



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** THE GREEN SCHOOL

---

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 14K454

---

PRINCIPAL: KARALI PITZELE    EMAIL:    KPITZEL@SCHOOLS.NYC.GOV

SUPERINTENDENT:    KAREN WATTS

---

**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
Karali Pitzele	*Principal or Designee	
Kent Kleiman	*UFT Chapter Leader or Designee	
Dawn Jackson	*PA/PTA President or Designated Co-President	
Dimitajo Loftin	DC 37 Representative, if applicable	
Christopher Jackson Herl Collins	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
	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

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

### **Annual Goal #1**

Improve 10<sup>th</sup> grade student academic progress as demonstrated by an increase in regents passing rates by a minimum of 5% over the previous year's 10<sup>th</sup> grade class (O-Cohort). 10<sup>th</sup> graders (P-Cohort) will increase their standing in relation to being on-track for graduation in 3 Regents areas: Math, Social Studies, and Living Environment.

### **Comprehensive needs assessment**

- For the 2010-2011 school year, we had a 53% pass rate for science, a 44% pass rate for math and a 23% pass rate for US history. Using this data, school leadership decided to focus on these exams and focus on our 10<sup>th</sup> grade team

### **Instructional strategies/activities**

#### *Beginning of the Year:*

- Teachers are asked to create units that include multiple points of assessment, review and application of the content
- The entire staff participated in a training during the summer on how to incorporate simultaneous engagement
- Grade-level Inquiry teams identify at-risk students and begin tracking progress for Regents-readiness and credits. These subgroups were chosen using ARIS and the school's Lowest Third, as identified by the progress report. The Grade Level Inquiry team includes all of the teachers that teach these students as well as the guidance counselor and the AP of Guidance and Discipline
- Diagnostics are administered and AIS are assigned to identified students needing additional academic support.

#### *During the Year:*

- Mid-year assessments will be administered and AIS programs will be assigned to identified at-risk students. The teachers will design their own assessments using the Consortium school rubrics as well as Acuity to create customized assessments
- In collaboration with the Talent Management
- Department leaders will monitor Regents prep program and help design lessons and activities.
- Grade-level inquiry Teams will look at student work to identify trends and refine shared practices.

#### *End of the year:*

- Regents review program will be scheduled to begin in early May.

**Strategies to increase parental involvement**

- Parents are asked to participate in a workshop prior to meeting with their child's teachers during parent teacher conferences that show parents how to access ARIS and the school's online grading system TeacherEase.
- Parents are sent progress reports on the regular basis that also outline the state standards that the students are working on for the unit
- Parents of at-risk students are invited in for conferences to discuss solutions.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- All staff members participated in August Institute which focused on designing coherent curriculum
- Teachers will receive additional training in ARIS.
- Special Ed staff will attend training in methods to support students with special needs and will share these methods with subject teachers in weekly planning meetings.

**Service and program coordination**

Our school has a SAPIS/SPARK counselor that works with students who are struggling. We also have a partnership with Interboro where students are given additional counseling opportunities.

**Budget and resources alignment**

- Title I funds will be allocated to maintain class sizes well below city maximums, with 24-27 students per class in the lower grades.
- C4E funds will be allocated to provide additional coaching to new teachers and to maintain our low class sizes.
- The schedule is designed to allow for weekly grade-team meetings to discuss student performance and plan interventions, weekly subject-team meetings as well as an additional Enrichment session for 9<sup>th</sup> and 10<sup>th</sup> grade students on Wednesday afternoon.
- Weekly subject team meetings will focus on meeting the needs of diverse learners.
- Funding has been used to purchase the rights to an online Regents Prep program called Castle Learning

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

Improve overall student academic progress as demonstrated by a higher rate of on-time graduation. 65% of N cohort students will graduate on-time. This will be a 5.7% improvement over our 2011 M cohort pass-rate.

**Comprehensive needs assessment**

This is based on the 59.3% graduation rate of our M cohort and a 65% graduation rate for our L cohort

**Instructional strategies/activities**

- Night school and credit recovery programs enabling students to progress towards appropriate grade level credit accumulation.
- Mandatory meeting for all 12th grade families to communicate graduation requirements and supports in place.
- Advisor meetings with each 12<sup>th</sup> grade family to discuss progress toward graduation and make concrete plans for AIS.
- All teachers will ARIS and the Green School's online data system TeacherEase in order to track progress
- Distribution of scholarship reports to appropriate department chairs and teachers.
- Grade Level Team Leaders meet weekly to discuss interventions for at risk seniors
- The Grade Level Team meets two times a week to discuss interventions and student progress
- Implementing of "Roundtables" where both juniors and seniors are reflecting on their progress to graduation in regards to credits, regents and attendance

**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.
- Parents are asked to participate in a workshop prior to meeting with their child's teachers during parent teacher conferences that show parents how to access ARIS and the school's online grading system TeacherEase. Parents of senior students are also given copies of their student's transcripts and the NYS graduation requirements
- Parents are sent progress reports on the regular basis that also outline the state standards that the students are working on for the unit
- Parents of at-risk students are invited in for conferences to discuss solutions.
- Parents of seniors are sent periodic letters regarding their student's progress towards graduation

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Teachers are given training in ARIS and TeacherEase
- Our guidance counselors participate in various professional development opportunities to support their growth

**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.

We have a SAPIS/SPARK counselor to work with these students

**Budget and resources alignment**

- Grade teams will meet for at least 1.5 hours per week this year (as opposed to 60 min per week last year)
- Funding will be allocated for Per-session for grade team facilitator in order to increase the role of the leader
- The grade level team leaders will increase collaboration with members of the Guidance Department through bi-weekly meetings focused on at-risk students

### 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**

Improve overall attendance and student achievement, we will increase our student population with 80% attendance by 10%

#### **Comprehensive needs assessment**

Least year we ended with 82% attendance overall. 27% of our students had below 80% attendance.

