruction. The ELL curriculum was developed with support from the assistant principals and literacy coaches. A majority of ELL units relate to or support the work and content being addressed in the classroom.
- b. The Instructional Team comprised of six classroom teachers, the ESL Coordinator, two literacy coaches, an out of classroom cluster teacher, two assistant principals and the principal, will develop and implement strategies for classroom instruction that best support ELL students.
- c. As mentioned above, Literacy Support Systems, CITE and Network level workshops will provide targeted professional development that is focused around best practices with regard to ELL instruction.
- d. Rigby On Our Way to English is an assessment that the teachers are asked to use for beginner ELLs (The rest of the students are assessed using the DRA or TCRWP assessments)
- e. AIS reading phonics groups are in place to service ELL students that struggle with decoding skills and strategies.
- f. ELL modification calendars were developed by grade level teams with the support of the ESL teachers and literacy coach. These modification calendars provide differentiated activities that relate to the grade level tasks that are imbedded in the curriculum. These calendars provide support for the classroom teachers and insure that our ELL population is engaged in activities at their level and revolve around their goals.

✓ **Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities**

- a. Our inquiry team, consisting of classroom teachers from all grades, support staff, coaches and administrators, have discussed and implemented a number of different techniques to insure all ELL students are engaged in the classroom at all times. The 2011/2012 inquiry team will continue to research best practices that support this inquiry focus so the level of engagement continues to rise.
- b. Surveys are given to all teachers following all professional development activities. These surveys inform administration, coaches and staff developers with information they felt was helpful, practices and techniques they plan to incorporate and next steps they would like for professional development.
- c. The schools instructional team has representatives from all pedagogical constituency groups. School-wide decisions that are made regarding guidelines for ELLs are done with consensus from the group. This ensures that all teachers are involved in the decision making process.
- d. There is an on-going review of data at PS 247. A system called Monitoring for Results records the reading levels of all students in the school as measured by the DRA and TCRWP. Teachers administer these assessments four times during the school year. Assessments are discussed with grade level teams, coaches and assistant principals to drive whole class and small group instruction.
- e. Teachers have a grade-wide professional development period weekly during which time planning around student data occurs.
- f. Teachers on each grade level are given 4 common preps each week to discuss review and plan for individual and grade-wide student needs.
- g. There are bi-monthly Academic Intervention Service meetings where the needs of students in crisis are addressed by all AIS providers in the school and all teachers who service the child. This is a chance for school personnel to brainstorm ideas and create a plan that will help support individual student's needs and academic success.
- h. There is also an additional weekly block period that is utilized for professional development, planning meetings and instructional team meetings for teachers to plan, support and adjust school-wide curriculum and goals.

✓ **Timeline for implementation**

- a. On-going throughout the entire school year

**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 DOE translation unit will be utilized to provide phone translation for all parent visits and meetings. In-house bi-lingual staff will be utilized for increased home communication. Bi-lingual parent volunteers will be utilized for home contacts.
- ✓ The parent coordinator will provide citizenship classes for parents who would like to obtain U.S. citizenship. The parent coordinator will conduct ELL classes for parents who would like to learn the English language.
- ✓ Parents in the lower grades are invited in to work with their children in reading and math on a monthly basis. Parents are invited into school for writing celebrations approximately every 4-6 weeks.
- ✓ There are family nights where parents are invited with their children into the school to participate in a variety of activities.
- ✓ An ESL Parent Involvement Committee was created to help bridge the communication gap between the ESL parents and school community. The committee consists of three ESL teachers, one Assistant Principal, Parent Coordinator and three Teachers. The committee surveyed the parent community to determine their needs so that we can better support them in their children's education. Some initiatives include: translated report cards, homework help workshops, learning about our school website which provides resources that are also translated in their native language.

**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.

This school has a very low teacher turnover rate. All Teachers are highly qualified and only highly qualified staff is hired.

**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. The school has a comprehensive curriculum
- Citizenship classes are incorporated into daily instruction where bullying, manners and fair play are discussed and reinforced. The school participates in the following service learning projects: Penny Harvest, Sandwiches for the Homeless, March of Dimes Walk, Toys for Tots.
- The school has a Student Government and Student Council, These groups work with food service staff and custodial staff to institute school-wide programs regarding nutrition, recycling and exercise.
- All of the aforementioned programs contribute to a rich and rigorous academic program that focuses on making students career and college ready.

**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.

FSF

Title I

Title III

Title IIIA

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

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

To refine our guided reading techniques as measured by evidence in guided reading notes and formal and informal observations.

By June 2012, there will be a 2% increase in the number of students meeting or exceeding grade level benchmarks in literacy as measured by the DRA and TCRWP assessments.

### **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.**
  - ✓ The data supports why ELA continues to be our greatest concern and therefore our greatest area of focus. First, our large ELL population, as illustrated in goal number 1, requires tremendous support in acquiring full proficiency in the English language. Second, our students continue to perform higher on the New York State Math exam as compared with the New York State ELA exam for grades 3,4 and 5.
    - In the spring of 2011, only 78% of students tested met the state standard as measured by the New York State ELA assessment. However, 91% of students tested met the state standard as measured by the New York State Math assessment.
      - Grade 3, 69% of students tested met the ELA state standard, 87% met the standard in math
      - Grade 4, 84% of students tested met the ELA state standard, 96% met the standard in math.
        - 29% of our last year's fourth graders fell below the 60<sup>th</sup> percentile as measured by the ATS growth percent report, ROCL, that is generated by ATS.
      - Grade 5, 83% of students tested met the ELA state standard, 92% met the standard in math.

- The last collection of the Monitoring for Results data for the 2010/2011 school year reported the following:
  - Kindergarten-71% of the students left Kindergarten on or above grade level.
  - Grade 1- 82% of the students left first grade on or above grade level.
  - Grade 2- 67% of the students left second grade on or above grade level.
  - Grade 3 – 63% of the students left third grade on or above grade level.
  - Grade 4 - 76% of the students left fourth grade on or above grade level.
  - Grade 5 – 84% of the students left fifth grade on or above grade level.
- ✓ The focus on guided reading will ensure we meet the needs of all students at all levels. Guided reading lessons will focus on the individual weaknesses which we predict will result in progress for every student.

### **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:
  - ✓ **Strategies/activities that encompass the needs of identified student subgroups**
    - a) Professional development regarding guided reading will be provided to all staff members on-going throughout the school year.
      - i. A staff developer from Literacy Support Services, Dorothy Barnhouse, works with teachers on all grade levels to review data and plan rigorous and engaging instruction that meets the needs of all sub-groups in the school. The teachers will be assisted as they set appropriate literacy goals for their students, discuss teaching points and strategies that will help move our students to the next level and most importantly, make sure our all students are receiving guided reading instruction that will support their current level and next steps as a reader.
      - ii. CFN 409s Deputy Network Leader, AnnMarie Letteri-Baker, will be facilitating several workshops with the entire staff focusing on Dept of Knowledge. She will be providing information regarding the variety of tasks that students are expected to complete throughout the school year. In addition, she will be providing feedback as teachers plan and revise appropriate tasks that will be administered during the school year. This feedback will help guide teachers as they plan small group instruction in both reading and writing.
    - b) The administration and literacy coaches have spent a great deal of time researching and purchasing literature that will support the guided reading instruction at PS 247. These materials are arranged and available for teachers to use in their classrooms by level, author, genre, theme and strategy/skill. Some of the materials that have been shown to keep students engaged and support the teaching points of our guided lessons come from companies such as Rigby and Benchmark. To support our non-fiction inquiry work, we are using articles from the Stefanie Harvey Comprehension Toolkit, as well as articles from Scholastic News, Weekly Reader and Timefor Kids and the Discovery Education website as materials for guided reading lessons.
    - c) Teachers were presented with data regarding their students during professional conversations in September. The data consisted of state assessment results, monitoring for results information and attendance records. Together, sub-groups were identified and discussed. Teachers were directed to continually assess their readers to provide appropriate guided reading instruction that will bring their students to the next level of reading and comprehension.
    - d) Classroom teachers and AIS staff are required to meet with all guided reading groups multiple times throughout the month. Lesson plans will be developed which take into account student observations and next steps. The guided reading notes insure that instruction is being done, student needs are being met and teachers are following up with students.
    - e) AIS teachers, including teachers who work with students during the 37.5 minute extended day program, after-school teachers, AIS teachers, ESL teachers and Mandated service providers have access to all guided reading notes and conference notebooks. At PS 247, this information serves as the primary source for student data as it reflects the most accurate and up to date progress of a child on a daily basis.