#### **Instructional strategies/activities**

- Attendance team meets weekly to discuss targeted initiatives
- Additional support from the attendance specialist on the network team
- Advisors provide an added layer of intervention for home contact
- Use of School messenger system to call homes on the daily basis
- Use TeacherEase to track period attendance in order to correct daily attendance and also to hold students accountable for being present in class all day

#### **Strategies to increase parental involvement**

- Advisors provide an added layer of intervention for home contact
- Use of School messenger system to call homes on the daily basis

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- We provide advisors with support through the grade team facilitator structure
- The attendance teacher provides the advisors with Attendance Reports on the Weekly Basis

#### **Service and program coordination**

- Additional support from the attendance specialist on the network team
- Use of ARIS to track student data

**Budget and resources alignment**

- Grade Team Facilitators
- Full Time Attendance teacher
- Purchase of School Messenger
- Purchase of TeacherEase

## 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**

All ELA and Math teachers will incorporate the “DOE’s “focus” Common Core Learning Standards into at least one unit of instruction. In ELA, 50% of students will effectively use evidence to support arguments as demonstrated by performance on the literacy performance task aligned to the NYCDOE Instructional Expectations. In Math, 50% of students will effectively construct viable arguments to justify their conclusions on a mathematics performance task aligned to the NYCDOE instructional Expectations.

### **Comprehensive needs assessment**

Our school’s instructional model includes project-based learning in all classes. We have begun to align these units to the CCLS but incorporation of the standards was not systematic and varied from teacher to teacher

### **Instructional strategies/activities**

- Teachers meet weekly in department teams to assess student work and plan lessons that incorporate the CCLS.
- August curriculum planning institute and Network Training that focuses on CCLS-infused project design.
- ELA team focuses on the “Ideas” trait of the 6+1 rubric that supports CCL focus standards.
- Each teacher presents unit plans to their subject team in a feedback protocol based on the Understanding by Design Standards as well as the CCLS

### **Strategies to increase parental involvement**

- Parents are provided with an explanation of how CCLS relate to the work of the Green School and student work in a document attached to student progress reports
- Parents are invited to exhibitions where students present their work.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Regents Teachers participated in a summer PD hosted the CFN 103 which focused on the Common Core and incorporating formative assessment
- Teachers are participating in a variety of professional development opportunities including the National Math Conference in Atlantic City, and offerings throughout the year with CFN 103

### **Service and program coordination**

- ARIS Connect provides resources for teachers, students and parents alike

**Budget and resources alignment**

- The school funded the math department attending the NCTM conference in Atlantic City in order to provide them with resources in incorporate the CCLS
- All teachers were invited to the school's August Institute in order to plan coherent units in accordance to the CCLS
- Teachers were invited to participate in a network sponsored Learning Institute that focused on CCLS alignment and formative assessment

**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>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	42	34	20	12	5	12		4
<b>10</b>	52	47	52	64	46	10		2
<b>11</b>	54	40	35	80	49	6		3
<b>12</b>	14	11	14	35	42	7		2

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

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

Name of Academic Intervention Services (AIS)	Description
<p><b>ELA</b></p>	<ul style="list-style-type: none"> <li>• <b>Teachers work on Grade Level Teams (GLTs) that analyze student performance and achievement by reviewing past and current data, as well as sharing observations of students. Advisors are each responsible for small groups of students in order to track progress towards learning goals and develop academic intervention plans for individual students or groups. Subject teachers use analysis and academic intervention plans to differentiate instruction for these students. GLTs meet weekly to discuss academic intervention plans and review the results of the actions.</b></li> <li>• <b>The Student Resource Team (SRT) teachers, whose primary focus is on the reading and writing skills of IEP students work with the subject to differentiate the course for all students, as well provide support for all struggling students including but not limited to students with IEPs. In addition, the 9<sup>th</sup> and 10<sup>th</sup> and 11<sup>th</sup> grades use the CTT model. The CTT staff co-teaches the classes providing support to all students, including but not limited to students with IEPs requiring a CTT classroom.</b></li> </ul> <p><b>All teachers run Enrichment class in their subject area that meets after advisory. Students are assigned Enrichment courses based upon present performance in class, the need for credit recovery in core academic areas and preparation for Regents examinations.</b></p>
<p><b>Mathematics</b></p>	<p><b>See description for ELA.</b></p>
<p><b>Science</b></p>	<p><b>See description for ELA.</b></p>
<p><b>Social Studies</b></p>	<p><b>See description for ELA.</b></p>