- ✓ **Staff and other resources used to implement these strategies/activities**
  - a. At PS 247 it is a top priority to have an extensive AIS staff to support our classroom teachers. The AIS teachers review data and meet with administrators to develop their programs and rosters. Every third, fourth and fifth grade class has a push-in reading teacher that teaches guided reading on a daily basis. Teachers will articulate with intervention specialists in an effort to provide high quality intervention services to all the students at-risk of not meeting the grade level standards. .
  - b. To continue to improve reading achievement through guided reading we have two literacy coaches on staff that hold weekly administrative grade meetings to support goals set for the school. Our literacy coaches provide valuable professional development to the teachers. All classroom teachers are involved.
  - c. The Instructional Team is comprised of six classroom teachers, the ESL Coordinator, two literacy coaches, an out of classroom cluster teacher, two assistant principals and the principal. Together this team will discuss, research, turn-key and implement strategies for guided reading.
  - d. As mentioned above, Literacy Support Systems, CITE and Network level workshops will provide focused professional development that is focused around best practices in guided reading.
  - e. The TCRWP or DRA are reading assessments used to determine the reading levels of students at PS 247.
- ✓ **Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities**
  - a. Our inquiry team, which consists of classrooms teachers from all grades, support staff, coaches and administrators, has discussed and implemented guided reading techniques as part of our last year's inquiry study. We used The Comprehension Toolkit by Stefanie Harvey to plan our guided reading instruction and assess our students. Grade level teams wrote several non-fiction units to teach the students a variety of strategies to comprehend non-fiction literature. Many of these lessons will be addressed with the students through guided reading. The 2011/2012 inquiry team will continue to research best practices that support this inquiry focus so we continue to improve our guided reading techniques.
  - b. Surveys are given to all teachers following all professional development activities. These surveys inform administration, coaches and staff developers with information they felt was helpful, practices and techniques they plan to incorporate and next steps they would like for professional development.
  - c. The schools instructional team has representatives from all pedagogical constituency groups. School-wide decisions that are made regarding guidelines for guided reading are done with consensus from the group. This ensures that all teachers are involved in the decision-making process.
  - d. There is an on-going review of data at PS 247. A system called Monitoring for Results records the reading levels of all students in the school as measured by the DRA and TCRWP. Teachers administer these assessments four times during the school year. Assessments are discussed with grade level teams, coaches and assistant principals to drive whole class and small group instruction.
  - e. Teachers have a grade-wide professional development period weekly. This period is utilized for during which time planning around student data occurs.
  - f. Teachers on each grade level are given 4 common preps each week to discuss, review and plan for individual and grade-wide student needs.
  - g. There are bi-monthly Academic Intervention Service meetings held where the needs of students in crisis are addressed by all AIS providers in the school and all teachers who service the child. This is a chance for school personnel to brainstorm ideas and create a plan that will help support individual students needs and academic success.
  - h. There is also an additional weekly block period that is utilized for professional development, planning meetings and instructional team meetings for teachers to plan, support and adjust school-wide curriculum and goals.
- ✓ **Timeline for implementation**
  - a. This is on-going throughout the year.

**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.

DOE translation unit will be utilized to provide phone translation for all parent visits and meetings. In house bi-lingual staff will be utilized for increased home communication. Bi-lingual parent volunteers will be utilized for home contacts. The parent coordinator will provide citizenship classes for parents who would like to obtain U.S. citizenship. The parent coordinator will conduct ELL classes for parents who would like to learn the English language. Parents in the lower grades are invited in to work with their children in reading and math. Parents are invited in for writing celebrations approximately every 4-6 weeks. There are family nights where parents are invited with their children into the school to participate in a variety of activities.

**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.

This school has a very low teacher turnover rate. All Teachers are highly qualified and only highly qualified staff is hired.

**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. The school has a comprehensive curriculum
- Citizenship classes are incorporated into daily instruction where bullying, manners and fair play are discussed and reinforced. The school participates in the following service learning projects: Penny Harvest, Sandwiches for the Homeless, March of Dimes Walk, Toys for Tots.
- The school has a Student Government and Student Council, These groups work with food service staff and custodial staff to institute school-wide programs regarding nutrition, recycling and exercise.
- All of the aforementioned programs contribute to a rich and rigorous academic program that focuses on making students career and college ready.

**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.
- Title I
- FSF
- Title IIA

**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.

### 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**

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

To improve the quality of student writing school-wide as measured by checklist, formal and informal observations.

By June 2012, 75% of all students will meet their individualized writing goals set by their teacher as measured by on demand writing, checklists and individualized conferencing.

#### **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.**
  - ✓ The ELA data supports why writing continues to be a goal at PS 247. A great deal of writing is required to meet the grade level standards set by New York State. In addition, the upcoming PARC exams and required literacy tasks set forth by New York City will require our students to do an extensive amount of high quality writing in grades K through 5. As mentioned above, ELA continues to be our greatest area of focus. First, our large ELL population, as illustrated in goal number 1, requires tremendous support in acquiring full proficiency in the English language. Second, our students continue to perform higher on the New York State Math exam as compared with the New York State ELA exam for grades 3,4 and 5.
    - In the spring of 2011, only 78% of students tested met the state standard as measured by the New York State ELA assessment. However, 91% of students tested met the state standard as measured by the New York State Math assessment.
      - Grade 3, 69% of students tested met the ELA state standard, 87% met the standard in math
      - Grade 4, 84% of students tested met the ELA state standard, 96% met the standard in math.
        - 29% of our last year's fourth graders fell below the 60<sup>th</sup> percentile as measured by the ATS growth percent report, ROCL, that is generated by ATS.
      - Grade 5, 83% of students tested met the ELA state standard, 92% met the standard in math.
  - ✓ In the Spring of 2011, the NYS Common Core Standards were studied by staff members at PS 247. It was revealed that our curriculum maps had to be revised to incorporate the three types of writing set forth by the standards: narrative, informative and opinion/persuasive. Writing units of study were revised to meet these standards.

#### **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:
  - ✓ **Strategies/activities that encompass the needs of identified student subgroups**
    - f) Professional development regarding writing will be provided to all staff members on-going throughout the school year.
      - i. A staff developer from Literacy Support Services, Carl Anderson, works with teachers on all grade levels to look at student writing, review the writing standards and plan rigorous and engaging writing instruction that meets the needs of all sub-groups in the school. The teachers will be assisted as they set appropriate writing goals for their students, discuss teaching points and strategies that will help move our students to the next level and, most importantly, make sure our all students are receiving writing instruction that will support their next steps as a writer.

ii. CFN 409s Deputy Network Leader, AnnMarie Letteri-Baker, will be facilitating several workshops with the entire staff focusing on Depth of Knowledge. She will be providing information regarding the variety of tasks that students are expected to complete throughout the school year. In addition, she will be providing feedback as teachers plan and revise appropriate writing tasks that will be administered during the school year. This feedback will help guide teachers as they plan small group instruction in both reading and writing.

- g) The administration and literacy coaches have spent a great deal of time researching and purchasing literature that will support the writing instruction at PS 247. These materials are arranged and available for teachers to use in their classrooms by level, author, genre, theme and strategy/skill. Some of the materials that have been shown to keep students engaged and support the teaching points of our writing lessons come from companies such as Rigby and Benchmark.
- h) Teachers were presented with data regarding their students during professional conversations in September. The data consisted of state assessment results, monitoring for results information and attendance records. Together, sub-groups were identified and discussed. Teachers were directed to continually assess their readers to provide appropriate writing instruction that will bring their students to the next level of writing.
- i) Teachers are continually assessing their writers to provide the best writing conference to their students. Teachers will continue to refine conferencing techniques by using children's writing assessments. Teachers are refining their writing conferences by assessing their student's writing. Three times a year teachers will request an On Demand for an informational piece, opinion and narrative piece to assess what the student has learned and has applied in his/her writing. Teachers will continue to provide a teaching point (a strategy) for the student to use to improve their writing. The use of rubrics and checklists for each genre of writing will also be used to support student ownership and learning. The conference notebook is a tool to record student's needs and strengths and this data is used to plan for future instruction as well as reset goals for the students. The students, along with the teacher, have set individual writing goals. The writing conference notebook is also a tool for the student. It is used by the student to review strategies taught as well as to take ownership for his/her learning.