<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<ul style="list-style-type: none"> <li>• All students are enrolled in an Advisory class to provide academic and social development guidance as they progress in the Green School towards graduation. The Advisory structure centers on small group instruction and individual counseling by the student’s advisor, who is always a member of the student’s Grade Level Team (GLT). GLT teachers share data and insights on students in weekly meetings and develop specific intervention plans for students in need of support. The student and the Advisor set academic goals based upon graduation requirements and student performance data such as credits, grades and assessments ranging from standardized exams to performance based Exhibitions. Advisors monitor student progress towards goals and communicate with families on the progress of their children.</li> <li>• The school has adopted the Plan B model program for discipline this school year. It is a program based upon student choices to promote responsible thinking for all students. It is also a way to develop a fair and equitable approach to building a supportive learning community between adults and children—the core of Plan B is teaching and learning. Students are referred to academic guidance support as needed when advisors are not able to meet the needs of the students.</li> <li>• The Green School has two counselors on staff that provides mandated counseling to IEP students. There is a counselor for grades 9/10 and one for 11/12. In addition they are available to all students for scheduled and walk-in counseling. Each has a full roster of scheduled appointments and sees additional students on a daily basis.</li> </ul>
<p><b>At-risk Services provided by the School Psychologist</b></p>	<ul style="list-style-type: none"> <li>• TGS has a SAPIS on staff to address at-risk behaviors arising from drug and alcohol issues as well as other at-risk indicators that can manifest in a variety of observable behaviors such as low attendance, cutting and disruptive activity in the school.</li> <li>•</li> </ul>
<p><b>At-risk Services provided by the Social Worker</b></p>	<ul style="list-style-type: none"> <li>• We also have a Social Work Intern program where a MSW intern works with at-risk students during the school year.</li> <li>• The campus has an MSW from Interboro who works with our students referred for counseling.</li> <li>• Counselors also students to outside health and counseling agencies as well as other social support resources for them and their families.</li> </ul>
<p><b>At-risk Health-related Services</b></p>	<p>The Green School is in a building with a school-based health clinic run by Woodhull Health staffed by a full time Nurse, Nursing Assistant and Psychologist. Many of our students take advantage of the physical and mental health services provided by the clinic.</p>

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

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

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

---

**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### **SCHOOL-PARENT COMPACT**

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>103</b>	District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>454</b>
School Name <b>The Green School</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Karali Pitzele</b>	Assistant Principal <b>Dorita James</b>
Coach <b>Cara Tait</b>	Coach <b>type here</b>
ESL Teacher <b>Jessica Jordan</b>	Guidance Counselor <b>Ron Bath</b>
Teacher/Subject Area <b>Rachelle McManus/Science</b>	Parent <b>Dawn Jackson</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Dimitajo Loftin</b>
Related Service Provider <b>Yessica Nova/Bilingual Para</b>	Other <b>type here</b>
Network Leader <b>Yuet Chu</b>	Other <b>type here</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>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</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>0</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>412</b>	Total Number of ELLs	<b>48</b>	ELLs as share of total student population (%)	<b>11.65%</b>
------------------------------------	------------	----------------------	-----------	-----------------------------------------------	---------------

## 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. Our enrollment counselors determine whether students are new admits to the NYC Department of Education, and if so, parents are given the Home Language Information Survey to complete in their home language if available. When the home language is not available a translator, schools staff or from the NYCDOE office of Translation and Interpretation, is provided. The ESL coordinator/teacher conducts an informal interviews with the parent and child and assists parents in completing the HILS if a student is a potential ELL according to the HLIS. Students are then administered the LAB-R within 10 days of enrollment by the ESL teacher. The Speaking portion is administered individually, and the Reading/Listening/Writing sections are administered in groups. Students who home language is Spanish as identified by the HLIS are given the Spanish LAB also. The Spanish LAB is administered by a Spanish-speaking certified teacher (ESL or other). The LAB-R test is hand scored to determine student's eligibility to ELL services. For students who were found to be eligible for services, Eligibility Letters are sent out to parents informing them that their child is an ELL as determined by the LAB-R test. The letter also includes the student's level of English proficiency as per the LAB-R and it invites the parents to a Parent Orientation meeting which is held within 10 days of enrollment. The parent orientation is held where parents are given given information on the 3 programs offered by the NYCDOE, and a video provided by the NYCDOE is shown. Parents then fill out the Parent Survey and Program Selection form indicating their choice of program for their child. Translation is provided to parents when needed. For parents who choose a transitional bilingual or dual language program, the school either opens up a bilingual classroom, (once there are 15 request of contiguous grade) or assists parents in finding a bilingual program in another school. If parents chose to keep their child in our school until the bilingual program is opened, the school then places the student in a freestanding ESL program according to their LAB-R proficiency level. All students identified as English Language Learners are administered the NYSESLAT every year until they score proficient on the NYSESLAT. NYSESLAT activities are embedded in the curriculum throughout the year in order to prepare students to take the test. The ESL coordinator/teacher administers the Speaking portion individually, and the Reading/Listening/Writing sections in groups. The ESL coordinator posts a tracking sheet with a list of students names and the four modalities of the test and checks off each modality once students complete that portion of the test. Once the scores are determined, the school reviews students' progress and modifies instruction accordingly.

2. The timeline for new admits to the DOE: HLIS>Informal Interview>LAB-R>Entitlement Letter (or Non-Entitlement Letter if students scored proficient on the LAB-R)>Parent Orientation>Parent Survey and Program Selection Form>Placement Letter. A parent orientation is held where parents are given the Parent Survey and Program Selection form and shown a video describing each of the ELL programs offered in New York City. Parents are shown the video in a language that they can understand. Also, the ESL coordinator/teacher determines whether translators are needed to assist parents with any questions they may have, and schedules them appropriately.