✓ **Staff and other resources used to implement these strategies/activities**

- a. At PS 247 it is a top priority to have an extensive AIS staff to support our classroom teachers. The AIS teachers review data and meet with administrators to develop their programs and rosters. Every third, fourth and fifth grade class has a push-in reading teacher that teaches guided reading on a daily basis. As part of guided reading instruction, AIS teachers support our students when they are responding to literature. This will ensure that we are working closely with students as they work towards meeting their writing goals. Teachers will articulate with intervention specialists in an effort to provide high quality intervention services to all the students at-risk of not meeting the grade level standards.
- b. To continue to improve writing instruction and raise the level of our student's writing, we have two literacy coaches on staff that hold weekly administrative grade meetings to support goals set for the school. Our literacy coaches provide valuable professional development to the teachers. All classroom teachers are involved.
- c. The Instructional Team is comprised of six classroom teachers, the ESL Coordinator, two literacy coaches, an out of classroom cluster teacher, two assistant principals and the principal. Together this team will discuss, research, turn-key and implement strategies for writing instruction.
- d. As mentioned above, Literacy Support Systems, CITE and Network level workshops will provide focused professional development that is focused around best practices in writing.

✓ **Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities**

- a. Our inquiry team, which consists of classrooms teachers from all grades, support staff, coaches and administrators, has discussed and implemented lessons that teach students how to respond to informational literature. We used The Comprehension Toolkit by Stefanie Harvey to plan our guided reading instruction, which included a great deal of writing. This writing correlated with the NYS Common Core standards, which requires the students to respond to informational literature. Grade level teams developed writing tasks that the students will be required to complete this school year. The 2011/2012 inquiry team will continue to research best practices that support this inquiry focus so we continue to improve our writing instruction.
- b. Surveys are given to all teachers following all professional development activities. These surveys inform administration, coaches and staff developers with information they felt was helpful, practices and techniques they plan to incorporate and next steps they would like for

professional development.

- c. The schools instructional team has representatives from all pedagogical constituency groups. School-wide decisions that are made regarding guidelines for guided reading are done with consensus from the group. This ensures that all teachers are involved in the decision making process.
- d. There is an on-going review of data at PS 247. Writing samples are collected and reviewed. Writing goals are submitted to the administration and shared with parents so they are aware of writing goals set by the classroom teacher.
- e. Teachers have a grade-wide professional development period weekly during which time planning around student data occurs.
- f. Teachers on each grade level are given 4 common preps each week to discuss review and plan for individual and grade-wide student needs.
- g. There are bi-monthly Academic Intervention Service meetings held where the needs of students in crisis are addressed by all AIS providers in the school and all teachers who service the child. This is a chance for school personnel to brainstorm ideas and create a plan that will help support individual student's needs and academic success.
- h. There is also an additional weekly block period that is utilized for professional development, planning meetings and instructional team meetings for teachers to plan, support and adjust school-wide curriculum and goals.

✓ **Timeline for implementation**

- a. This is on-going throughout the year.

**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.

DOE translation unit will be utilized to provide phone translation for all parent visits and meetings. In-house bi-lingual staff will be utilized for increased home communication. Bi-lingual parent volunteers will be utilized for home contacts. The parent coordinator will provide citizenship classes for parents who would like to obtain U.S. citizenship. The parent coordinator will conduct ELL classes for parents who would like to learn the English language. Parents in the lower grades are invited in to work with their children in reading and math. Parents are invited in for writing celebrations approximately every 4-6 weeks. There are family nights where parents are invited with their children into the school to participate in a variety of activities.

**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.

This school has a very low teacher turnover rate. All Teachers are highly qualified and only highly qualified staff is hired.

**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. The school has a comprehensive curriculum
- Citizenship classes are incorporated into daily instruction where bullying, manners and fair play are discussed and reinforced. The school participates in the following service learning projects: Penny Harvest, Sandwiches for the Homeless, March of Dimes Walk, Toys for Tots.
- The school has a Student Government and Student Council, These groups work with food service staff and custodial staff to institute school-wide programs regarding nutrition, recycling and exercise.
- All of the aforementioned programs contribute to a rich and rigorous academic program that focuses on making students career and college ready.
-

**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.
- Title I
- FSF
- Title IIA

## 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**

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

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

## 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**

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

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>	12	0	10	1
<b>1</b>			<b>N/A</b>	<b>N/A</b>	21	0	7	15
<b>2</b>			<b>N/A</b>	<b>N/A</b>	5	0	5	12
<b>3</b>	48	30	<b>N/A</b>	<b>N/A</b>	9	0	7	13
<b>4</b>	34	40	<b>30</b>	<b>0</b>	7	0	3	10
<b>5</b>	37	34	<b>30</b>	<b>0</b>	14	0	3	3
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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
<b>ELA</b>	<p>Reading Strategies and Comprehension instruction is taught to eligible students in grades K-5 by qualified licensed reading specialists during the school day as a supplemental program. Push in and pull out models are used in a small group of eight or fewer students.</p> <p>Leveled Literacy Intervention (LLI) – 2 Reading specialists work with small groups (3-1 ratio, student-teacher) of 2<sup>nd</sup> grade students delivering an intensive pull out literacy program.</p> <p>Wilson – Wilson-trained staff members offer supplemental instruction to at-risk and/or special education students who can benefit from an alternative literacy learning program.</p> <p>Reading Recovery – A one-to-one intervention program for first grade students who are struggling readers and writers during the school day. Qualified, certified reading recovery specialists who are licensed in reading pull students out of class daily.</p> <p>ELL Program afterschool – Children in grades 3-5 receive a 3 hour AIS program 2 days a week that targets English language development. Children are recommended for this program based on individual needs. The program targets individual student’s needs.</p> <p>Saturday Academy – Open to all Children in grades 3-5. Children will receive 8 Saturday sessions, three hours per session, of targeted Math and Reading instruction.</p>
<b>Mathematics</b>	<p>The AIS providers use the End of Year assessments and Everyday Math Class Checklists to form their groups. Using the class checklists, we can identify the students that have not met adequate progress on specific grade- level learning goals. Groups are formed based on common areas of weakness. Individual needs are also addressed using these checklists. The Individual Profile of Progress is then looked at to closely identify specific conceptual misconceptions. AIS providers meet with their students during math instructional time, lunch time and extended day. Saturday Academy – Open to all children in grades 3-5. Children will receive 8 Saturday sessions, three hours per session, of targeted Math and Reading instruction.</p>

<b>Science</b>	During extended day students are taken by the science specialist in small groups to review any lessons that were not mastered as evidenced in the assessment. Students meet daily for 40 minutes 1 week per month.
<b>Social Studies</b>	Classroom follow-up sessions will take place in small groups for all children who do not meet individual performance goals in social studies. This includes one-on-one conferring regarding non-fiction reports of information.
<b>At-risk Services provided by the Guidance Counselor</b>	A licensed certified school counselor works with identified students with academic, behavioral and emotional issues during the school day. Preventive counseling, crisis intervention and referrals for families are provided. The counselor writes Behavior Intervention Plans for students in need of such intervention. The counselor works closely with administration and staff. The guidance counselor keeps progress reports on students and presents information to the Intervention Teams at monthly meetings. Child abuse prevention, suicide education/prevention, and sexual harassment training sessions are provided for the staff by the counselor semi-annually
<b>At-risk Services provided by the School Psychologist</b>	The school psychologist only provides mandated services and tests children.
<b>At-risk Services provided by the Social Worker</b>	Provides intervention services and individual plans for identified students and their families. They evaluate students who are having academic and behavioral difficulties, provide in class support for teachers, connect with outside agencies, keep accurate records and prepare reports for intervention team meetings.
<b>At-risk Health-related Services</b>	Open Airways – A health related series of classes. One 40 minute period for six weeks. Children with asthma and reactive airway disease are invited to these sessions to be educated on their condition.