3. The ESL coordinator/teacher uses an excel spreadsheet to track that all parent selection and eligibility letters are sent and returned. Letters are sent home in a language that parents can understand. Signed letters are put into the ESL Compliance Binder. Existing students who did not score proficient on the NYSESLAT are sent a Continued Entitlement letter at the beginning of the year, along with the NYSESLAT Parent Report. The timeline for testing/letters for new admits to the DOE is described above. Parents are notified via

phone of any unreturned letters.

4. The ESL coordinator/teacher meets with parents while they complete the HLIS, therefore gathering more information to determine ELL status. If students are determined ELLs, they are administered the LAB-R and parents are invited to the parent orientation with translated videos and/or translators on hand to answer additional questions.

5. At The Green School, parents have always elected a freestanding ESL program.

6. The program model at the Green School is aligned with parent requests. If, in the future, parents elect a bilingual program and the criteria is not met to open one at the Green School, the ESL coordinator will assist parents with finding a bilingual program.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	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	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										2	2	2	2	8
<b>Push-In</b>										1	1	1	1	4
<b>Total</b>	0	0	0	0	0	0	0	0	0	3	3	3	3	12

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	48	Newcomers (ELLs receiving service 0-3 years)	33	Special Education	7
SIFE	4	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	12

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
Dual Language										0
ESL	33	3	1	3	0	0	12	1	6	48
Total	33	3	1	3	0	0	12	1	6	48

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

### C. Home Language Breakdown and ELL Programs

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

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

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										14	14	11	3	42
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1	3	1	1	6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	15	17	12	4	48

# Part IV: ELL Programming

## A. Programming and Scheduling Information

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

1. Details of instruction are listed below:

a. Both Push-in and Pull-out program models are followed at the Green School. Beginner and Intermediate students receive both Push-in and Pull-out services, and Advanced students receive Push-in services. During Push-in, the ESL teacher coordinates with the classroom teacher to incorporate ESL strategies during content area instruction. The strategies include but are not limited to, using graphic organizers to organize content, incorporating visuals to define vocabulary, creating word walls with key vocabulary, and small group instruction. During Pull-out, Beginner students are using the Side-by-Side Plus books to work on speaking, listening, reading, and writing skills in English with the ESL teacher, and the Intermediate students are using the Milestones A books--which focuses on all four modalities, with an emphasis on content area readings and academic vocabulary. It is a very collaborative, communicative environment with independent work activities as well.

b. All ELL students are in grade-level cohorts that travel to classes together. The cohorts are heterogeneous in first language. The ESL teacher co-teaches with the classroom teachers in the classroom, and also pulls Beginner and Intermediate students out heterogeneously according to proficiency level, for English language instruction using the two programs described above. The Beginner students are all pulled together, and the Intermediate students are all pulled together.

2. The Green School arranges the ESL teacher's schedule so that Beginner students are pulled out for 540 minutes of ESL instruction per week, Intermediate students are pulled for 360 minutes, and Advanced students receive 180 minutes per week of push-in instruction. This includes periods built into the day as well as advisory periods which meet twice each day, and enrichment periods, which meet two times per week.

3. All content instruction is delivered in English at the Green School. Content area teachers differentiate instruction for ELLs by incorporating ESL strategies such as graphic organizers, Total Physical Response (TPR) native language support, visual supports, explicitly teaching key vocabulary, creating word walls, and using sentence starters in their instruction.

4. Spanish dominant students are given the LAB-R in Spanish.

## A. Programming and Scheduling Information

5.
  - a. SIFE students are given the same supports and scaffolded instruction as all ELL students, but they are also given extra time during enrichment to develop their basic skills. During this time, students are learning phonics, the elements of writing, and developing reading comprehension. A bilingual paraprofessional also works with them in the classroom.
  - b. Newcomer students are given the same supports and scaffolded instruction as all ELL students, however, language lessons are embedded with acclimating them to US culture and the school environment. Also, the ESL teacher works with all newcomer ELLs during morning and afternoon advisory. One morning per month, the ESL teacher takes all newcomer ELLs on trips that focus on language and culture.
  - c. ELLs receiving service for 4-6 years are given the same supports and scaffolded instruction as all ELL students; however, their language program, Milestones, focuses more on content area readings, academic vocabulary, reading strategies, grammar, and writing.
  - d. Long-term ELLs are given the same supports and scaffolded instruction as all ELL students, but the ESL/content area teachers work with these students particularly on vocabulary development and literacy skills, areas where we notice long-term ELLs need the most help.
  
6. Instructional strategies for ELLs include graphic organizers, Total Physical Response (TPR) native language support, visual supports, explicitly vocabulary teaching, word walls, and sentence starters.
  
7. Bimonthly meetings are scheduled so that the ESL teacher can meet with the content area teachers and discuss strategies and curriculum. Professional developments are also offered 7x per year for teachers, either by the ESL teacher, or the ELL Network Specialist.

### Courses Taught in Languages Other than English ⓘ

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

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

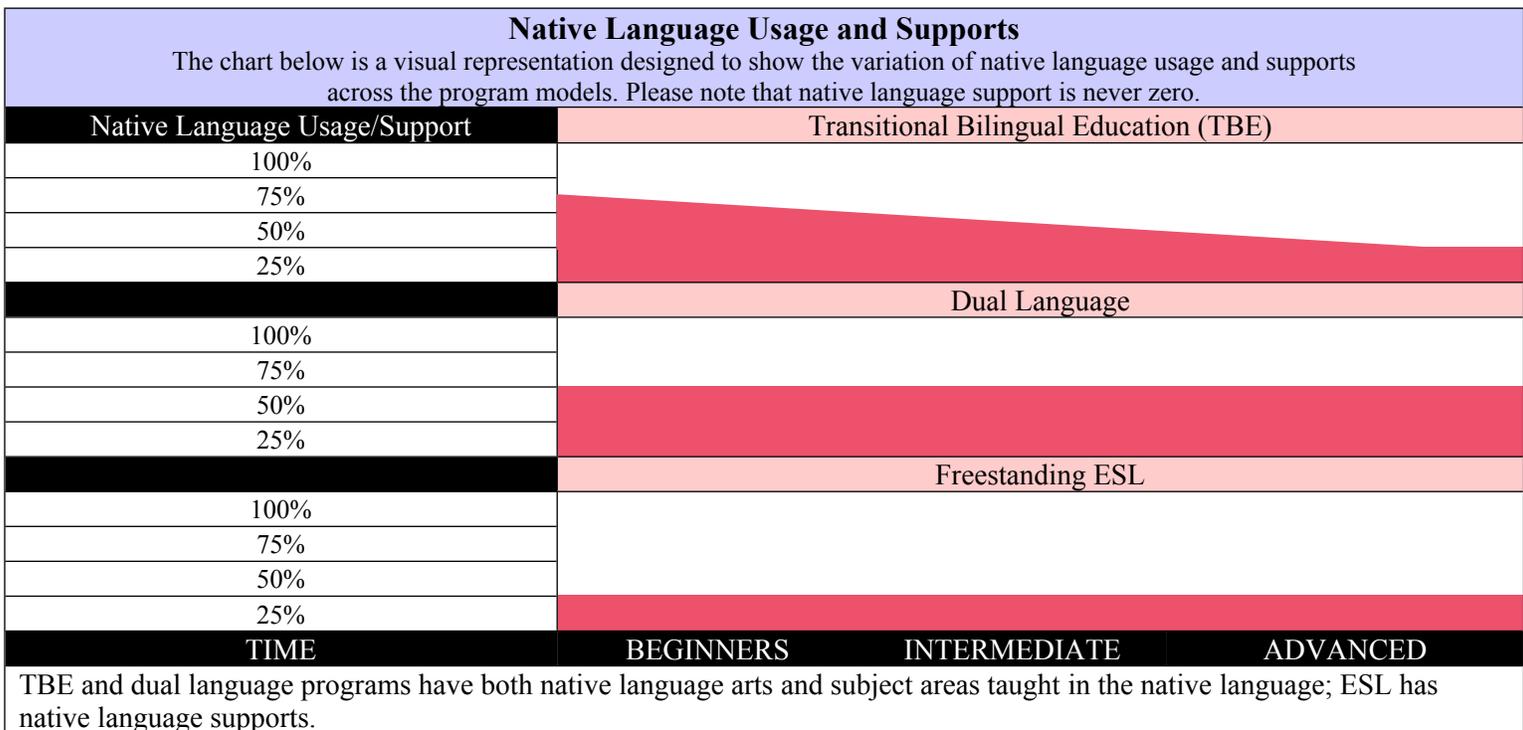
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

Beginning	Intermediate	Advanced
-----------	--------------	----------

ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



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

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

8. There are a variety of targeted intervention plans for ELLs to in ELA and math. Some of the interventions include:  
 After school enrichment taught by the ELL teacher (grades 9-10) and the Foreign Language Teacher (11-12) in conjunction with

## 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. There are a variety of targeted intervention plans for ELLs to in ELA and math. Some of the interventions include:

- After-school enrichment taught by the ELL teacher (grades 9-10) and the Foreign Language Teacher (11-12) in conjunction with a bilingual paraprofessional.
- Students that are designated as beginner or intermediate are allowed to complete projects in their native language and then translate them using internet sources with the support of the ELL teacher.
- ELL teacher pushes into the regents courses that our ELL population has historically struggled with. At our school, we have seen that our students need additional support in ELA and history primarily.

9. Students who have transitioned out of ELL with remain signed up for additional instructional support afterschool 3 times. They will also remain in the classes that the ELL teacher pushes into so that they can continue to get support for the first year. We will assess their progress at the end of year one to see if they need to remain in classes with the ELL teacher or reduce to only having after school support.

10. We have updated the curriculum that we use. I NEED FURTHER INFORMATION TO FLESH THIS OUT. Additionally, we have reached out to colleges to expand our volunteer program for translation and writing support.

11. None

12. All ELL students have advisory with either the ELL teacher (9-10) or the Foreign Language Teacher. During advisory, the students are informed of the events and clubs that are being offered around the school. Some of the programs offered include a cultural arts program, running club, weight room and soccer team. Students in the programs are connected to a buddy that peaks the native language if the teacher does not.