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

### **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>C. Groll N. Opramalla</b>	District <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>247</b>
School Name <b>NYC College Partnership Elem. School</b>			

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

Principal <b>Christopher E. Ogno</b>	Assistant Principal <b>E. O'Hanlon/D. Olsen</b>
Coach <b>Mary Toner</b>	Coach <b>Terri Fazolari</b>
ESL Teacher <b>A. DuBois-Eker</b>	Guidance Counselor <b>Sue Meyerson</b>
Teacher/Subject Area <b>J. Liang, K/ESL Teacher</b>	Parent <b>A. Ragab</b>
Teacher/Subject Area <b>Katie Dean, Data/Reading</b>	Parent Coordinator <b>Carmela Longo</b>
Related Service Provider <b>Maureen Morisano</b>	Other <b>D. Santangelo, ESL Teacher</b>
Network Leader <b>Neal Opramalla</b>	Other <b>L. Torelli, ESL Teacher</b>

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

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

Number of certified ESL teachers	<b>4</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>		

### D. School Demographics

Total number of students in school	<b>695</b>	Total Number of ELLs	<b>174</b>	ELLs as share of total student population (%)	<b>25.04%</b>
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## Part II: ELL Identification Process

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

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

1. Fully certified ESL teachers conduct an informal interview with the parent and the child in English or in the native language. The fully certified ESL teachers who conduct the interviews are as follows: Joann Liang, Dina Santangelo, Loredana Torelli, and Alison DuBois. Translators are present at the informal interview for parents who need help in their native language. The translators used are as follows: Joann Liang and Lynn Cung for Chinese (Mandarin and Cantonese), Alison DuBois-Eker, Ada Acosta, Antonieta Garcia, and Loredana Torelli for Spanish, Rozitta Guseynova for Russian, Adel Abdelrahman for Arabic, Mirije Cinari for Albanian, for Michelle Brenner for Hebrew. We also use the Translation and Interpretation unit, offered by the DOE, for over-the-phone translations for languages that are not represented in the school staff. Parents, with the help of the fully certified ESL teacher, fill out the Home Language Identification Survey (HLIS) in English or in the native language.

The fully certified ESL teacher determines eligibility for testing based on the HLIS as well as an informal interview in English and the native language with parents/family/guardian and the child. If the child's home language is one other than English, the ESL teachers administer the Language Assessment Battery Revised (LAB-R) within 10 school days. Students who speak Spanish are also given the Spanish LAB. Students who are entitled to ESL service, as per LAB-R exam receive English instruction in a program of their parent's choice throughout the school year.

Each child in the program is administered the New York State English as a Second Language Achievement Test (NYSESLAT) every spring to assess their progress and proficiency levels for the following year. The testing window extends from April to May. In preparation for the exam, ESL teachers work with students on reading comprehension, writing in response to picture prompts, grammar, listening comprehension, and speaking activities. Students are familiarized with the layout of the NYSESLAT exam and using the answer document. ESL teachers work with the testing coordinator to devise a testing schedule, taking into account group size, testing modifications, etc. Each child's examination period lasts 4 days, 1 day for each proficiency area: listening, speaking, reading, and writing. Following the exam, the ESL teachers and testing coordinators package the exam and return them for scoring. In-house scoring of the Writing test takes place after the listening and reading exams are administered. Following this, speaking and writing answer documents are packaged and returned for scanning.

2. Parents of the children who are entitled to ESL service, as per LAB-R exam, receive the translated entitlement letter in the appropriate language within 10 days of the child's entry in school. Additionally, within the first 10 days of school, parents are invited to attend a parent orientation meeting.

We conduct parent orientation meetings on an as needed basis throughout the year (within 10 days of the child's arrival, HLIS administration, eligibility identification for LAB-R testing, LAB-R administration, and identification as an ELL). Translators (listed above) are present at the meetings, and a video is available in many languages describing the choices available in New York City. Informal pamphlets and materials are provided in many languages that address the program options. Parents are given the opportunity to ask questions about the ELL identification process, the program options, methods of instruction, general questions about our school and school system, etc. Our parent coordinator plays a part in communication with parents, in addition to the administration, translators and ESL teachers whenever parents need clarification on any issues. If parents do not attend the meetings, we make calls home using the over-the-phone translation service provided by the DOE to make sure that they understand the choices available to them. ESL

teachers also conduct one-on-one parent orientations if necessary within ten days of a new student's arrival. ESL teachers sit with the parent, share brochures about our language programs in their native language, watch the informational DVD with them, go over the parent program selection form and their choices, and answer any of their questions. Translators are present when available, otherwise, the teacher may use the over the phone translation service.

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

3. The Parent Survey and Program Selection forms, as well as Continued Entitlement letters, and Program Placement letters are sent at home in English and in the native language. ESL teachers collect and keep a copy of the returned forms on file, and place the original forms in the child's file. **This school serves the following grades (includes ELLs and EPs)** Home Language Identification Survey. Forms are collected as follows: K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. Students return program selection form at the parent orientation meetings; extra forms are available at the school. Parents receive and return them; ESL teachers meet parents at dismissal and retrieve surveys; extra forms are available at Parent-Teacher Conference for parents to fill out; forms are sent home via certified mail; and ESL teachers use over-the-phone translation if necessary to ensure the return of the Program Selection Form. Returned forms are stored in a binder. Forms are organized by grade. Within the grade, they are further organized by parent choice and by language. In this way, we are able to easily track the choice that parents made, what language they speak, and the number of requests to open other programs.

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

5. After reviewing the Program Selection forms for the past few years, it is evident that for the year 2011, 83% of parents' choice is freestanding ESL, 3% of parents have chosen Dual Language, and 14% of parents have chosen Transitional Bilingual. For the year 2010, 93% of parents' choice is freestanding ESL, 2% of parents have chosen Dual Language, and 5% of parents have chosen Transitional Bilingual. Each parent returned the Parent Choice and Program Selection form. There were no instances of a default TBE choice. ESL Teachers use a variety of strategies to ensure the return of the form. Please see question number 3 for a detailed description.

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

6. The programs offered in our school are aligned with the parent choices. PS 247 always honors parents' choices. Our school currently has a self-contained ESL class in Kindergarten due to high numbers of ELLs on the grade, as well as a freestanding ESL program that serves all other ELLs in grades K-5. These programs reflect that parents' choices. As seen above, for the 2011-2012 school year, 83% of parents have chosen ESL as their program of choice. We do not have sufficient requests to open a bilingual or dual language program. Just 3% of parents have chosen dual language, and 14% have chosen bilingual. Within these numbers, there are less than 15 children across two consecutive grade levels that share the same language that have requested either bilingual or dual language. Program Selection forms are kept on file. If 15 parents across two consecutive grade levels that share a common language were to request a bilingual or dual language program, the school will take the appropriate steps in order to open the program of their choice. We would contact the parents and have a meeting, review their parent options, compile a roster for the class, explore funding, hire a bilingual or dual language and common branch certified teacher, plan the curriculum, order materials, and set up the class.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

Transitional bilingual education program	Yes●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	172	Newcomers (ELLs receiving service 0-3 years)	158	Special Education	25
SIFE	0	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language										0
ESL	158		17	14		8				172
Total	158	0	17	14	0	8	0	0	0	172

Number of ELLs in a TBE program who are in alternate placement: 3

### C. Home Language Breakdown and ELL Programs

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	9	3	2	2	4								27
Chinese	23	19	10	7	6									65
Russian	8	10	4	6	6	4								38
Bengali														0
Urdu	4	3	3	3	2	3								18
Arabic	2	2	1	1	2									8
Haitian														0
French				1										1
Korean														0
Punjabi														0
Polish	1		2											3
Albanian	4	2	0	1	0	3								10
Other	1				1									2
<b>TOTAL</b>	<b>50</b>	<b>45</b>	<b>23</b>	<b>21</b>	<b>19</b>	<b>14</b>	<b>0</b>	<b>172</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## A. Programming and Scheduling Information

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

1. a. The organizational methods used for providing ESL are pull-out program and self-contained ESL programs. In the pull out program, instruction is usually held during the Readers' or Writers' Workshop for 45 or 90 minutes a day depending on students' proficiency levels. When possible, ESL teachers push in to support students during Writers' Workshop.

PS 247 uses a Balanced Literacy approach and employs the workshop model. Our school has developed a tailored literacy program, combining practices from various programs such as Teacher's College and America's Choice, while also being influenced by professional development provided by Carl Anderson, Stephanie Harvey, and Tony Stead. Classroom teachers conduct genre based studies, with reader's and writer's workshop units revolving around different text genres. ELLs receive literacy instruction in their classroom during the workshop periods. The ESL program supplements their literacy instruction. ESL teachers use the workshop model, use balanced literacy instruction such as read aloud, shared reading, reading strategy support, guided writing, shared writing, independent writing, etc. ESL teacher's use thematic units and align their instruction to support the genre and content studies in the mainstream classroom in order to best scaffold literacy and content instruction for ELLs. Pull-out ESL instruction is delivered by 3 fully certified ESL teachers, Alison DuBois-Eker, Loredana Torelli, and Dina Santangelo.

There is a self-contained ESL class in kindergarten. Joann Liang, a fully certified ESL, Common Branch, and Bilingual teacher delivers the grade's curriculum using ESL methodologies throughout the day. Lower grade teachers use TCRWP for phonics and word study instruction, Rigby for balanced literacy (reader's and writer's workshop) and Everyday Math for mathematics instruction. The self-contained ESL classroom uses these programs, as well as ESL methodologies to teach the grade's curriculum as well as support children in language, vocabulary, and literacy development.

b. Based on the results of the LAB-R and the NYSESLAT, ESL teachers group students according to their proficiency level. We have beginner groups, intermediate groups, mixed beginner/intermediate groups, and advanced groups. Some groups are mixed grade, where students of the same proficiency level across two grades are grouped together. Some groups are homogeneous where language instruction is given on the same grade proficiency level, and some are heterogeneous including mixed proficiency levels on the same grade. Flexible grouping allows teachers to meet the appropriate minutes and needs of each student. Instruction is planned based on grade curriculum, the four language modalities incorporating the skills of listening, reading, writing, and speaking, and their language needs (ie. support in reading or writing, oral language practice, academic language development, English grammatical structures, etc.). Groups are scheduled based on the amount of mandated

## A. Programming and Scheduling Information

instructional minutes according to their proficiency levels (ie. 360 minutes for beginner and intermediate ELLs, and 180 minutes for advanced learners). Careful attention is also paid to the classroom placement of ELLs. Whenever possible, we place ELL students in classrooms with other children who have a similar proficiency level, who may share the same language, and who are working at similar academic levels. In this way, teachers are able to group students together within the classroom for group and partner learning, and differentiate instruction for ELLs working within similar levels.

2.

Advanced students receive 180 minutes of ESL per week. Beginner and Intermediate students receive 360 minutes per week. They are seen in the ESL program 4 periods per week for advanced students, and 8 periods per week for Beginner/Intermediate students, for 45 minutes per period. Many of these students participate in the Extended Day and Title III after school program with fully certified ESL teachers where they receive direct ESL instruction. ESL instruction is normally delivered during Reader's Workshop, Writer's Workshop, Word Study, Read Aloud, or Social Studies periods. The ESL teacher blends literacy skills, language development and content area instruction in order to support ELLs in their classroom studies as well as develop their language skills. Many newcomer and beginner students receive explicit ESL instruction during the Extended Day period. This instruction blends content area instruction, literacy support, and language development activities in a small group for 45 minutes per day. Additionally, beginner, intermediate, and struggling ELLs are invited to participate in the Title III after school program with ESL teachers in which they receive explicit ESL instruction for 2 hours per day, twice per week.

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

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

NLA Minutes: Our school has a bilingual lending library from which students borrow bilingual books. They read these texts during independent reading time, can take these books home to read independently or with their family, and ESL teachers use these texts for instruction if appropriate and applicable to the class studies. Additionally, ELL students, particularly newcomers, are encouraged to write in the native language when appropriate. Also, students discuss texts together, partner share, and assist each other in the native language. Teachers incorporate native language vocabulary into instruction and lessons when appropriate. Students who are literate in their native language are given bilingual dictionaries and glossaries to help make content comprehensible. Students use these dictionaries and glossaries during class time, at home for use with homework, during ESL, during content area instruction, during class administered tests and assessments, during test preparation, and during state and city assessments. Imagine Learning, a technology based language development tool, offers transitional native language support in many languages for students when they begin using the program. We have other bilingual materials

## A. Programming and Scheduling Information

available, such as flashcards, books, and games. Also, students make use of technological bilingual materials, such as an online world library, online translators, and their personal translation technology. Lastly, we have implemented a new program called the Language Leaders wherein newcomer ELLs are partnered with a student who shares their language in their mainstream classroom for academic support.

3.

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

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

The content area materials are as follows:

We use Rigby's On Our Way to English program, which has big books, guided reading materials and leveled books, charts, chants, posters, and activities across many different themes. Some other packages purchased have been Lakeshore Resource boxes on topics such as the United States, Native Americans, and Landforms and Mapping. Another Lakeshore content area material we utilize are Theme Boxes, or pre-packaged containers with various content related materials such as Cultures of the World and Animals. We have purchased New Bridge and

### 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%	<p>library that spans grade levels, reading levels, and content areas. The ESL program uses a multicultural library on topics such as countries around the world and realistic fiction stories about cultural celebrations and traditions. We have content area posters as well as photo libraries purchased from Lakeshore.</p>
75%	
50%	
25%	
	Dual Language
100%	<p>manipulatives and for various activities that span the content areas as well. Finally, students are also equipped with content area dictionaries that help to make instruction comprehensible.</p>
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	

## A. Programming and Scheduling Information

Teachers provide comprehensible input by using academic strategies and ESI methods such as

## B. Programming and Scheduling Information--Continued

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

### 8. Targeted Interventions

#### Academic Intervention Services (AIS)

The intervention team reviews struggling students, including ELLs, and identifies those that are at risk for not meeting grade standards. Specialists on the team (such as the ESL Teachers, Resource Room teacher and AIS providers) suggest methods and strategies for meeting the needs of struggling students in the classroom. These students receive Academic Intervention Services if necessary. AIS services are available in math, science, reading, and writing. ELLs in all subgroups are entitled to receive services, including newcomer ELLs, students with 4-6 years of service, ELLs in special education, and SIFE children. AIS teachers employ various instructional strategies to ensure that they meet the needs of students at all proficiency levels. AIS groups are kept small and use individualized instruction. In some cases, such as in Reading Recovery, instruction is one-to-one. Students receive this small group instruction during various times of the day and during the extended day period. All intervention services are offered in English, while the "Language Leaders" program is a bilingual support.

#### Newcomer ELLs:

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

#### ELLs with 4-6 years of service:

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

#### Long-Term ELLs:

PS 247 does not currently have long-term ELLs, but if we were to have these students in the program we would use the following interventions: They would receive guided reading, extended day services, AIS, after school programs, Saturday Academy, Wilson Reading,

## A Programming and Scheduling Information

## B. Programming and Scheduling Information--Continued

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

### 8. Targeted Interventions

#### Academic Intervention Services (AIS)

The intervention team reviews struggling students, including ELLs, and identifies those that are at risk for not meeting grade standards. Specialists on the team (such as the ESL Teachers, Resource Room teacher and AIS providers) suggest methods and strategies for meeting the needs of struggling students in the classroom. These students receive Academic Intervention Services if necessary. AIS services are available in math, science, reading, and writing. ELLs in all subgroups are entitled to receive services, including newcomer ELLs, students with 4-6 years of service, ELLs in special education, and SIFE children. AIS teachers employ various instructional strategies to ensure that they meet the needs of students at all proficiency levels. AIS groups are kept small and use individualized instruction. In some cases, such as in Reading Recovery, instruction is one-to-one. Students receive this small group instruction during various times of the day and during the extended day period. All intervention services are offered in English, while the "Language Leaders" program is a bilingual support.

#### Newcomer ELLs:

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

#### ELLs with 4-6 years of service:

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

#### Long-Term ELLs:

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

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### 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)?

PS 247 does not have a dual language program at this time.