13. We are using multiple computer-based programs to support our ELLs including:

- Reading Horizons which focuses on literacy and phonics
  - Achieve 3000 which focuses on reading comprehension and provides students with instructional materials for their content areas that are on or close to their reading levels
  - Castle Learning which is an online regents prep program that has assignments for all regent exams in English and Spanish.
- Additionally, all teachers have been asked to used a word wall in their classrooms in order to provide

14. We only currently offer ESL. In this model we provide all of the ELL students will a translation dictionary in their native language. For our SIFE students, we have picture dictionaries to support language acquisition. Classroom teachers also provide translated materials to students.

15. Yes. We work hard to make sure that ELLs are provided materials that do not look childish are below their age level so that they are not frustrated or insulted.

16. Prior to the school year started, the ELL teacher reached out and introduced herself to all of the parents. During the first week of school, ELLs have extended advisory periods where they were given a tour of the building and participated in a variety of group activities where they had a chance to get to know each other.

17. ELLs and all other students are offered Spanish at our school.

## 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. There are a variety of targeted intervention plans for ELLs to in ELA and math. Some of the interventions include:

- After-school enrichment taught by the ELL teacher (grades 9-10) and the Foreign Language Teacher (11-12) in conjunction with a bilingual paraprofessional.
- Students that are designated as beginner or intermediate are allowed to complete projects in their native language and then translate them using internet sources with the support of the ELL teacher.
- ELL teacher pushes into the regents courses that our ELL population has historically struggled with. At our school, we have seen that our students need additional support in ELA and history primarily.

9. Students who have transitioned out of ELL with remain signed up for additional instructional support afterschool 3 times. They will also remain in the classes that the ELL teacher pushes into so that they can continue to get support for the first year. We will assess their progress at the end of year one to see if they need to remain in classes with the ELL teacher or reduce to only having after school support.

10. We have updated the curriculum that we use. I NEED FURTHER INFORMATION TO FLESH THIS OUT. Additionally, we have reached out to colleges to expand our volunteer program for translation and writing support.

11. None

12. All ELL students have advisory with either the ELL teacher (9-10) or the Foreign Language Teacher. During advisory, the students are informed of the events and clubs that are being offered around the school. Some of the programs offered include a cultural arts program, running club, weight room and soccer team. Students in the programs are connected to a buddy that peaks the native language if the teacher does not.

13. We are using multiple computer-based programs to support our ELLs including:

- Reading Horizons which focuses on literacy and phonics
- Achieve 3000 which focuses on reading comprehension and provides students with instructional materials for their content areas that are on or close to their reading levels
- Castle Learning which is an online regents prep program that has assignments for all regent exams in English and Spanish.

Additionally, all teachers have been asked to used a word wall in their classrooms in order to provide

14. We only currently offer ESL. In this model we provide all of the ELL students will a translation dictionary in their native language. For our SIFE students, we have picture dictionaries to support language acquisition. Classroom teachers also provide translated materials to students.

15. Yes. We work hard to make sure that ELLs are provided materials that do not look childish are below their age level so that they are not frustrated or insulted.

16. Prior to the school year started, the ELL teacher reached out and introduced herself to all of the parents. During the first week of school, ELLs have extended advisory periods where they were given a tour of the building and participated in a variety of group activities where they had a chance to get to know each other.

17. ELLs and all other students are offered Spanish at our school.

## 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. The parents are all invited to be a part of the Parent Association. We also strive to make sure that we have an ELL parent as an active participant on the PA to ensure their needs are being addressed.

At the start of the school year, a parent involvement survey was sent home to parents where they ranked the types of things that they might like to be a part of including volunteering or workshops that they might want to be a part of.

This year, our school is having monthly advisory trips. The ELL advisory will take trips to various cultural institutes around the city. Starting with the 3rd outing, parents and families will be invited to attend. Additionally this year we are going to host two ELL parent potlucks where parents can bring food and meet and mingle with one another.

2. Our school is partnered with the Lorimer branch of the Brooklyn Public Library. A librarian comes out to school at the start of each school year to share the resources that the library has to offer. The school is also partnered with the Institute for Urban Education at the New School where volunteers are designing a program for ELL parents.

3. During the parent orientation PA meetings and Open School Night, we have always asked parents what we could support them with. We have now designed a parent need survey so that we can begin to link parents to the organizations and resources in a more efficient way.

4. The parent activities we have, provides parents an opportunity to interact with one another and to be a resource to each other. Additionally, each year our school strives to truly make our parent activities a reflection of parent requests.

## 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)?

N/A

## 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. Core subject teachers are scheduled for bi-weekly planning sessions with our ELL teacher. Our ELL teacher also is scheduled to rotate our weekly department meetings so that she can attend a meeting for each of the core subjects on the monthly basis.

Our ELL teachers has bi-monthly meetings scheduled with our network ELL specialist and will participate in several city-wide ELL related professional development sessions throughout the school year.

## 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. Core subject teachers are scheduled for bi-weekly planning sessions with our ELL teacher. Our ELL teacher also is scheduled to rotate our weekly department meetings so that she can attend a meeting for each of the core subjects on the monthly basis.

Our ELL teachers has bi-monthly meetings scheduled with our network ELL specialist and will participate in several city-wide ELL related professional development sessions throughout the school year.

2. We have extended advisory sessions during the first year of school in order to help transition ELLs from middle to High School. Our advisory curriculum is also designed to help ELLs be successful in high school by giving them computer access and showing them internet based resources that can help them independently work and find support. Advisory also focuses on the social/emotional issues that are a part of transitioning to High School.