### Courses Taught in Languages Other than English

#### 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.

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

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Additionally, assistant principals, ESL teachers and the ESL coordinator, common branch teachers, common branch teachers, subject area teachers, paraprofessionals, guidance counselors, psychologist, social worker, occupational therapist, speech therapist, secretaries, and the parent coordinator are all invited to participate in our Action Research/Multicultural Committee this year. During the 2010-2011 school year, a group of teachers conducted "action research" as professional development in which we met monthly after having read peer reviewed articles and book chapters on ELL parent involvement. At these monthly meetings we discussed the reading in detail and then created an "action plan" for ELL parent outreach and efforts to increase involvement of diverse parents in our school community. This year, we are continuing and expanding on our Action Research Committee. We have recruited bilingual parent volunteers to participate in our monthly meetings. They will work alongside teachers and staff to provide outreach, translation and interpretation, hold meetings and events, and to be a voice in our school community representing diverse and bilingual parents. Teachers and staff will continue their research on effective communication and building partnerships with parents of ELLs, on strategies for increasing parent involvement, as well as learn from bilingual parent volunteers on the committee.

Staff members who are in need of completing the 7.5 hours of ESL professional development will be required to complete the hours and can choose to meet monthly with the Action Research/Multicultural Committee in order to put together and participate in the action plan as a way to meet the PD requirement. If they choose not to participate, they will be required to attend workshops such as the UFT ESL/Bilingual committee workshops or the Bank Street Language Series.

Additional Professional Development for ESL and Coordinators will include UFT ESL/Bilingual Committee Workshops and the Bank Street College Language Series.

Contracted Professional Development for classroom teachers K-5 also covers ELL topics. Professional Development at PS 247 for the 2011-2012 school year will be provided by Ann Marie Lattieri, Carl Anderson, D. Barnhouse, Rosemarie Hughes, and Math for All. Please see a tentative calendar of all PD below.

Month: September

Professional Development Topic:

Differentiating the Math Curriculum Using Various Supports for ELLs

Workshop Provider:

Rosemarie Hughes

Date:

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Month: September

Professional Development Topic:

Differentiating the Math Curriculum Using Various Supports for ELLs

Workshop Provider:

Rosemarie Hughes

Date:

3 dates, TBD

Audience:

General Education Classroom Teachers

Month: September

Professional Development Topic:

Depth of Knowledge, and D.O.K & ELLs

Workshop Provider:

Ann Marie Lattieri

Timeline:

1 date per month

Audience:

Classroom Teachers, ESL teachers, Paraprofessionals, Guidance Counselor, Administration, Coaches

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Professional Development Topic:

Differentiating the Math Curriculum Using Various Supports for ELLs

Workshop Provider:

Rosemarie Hughes

Date:

3 dates, TBD

Audience:

General Education Classroom Teachers

Month: September

Professional Development Topic:

Depth of Knowledge, and D.O.K & ELLs

Workshop Provider:

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Timeline:

1 date per month

Audience:

Classroom Teachers, ESL teachers, Paraprofessionals, Guidance Counselor, Administration, Coaches

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

### E. Parental Involvement

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

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

\*Monthly workshops with guest speakers on various topics

\*Lending Library where parents can borrow books

\*Games, bingo and karaoke nights

\*Field trips

\*PTA activities

\*Fundraising activities

\*Monthly Multicultural Committee Meetings

\*Informational meetings, social gatherings, and workshops held by the Action Research/Multicultural Committee

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

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

3. At the beginning of the year, we survey parents to determine the language in which the parents prefer to communicate. In response to this need, over-the-phone & in-person interpretation as well as written translation is utilized.

The Action Research/Multicultural Committee has newly recruited bilingual parent volunteers. With their help, this year we will be able to get an accurate picture of the kinds of information and services parents would like from our school, as well as address any questions or concerns that they may have. Bilingual parent volunteers will be a voice for diverse and bilingual parents in our school community.

Together, we will survey parents, listen to and address their needs, plan meetings, gatherings, workshops, and events that will help us to meet the needs of and build relationships with ELL parents.

The parent coordinator conducts informal interviews and sends home flyers of various programs available in our school. ELL parents are invited to the PTA meetings and an orientation meeting. Also, the parent coordinator sends monthly newsletters via email about social services. Parents also share information with each other about programs available in our school and community.

4. Parental involvement activities at PS 247 address the needs of parents. Parents are asked in what language they prefer to communicate. In response to this need, over the phone interpretation, in person interpretation, and written translation is provided. Parents can attend free English and Citizenship classes, can call "Dial-a-teacher" (a service provided by the UFT) for homework support in many languages, and receive information about community based resources and information about social services in our community.

The Action Research/Multicultural Community will, together with bilingual parent volunteers, survey diverse and bilingual parents and plan informational meetings, gatherings, workshops, and events together in order to meet the needs of parents. Interpreters will be present at all events.

Additionally, our school will continue our Action Research meetings in order to best learn how to engage parents of ELLs in the school community.

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

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

**Native Language Usage and Supports**

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



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

**B. Programming and Scheduling Information--Continued**

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#### ELLs with 4-6 years of service:

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

#### Long-Term ELLs:

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

## B. Programming and Scheduling Information--Continued

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

### 8. Targeted Interventions

#### Academic Intervention Services (AIS)

The intervention team reviews struggling students, including ELLs, and identifies those that are at risk for not meeting grade standards. Specialists on the team (such as the ESL Teachers, Resource Room teacher and AIS providers) suggest methods and strategies for meeting the needs of struggling students in the classroom. These students receive Academic Intervention Services if necessary. AIS services are available in math, science, reading, and writing. ELLs in all subgroups are entitled to receive services, including newcomer ELLs, students with 4-6 years of service, ELLs in special education, and SIFE children. AIS teachers employ various instructional strategies to ensure that they meet the needs of students at all proficiency levels. AIS groups are kept small and use individualized instruction. In some cases, such as in Reading Recovery, instruction is one-to-one. Students receive this small group instruction during various times of the day and during the extended day period. All intervention services are offered in English, while the "Language Leaders" program is a bilingual support.

#### Newcomer ELLs:

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## 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

## 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)?

PS 247 does not have a dual language program at this time.

## D. Professional Development and Support for School Staff

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

1.

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

ESL teachers and administrators provide professional development for all personnel who work with ELLs during select faculty conferences, admin periods, instructional team meetings, and one-on-one with teachers. Additional dates will be added to the calendar below as they are selected. Our instructional team's focuses this year are the rollout Common Core Standards and usage of Depth of Knowledge. Throughout these meetings, we will also be exploring, discussing, and brainstorming ideas about the application of these standards with our ELL population. The professional development received at these instructional team meetings is always turn-keyed to classroom teachers and paraprofessionals.

Additionally, assistant principals, ESL teachers and the ESL coordinator, common branch teachers, common branch teachers, subject area teachers, paraprofessionals, guidance counselors, psychologist, social worker, occupational therapist, speech therapist, secretaries, and the parent coordinator are all invited to participate in our Action Research/Multicultural Committee this year. During the 2010-2011 school year, a group of teachers conducted "action research" as professional development in which we met monthly after having read peer reviewed articles and book chapters on ELL parent involvement. At these monthly meetings we discussed the reading in detail and then created an "action plan" for ELL parent outreach and efforts to increase involvement of diverse parents in our school community. This year, we are continuing and expanding on our Action Research Committee. We have recruited bilingual parent volunteers to participate in our monthly meetings. They will work alongside teachers and staff to provide outreach, translation and interpretation, hold meetings and events, and to be a voice in our school community representing diverse and bilingual parents. Teachers and staff will continue their research on effective communication and building partnerships with parents of ELLs, on strategies for increasing parent involvement, as well as learn from bilingual parent volunteers on the committee.

Staff members who are in need of completing the 7.5 hours of ESL professional development will be required to complete the hours and can choose to meet monthly with the Action Research/Multicultural Committee in order to put together and participate in the action plan as a way to meet the PD requirement. If they choose not to participate, they will be required to attend workshops such as the UFT ESL/Bilingual committee workshops or the Bank Street Language Series.

Additional Professional Development for ESL and Coordinators will include UFT ESL/Bilingual Committee Workshops and the Bank Street College Language Series.

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Contracted Professional Development for classroom teachers K-5 also covers ELL topics. Professional Development at PS 247 for the 2011-2012 school year will be provided by Ann Marie Lattieri, Carl Anderson, D. Barnhouse, Rosemarie Hughes, and Math for All. Please see a tentative calendar of all PD below.

Month: September

Professional Development Topic:

Differentiating the Math Curriculum Using Various Supports for ELLs

Workshop Provider:

Rosemarie Hughes

Date:

3 dates, TBD

Audience:

General Education Classroom Teachers

Month: September

Professional Development Topic:

Depth of Knowledge, and D.O.K & ELLs

Workshop Provider:

Ann Marie Lattieri

Timeline:

1 date per month

Audience:

Classroom Teachers, ESL teachers, Paraprofessionals, Guidance Counselor, Administration, Coaches

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1 date per month

Audience:

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## E. Parental Involvement

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

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

\*Monthly workshops with guest speakers on various topics

\*Lending Library where parents can borrow books

\*Games, bingo and karaoke nights

\*Field trips

\*PTA activities

\*Fundraising activities

\*Monthly Multicultural Committee Meetings

\*Informational meetings, social gatherings, and workshops held by the Action Research/Multicultural Committee

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

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

3. At the beginning of the year, we survey parents to determine the language in which the parents prefer to communicate. In response to this need, over-the-phone & in-person interpretation as well as written translation is utilized.

The Action Research/Multicultural Committee has newly recruited bilingual parent volunteers. With their help, this year we will be able to get an accurate picture of the kinds of information and services parents would like from our school, as well as address any questions or concerns that they may have. Bilingual parent volunteers will be a voice for diverse and bilingual parents in our school community.

Together, we will survey parents, listen to and address their needs, plan meetings, gatherings, workshops, and events that will help us to meet the needs of and build relationships with ELL parents.

The parent coordinator conducts informal interviews and sends home flyers of various programs available in our school. ELL parents are invited to the PTA meetings and an orientation meeting. Also, the parent coordinator sends monthly newsletters via email about social services. Parents also share information with each other about programs available in our school and community.

4. Parental involvement activities at PS 247 address the needs of parents. Parents are asked in what language they prefer to communicate. In response to this need, over the phone interpretation, in person interpretation, and written translation is provided. Parents can attend free English and Citizenship classes, can call "Dial-a-teacher" (a service provided by the UFT) for homework support in many languages, and receive information about community based resources and information about social services in our community.

The Action Research/Multicultural Community will, together with bilingual parent volunteers, survey diverse and bilingual parents and plan informational meetings, gatherings, workshops, and events together in order to meet the needs of parents. Interpreters will be present at all events.

Additionally, our school will continue our Action Research meetings in order to best learn how to engage parents of ELLs in the school community.

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# 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)	25	18	4	5	4	5								61
Intermediate(I)	5	15	5	6	3	3								37
Advanced (A)	20	12	14	10	12	6								74
Total	50	45	23	21	19	14	0	0	0	0	0	0	0	172

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2	1	0	0	0	0							
	I	12	2	2	1	1	0							
	A	15	14	3	5	5	5							
	P	18	25	19	17	9	3							
READING/ WRITING	B	16	2	1	1	1	2							
	I	13	3	6	3	3	1							
	A	11	9	10	12	5	3							
	P	7	28	7	7	6	2							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	12	5	1	21
4	1	6	3	0	10
5	3	4	2	0	9
6					0
7					0
8					0
NYSAA Bilingual Spe Ed				1	1

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		3	1	15		3		24
4			2	1	7		4		14

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5			2		5	1	1		9
6									0
7									0
8									0
NYSAA Bilingual Spe Ed							1		1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1	1	6		6		15
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

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

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

Kindergarten teachers use a variety of methods of instruction to meet the needs of all students. Some methods are shared reading, read aloud, literacy centers, guided reading, and word study. During shared reading, teachers use large picture books with predictable patterns. Shared reading helps students to learn reading strategies and language skills. Students use the strategies they learned in shared reading independently to become better readers. During read aloud, teachers model and act out what a proficient reader does, and how they think while reading. In guided reading, teachers meet with students to help them use the strategies and skills they had learned through watching, listening, and participating in read alouds and shared reading.

\*\*Quantitative data for grade K is not yet available. Assessments will be finished in early November 2011. Numbers and percentages will be added at a later date.\*\*

1st grade teachers use a variety of teaching methods and activities to support ELLs in literacy and language development. 1st grade students are engaged in small group learning all day, which allows the teacher to meet with students with common needs. Shared reading, read aloud, guided reading and word study lessons are planned to meet each student's needs. Technologies such as smart boards are used in the classroom to provide visual and interactive support in the content areas as well.

\*\*Quantitative data for grade 1 is not yet available. Assessments will be finished in early November 2011. Numbers and percentages will be added at a later date.\*\*

2nd grade teachers use a variety of teaching methods and activities to support ELLs in literacy and language development. Small groups are formed, and students are engaged in shared reading, read aloud, guided reading, and word study daily. Teachers use a variety of methods and strategies to support ELLs in the classroom. Imagine Learning is a computer program that supports ELLs in language development, phonemic awareness, early literacy skills, and provides native language support. The Language Leaders program is also present in the classroom to provide beginner ELLs with extra support.

\*\*Quantitative data for grade 2 is not yet available. Assessments will be finished in early November 2011. Numbers and percentages will be added at a later date.\*\*

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name: NYC College Partner El. School</b>		<b>School DBN: <u>20K247</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Christopher E. Ogno	Principal		10/28/11
Erin O'Hanlon	Assistant Principal		10/28/11
Carmela Longo	Parent Coordinator		10/28/11
Alison DuBois-Eker	ESL Teacher		10/28/11
A. Ragab	Parent		10/28/11
J. Liang/K/ESL teacher	Teacher/Subject Area		10/28/11
Katie Dean/Reading	Teacher/Subject Area		10/28/11
Terri Fazolari	Coach		10/28/11
Mary Toner	Coach		10/28/11
Sue Meyerson	Guidance Counselor		10/28/11
Neal Opramalla	Network Leader		10/28/11
D. Santangelo	Other <u>ESL</u>		10/28/11
L. Torelli	Other <u>ESL</u>		10/28/11
M. Morisano	Other <u>SETSS</u>		10/28/11
	Other		10/28/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 20K247      **School Name:** NYC College Partner El. School

**Cluster:** C. Groll      **Network:** N. Opramalla

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

**Part A: Needs Assessment Findings**

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

PS 247 distributed the Language Preference Survey created by the NYCDOE (available on the NYCDOE website) to every child's parent (grades Pre-k-5) in order to assess our school's written translation and oral interpretation needs to ensure that parents are provided with information in a language they can understand. Surveys were distributed to children, were brought home, and returned to the child's teacher. Surveys were then collected and the data was compiled. In addition to the surveys, teachers also lend information that they've learned about the language in which parents prefer to communicate through parent interviews, meetings, conversations, etc. The parents' language of preference is also indicated on the child's blue emergency card, as well as the Home Language Identification Survey.

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

2. The major findings of PS 247's written translation and oral interpretation needs are below:  
Many parents, both parents of ELLs and bilingual parents whose children are not ELLs have requested oral and written translation in their native language. A number of bilingual parents also requested English as the language of preference for both written and oral information, while others listed both the native language and English as suitable and appropriate languages for communication. The most predominant language in which translation was requested was Cantonese, followed by Spanish, Russian, Mandarin, Urdu, Arabic, Albanian, Polish, Uzbek, Greek, Bengali, Vietnamese, Armenian, French, and Turkish.

The surveys collected were then organized by class and by grade. We compiled the data and created class lists with the language of preference of each child's parents listed next to the child's name. Each teacher received their class list with language preferences as well as the original surveys. A set of class lists was also distributed to other school staff that have frequent contact with parents, including the ESL teachers, administrators, school aids, guidance counselor, SBST team, resource room teacher, and to the main office.

## Part B: Strategies and Activities

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

1. PS 247 provides written translation for the following information:

- Letters home
- Permission slips
- Flyers
- Calendars
- Report cards
- Newsletters
- Memos
- Program invitations
- Notices about parent involvement activities
- Surveys
- School website

The translation of these documents will fulfill parents' requests to receive information in the native language and/or English, and will ensure clear communication with parents in important issues pertaining to their child's education.

Various procedures are in place to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Documents will be submitted to the NYCDOE's Translation and Interpretation Unit in advance in order to ensure that they are received with enough time to send out to parents. Additionally, form letters may be translated once and used from year to year, with updated information filled in each time the letter is used in order to ensure timely distribution. Lastly, in order to acquire timely translation of documents, we utilize bilingual school staff members for translation, as well as select bilingual parent volunteers to translate non-sensitive material.