3. In order to provide ELL training for all staff members, the ELL teacher will run several of the department meetings, sharing content specific strategies based on best practices collected from various QTEL workshops. There will also be 2-3 whole staff meetings that address how to best serve our ELLs. At least one of these meetings will be designed in conjunction with our network ELL specialist.

## 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. The parents are all invited to be a part of the Parent Association. We also strive to make sure that we have an ELL parent as an active participant on the PA to ensure their needs are being addressed.

At the start of the school year, a parent involvement survey was sent home to parents where they ranked the types of things that they might like to be a part of including volunteering or workshops that they might want to be a part of.

This year, our school is having monthly advisory trips. The ELL advisory will take trips to various cultural institutes around the city. Starting with the 3rd outing, parents and families will be invited to attend. Additionally this year we are going to host two ELL parent potlucks where parents can bring food and meet and mingle with one another.

2. Our school is partnered with the Lorimer branch of the Brooklyn Public Library. A librarian comes out to school at the start of each school year to share the resources that the library has to offer. The school is also partnered with the Institute for Urban Education at the New School where volunteers are designing a program for ELL parents.

3. During the parent orientation PA meetings and Open School Night, we have always asked parents what we could support them with. We have now designed a parent need survey so that we can begin to link parents to the organizations and resources in a more efficient way.

4. The parent activities we have, provides parents an opportunity to interact with one another and to be a resource to each other. Additionally, each year our school strives to truly make our parent activities a reflection of parent requests.

## 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. The parents are all invited to be a part of the Parent Association. We also strive to make sure that we have an ELL parent as an active participant on the PA to ensure their needs are being addressed.

At the start of the school year, a parent involvement survey was sent home to parents where they ranked the types of things that they might like to be a part of including volunteering or workshops that they might want to be a part of.

This year, our school is having monthly advisory trips. The ELL advisory will take trips to various cultural institutes around the city. Starting with the 3rd outing, parents and families will be invited to attend. Additionally this year we are going to host two ELL parent potlucks where parents can bring food and meet and mingle with one another.

2. Our school is partnered with the Lorimer branch of the Brooklyn Public Library. A librarian comes out to school at the start of each school year to share the resources that the library has to offer. The school is also partnered with the Institute for Urban Education at the New School where volunteers are designing a program for ELL parents.

3. During the parent orientation PA meetings and Open School Night, we have always asked parents what we could support them with. We have now designed a parent need survey so that we can begin to link parents to the organizations and resources in a more efficient way.

4. The parent activities we have, provides parents an opportunity to interact with one another and to be a resource to each other. Additionally, each year our school strives to truly make our parent activities a reflection of parent requests.

## Part V: Assessment Analysis

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

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

1. The Green School is currently using two language programs with students: Side by Side Plus and Milestones. Both programs have

## 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

### 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)										8	7	3	4	22
Intermediate(I)										2	8	6	1	17
Advanced (A)										4	2	3	0	9
Total	0	0	0	0	0	0	0	0	0	14	17	12	5	48

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
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	12			
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math		17		
Biology				
Chemistry				
Earth Science				
Living Environment		17		
Physics				
Global History and Geography		29		
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.

- The Green School is currently using two language programs with students: Side by Side Plus and Milestones. Both programs have placement tests that determine what level is most appropriate for students. During ESL pull-out time, the ESL teacher informally assesses what literacy skills students need to develop, and uses that information to work with students during Enrichment.
- The LAB-R and NYSESLAT data shows that while students may have reached proficiency in listening and speaking, their reading and writing skills still need to be developed. All of the students at The Green School have more advanced listening/speaking skills than reading/writing skills.
- The LAB-R and NYSESLAT data informs our instruction in the following ways: While the ESL teachers focuses on all four modalities, emphasis is made on developing students' reading/writing skills during pull-out time. Content area teachers also focus on developing students reading/writing skills, and often discusses ELL errors with the ESL teacher, who then advises teachers on effective strategies. During push-in, the ESL teacher often engages ELLs in shared writing activities, shared readings, comprehension questions, etc.
- We have noticed that ELL students have consistently performed better on the listening and speaking portion of the NYSELAT exam. Our ELL students struggle with the reading portion the most. Our ELLs have consistently performed lower on state exams that they completed in English. The one exam that our ELL students still appear to struggle with when taking it in their native language is the Living Environment regent exam.
  - We used student performance on beginning year diagnostics to make decisions regarding curriculum. We also used student testing data for programming purposes as we decided where the ELL support staff would spend the most time and which classes students should be pulled from.
  - The school has learned that our ELLs are not progressing in literacy as quickly in literacy as we need them to. As a result, we have intensified and changed our ELL program, incorporating more content specific language and reading strategies for all levels of proficiency.
- N/A
- We rely not only on the NYSESLAT scores to determine the success of our ESL program, but also, teacher feedback and student progress.

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **14K454** School Name: **The Green School**

Cluster: \_\_\_\_\_ Network: **103**

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

**Part A: Needs Assessment Findings**

---

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

We use ATS in order to assess the translation needs of our parents. According to the RHLA, we have 43 Spanish speaking families and 5 Arabic speaking families. With all new students, we also administer the Home Language survey. When teachers reach the home of a student who has another language need that was not identified before, the teacher sends an email out to our Pupil Personnel secretary who updates the information in ATS.

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.

According to the RHLA run in ATS we have Arabic and Spanish speaking families. We provide all teachers with a list of the students that they teach who have families that speak another language other than English.

## Part B: Strategies and Activities

---

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

The Green School is a small learning community, so the needs of the staff for translation services are clear. Staff are provided with in-house translation services by office staff, administration and teachers. Teachers are also provided with technology PD for on-line translation engines that assist in the translation of classroom artifacts such as assignments and rubrics as well as assessments. As we have seen an increase in the Arabic speaking families, we are looking into purchasing computer software that provides higher quality translations of materials. In addition, we use the DOE translation and interpretation unit during parent-teacher conferences and for other low instance language needs. If needed, the school is prepared to hire outside vendors.

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

Staff is aware of the translation support available for any specific need to communicate orally with families. We have multiple staff members at all levels of the school organization that provide translation services. We also provide additional District translators during Parent-Advisor-Student Conference to ensure immediate availability of home language communication. As of this year, we have secured other volunteers through partnering with students from the New School.

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>.

We provide parents with the translated copies of the Bill of Rights during both the Fall and Spring parent teacher conferences. Additionally, during our PA meetings, we have shared the school's Progress Report, along with the translated explanation page. We also shared the CEP goals translated so that all parents could understand. There was a question and answer period with translators so that parents could ask any questions that arose regarding any data. Additionally, there are signs near our main office in other languages indicating to parents that translation services are available.

## 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="#">The Green School</a>	DBN: <a href="#">14K454</a>
Cluster Leader: <a href="#">Corrine Rello-Anselmi</a>	Network Leader: <a href="#">Yuet Chu</a>
This school is (check one):    ✱conceptually consolidated (skip part E below) ●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): ●Before school      ✱After school      ●Saturday academy      ✱Other: <a href="#">reduced class sizes and Pull out/push in services</a>
Total # of ELLs to be served: <a href="#">48</a>
Grades to be served by this program (check all that apply): ●K    ●1    ●2    ●3    ●4    ●5 ●6    ●7    ●8    ✱9    ✱10    ✱11    ✱12
Total # of teachers in this program: # of certified ESL/Bilingual teachers: <a href="#">1</a> # of content area teachers:

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

We have seen that many of our ELL students need additional support in order to complete homework and study for regents exams. Knowing this, we have designed a Direct Instruction Supplemental Program to address the needs in a variety of ways:

- After-school enrichment taught by the ELL teacher (grades 9-10) and the Foreign Language Teacher (11-12) in conjunction with a bilingual paraprofessional.
- Students that are designated as beginner or intermediate are allowed to complete projects in their native language and then translate them using internet sources with the support of the ELL teacher.
- ELL teacher pushes into the regents courses that our ELL population has historically struggled with. At our school, we have seen that our students need additional support in ELA and history primarily

We also offer students access to multiple computer-based programs during the afterschool program so that they can get support from the teacher and bilingual para including:

- Reading Horizons which focuses on literacy and phonics
- Achieve 3000 which focuses on reading comprehension and provides students with instructional materials for their content areas that are on or close to their reading levels
- Castle Learning which is an online regents prep program that has assignments for all regent exams in English and Spanish.

## 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:

Both our ELL teacher and our staff have expressed a desire to better service our ELLs. Our ELLs have struggled on regent exams. We hope that with increased PD, all staff members can incorporate strategies to increase student achievement.

1. Core subject teachers are scheduled for bi-weekly planning sessions with our ELL teacher. Our ELL teacher also is scheduled to rotate our weekly department meetings so that she can attend a meeting for each of the core subjects on the monthly basis. During these workshops our ELL teacher will share focus on strategies that can increase student comprehension including literacy strategies and visuals to

### Part C: Professional Development

support learners in the classroom.

2. Our ELL teachers has bi-monthly meetings scheduled with our network ELL specialist and will participate in several city-wide ELL related professional development sessions throughout the school year.

3. In order to provide ELL training for all staff members, the ELL teacher will run several of the department meetings, sharing content specific strategies based on best practices collected from various QTEL workshops. There will also be 2-3 whole staff meetings that address how to best serve our ELLs. At least one of these meetings will be designed in conjunction with our network ELL specialist.

### 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:

In order to foster a sense of community, we truly try to make an effort to make sure tht parents are welcomed into the community from the start. We hope that through activities that are accessible to all, families will see our school as a resource for learning and services.

1. Prior to the school year started, the ELL teacher reached out and introduced herself to all of the parents. Through these informal interview

2. This year, our school is having monthly advisory trips. The ELL advisory will take trips to various cultural institutes around the city. Starting with the 3rd outing, parents and families will be invited to attend.

3. We are going to host two ELL parent potlucks where parents can bring food and meet and mingle with one another.

3. Our school is partnered with the Lorimer branch of the Brooklyn Public Library. A librarian comes out to school at the start of each school year to share the resources that the library has to offer. The school is also partnered with the Institute for Urban Education at the New School where volunteers are designing a program for ELL parents.

4. During the parent orientation PA meetings and Open School Night, we have provided translation for non English speaking parents. Additionally for Open School night, we provide parents with questions that they can ask their student's teachers, in their own language.

5. This year, the College Counselor is hosting a special Financial Aid night specifically for students who may not be here legally or may need additional support with the FASFA process.

**Part D: Parental Engagement Activities**

--

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <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>		