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

2. PS 247 provides oral translation for the following information and meetings:

- Phone calls home to parents
- Parent orientation and bilingual/ESL program information
- Parent teacher conferences
- Informational meetings and social gatherings
- PTA meetings
- IEP conferences
- Other teacher-parent contact

Oral interpretation services are provided by the Translation and Interpretation Unit using over-the-phone interpretation, by bilingual parent volunteers to translate regarding non-sensitive topics, and by various bilingual school staff. The translators used are as follows: Joann Liang and Lynn Cung for Chinese (Mandarin and Cantonese), Alison DuBois-Eker, Ada Acosta, Antonieta Garcia, and Loredana Torelli for Spanish, Rozitta Guseynova for Russian, Adel Abdelrahman for Arabic, Mirije Cinari for Albanian, and Michelle Brenner for Hebrew.

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

3. PS 247 fulfills Section VII of Chancellor's Regulations A-663 regarding parental notification for translation and interpretation services in the following ways:

- Important documents are translated and sent home with children at the beginning of the year and in a timely fashion throughout the rest of the school year.
- Signs indicating the availability of translation services are hung at the entrance of the school building, at the school safety officer's desk, in stairwells, and in the main office.
- Our school provides services such as translation, assistance, welcoming, and kindness to parents in need of language access services in order to ensure that they are not prevented from reaching the school's administrative offices solely due to language barriers.

## 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: <a href="#">NYC College Partner. El. Schoo</a>	DBN: <a href="#">20K247</a>
Cluster Leader: <a href="#">C. Groll</a>	Network Leader: <a href="#">N. Opromalla</a>
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 checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <a href="#">40</a>
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" 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: <a href="#">3</a>
# of certified ESL/Bilingual teachers: <a href="#">3</a>
# of content area teachers: <a href="#">0</a>

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The Title III after school/Saturday ELL program serves identified ELL students who are in the newcomer and beginner category, and those who are determined to be “at risk” of not meeting standards in grades 1-5. Approximately 15 students will be included in the 1 after school program section, and 40 students in the 3 Saturday program sections.

The after school program section will be taught by a fully certified ESL teachers for 6 hours a week teaching small groups from November through March. There will be a total of 36 3-hour sessions.

The Saturday program will be taught by 3 fully certified ESL teachers. The Saturday program is a field trip component, with 4 full day Saturday field trips for 3 groups of ELL students. Each trip will be approximately 6 hours in duration. 3 fully certified ESL teachers will chaperone the trips, along with 1 supervisor. The total number of trip hours will be 24 hours per teacher/supervisor.

The students will be taught the English language through thematic units spanning the content areas. Within the units there will be hands-on, content based, activities and literacy support. These instructional foci will benefit ELLs in all of their academic needs. The focus on newcomer, beginner, and those ELLs that are at risk of not meeting grade standards mirrors our school wide instructional focus. Specific topics explored will be endangered animals, animal habitats around the world, planting and growing, and natural resources. Engaging themes such as these encourage language development with lessons focusing on all 4 proficiency areas: listening, speaking, reading, and writing. The units of study are cross-curricular, covering a wide variety of subject areas and topics such as: Science in the study of animal habitats, environmental problems and solutions, planting and growing, and natural resources; and social studies in the study of the seven continents and where in the world we find certain animals/habitats, and ways in which students can take social action to help animals, people, and habitats in need. Literacy will be supported through the use of books, student writing in response to each of these topics, and project based learning.

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

The children in the Title III Saturday program will be visiting the following institutions over the course of the program: The Bronx Zoo, the Prospect Park Zoo, The Central Park Zoo, The New York Aquarium, and Green Meadow Farm. These trips support our studies of topics such as endangered animals, animal habitats around the world, planting and growing, and natural resources. The Bronx Zoo, Central Park Zoo, Prospect Park Zoo and New York Aquarium house many animals that are currently on endangered

## Part B: Direct Instruction Supplemental Program Information

species lists, and also make a great effort at conservation of these species. Additionally, visiting these institutions correlates with our studies of animal habitats. Green Meadows Farm ties into our studies of planting and growing, natural resources, as well as animal habitats.

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

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

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

According to NYSESLAT data from previous years, all ELLs who participated in the Title III after school and Saturday programs moved up in proficiency level, or within the proficiency level. Additionally, based on both ESL and general education teacher observation, literacy assessments, and student work evaluations, a supplemental program that focuses on language, literacy, and content area development has helped to support ELLs in their acquisition of the English language, literacy development, and content area classes.

Materials used in instruction are the following:

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

### Part B: Direct Instruction Supplemental Program Information

-Laptops for research, writing, and interactive learning.

Most of these materials are at no cost to Title III. Non-fiction texts, project supplies, and hands on materials will be bought using Title III funds.

The program requires the hiring of one supervisor to oversee the after school and Saturday programs. In addition to funding supervisor and teacher per session for instruction, materials and supplies will be ordered, and funds will be used for transportation and admission to trip locations.

### 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:

ESL Teachers (Title III teachers) and classroom teachers will participate in a professional reading group (Action Research/Multicultural Committee) focusing on parental outreach and involvement as professional development at no cost to Title III. A fully certified ESL teacher (Alison DuBois-Eker) facilitates this group, but it is a learning community in which all members (ESL teachers, administrators, parent coordinator, general education teachers of ELLs, special education teachers of ELLs, etc.) participate in discussion. This professional reading group will help Title III teachers to effectively reach out to, build relationships with, and create partnerships with parents in order to build participation in the Title III program as well as outside of the supplemental program. Parents will be invited to attend select after school sessions in order to share in the educational experiences of their children. Bilingual parent volunteers will also be a part of this professional development committee. This provides both an opportunity for parents to be involved in the school community, as well as a chance for teachers and parents alike to learn from each other. The Action Research/Multicultural Committee meets every month for the duration of the school year.

ESL Teachers (Title III teachers) teachers will attend the Bank Street College Language Series focusing on ESL strategies, vocabulary development, literacy instruction, and building on cultural diversity in the classroom. This professional development will be at no cost to Title III. The strategies learned and acquired during the language series will help Title III teachers to build vocabulary in language learners, differentiate instruction for students at varying proficiency levels, and build on ELL students' cultural capital in the classroom. The language series will take place during 3 consecutive full day Saturdays in January and February.

### Part C: Professional Development

ESL Teachers (Title III teachers - Alison DuBois-Eker, Dina Santangelo, and Loredana Torelli) , Administration (Erin O'Hanlon, Diana Olsen) and literacy coaches (Terri Fazzolari and Mary Toner) will also conduct in-house professional development for classroom teachers on working with ELLs in the mainstream classroom at no cost to Title III. This professional development will be ongoing throughout the school year. Information will be provided at select instructional team meetings, faculty conferences, and admin and planning meetings, and one-on-one with teachers on an as needed basis.

ESL Teachers will attend workshops held by the UFT ESL/Bilingual Committee throughout the year. These workshops help teachers to build skill in working with ELLs. Workshops focus on literacy development, language strategies, vocabulary building, and content area instruction. Workshops are at no cost to Title III.

Classroom teachers are attending professional development contracted by the school at no cost to title III throughout the school year. PD will be provided by Carl Anderson, Dorothy Barnhouse, and the Children First Network. PD topics cover literacy and mathematics instruction which at times feature a focus on working with ELLs.

### 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 247's parent coordinator (Carmela Longo) will hold English classes for parents. In addition to the English course, there is a citizenship course offered. These classes are held weekly throughout the school year, and parents of all ELLs are invited to attend. Parents are notified with translated flyers, face-to-face at parent orientations, parent-teacher conferences, parent meetings, during other teacher-parent contact, by word of mouth, by email list-serve, and when parents express interest in wanting to learn English. Each service is provided at no cost to Title III.

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

In house professional development (Action Research/Multicultural Committee) will have a focus on parental outreach and involvement. This professional development will help participating teachers (including Title III teachers and other teachers of ELLs) to reach out to diverse ELL parents, build

**Part D: Parental Engagement Activities**

relationships with them, and foster participation in their child's educational experiences. Bilingual parent volunteers are also invited to attend meetings, to reach out to new parents, and to plan and participate in informational meetings and social events. Additionally, the inclusion of parents in our committee also gives parents and teachers an opportunity to learn from each other. Research shows that parent involvement increases student achievement. This committee is at no cost to Title III.

**Part E: Budget**

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

Allocation Amount: \$0

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