



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE NEW YORK CITY COLLEGE PARTNERSHIP SCHOOL

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

PRINCIPAL: CHRISTOPHER OGNO

EMAIL: COGNO@SCHOOLS.NYC.GOV

SUPERINTENDENT: **KARINA COSTANTINO**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

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

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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

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

By June 2013, 87% of all classroom teachers will match ELL students with high interest appropriate texts as measured by formal and informal observations.

Comprehensive needs assessment

- ✓ Our school has an overwhelming number of ELL students. The ethnic population of the school is diverse. According to the home language report, there are 183 English speaking families, while the others are a mixture of Cantonese (187), Russian (109), Italian (6), Spanish (44), Urdu (25), Albanian (34), Arabic (15), Polish (11) and others. Twenty-one languages are represented. Therefore, there is a large ELL population that requires ESL services, approximately 28%.
- ✓ Meeting the needs of the ELL students in the general education classroom, especially beginner ELL students, is a goal that we have continued to work towards. Research shows full language acquisition takes between five and seven years. However, ELL students are tested using the New York State ELA assessment after one full year in the country. These same students are tested in Math and Science within their first year in the country. The fact that they are assessed so close to their entry date into the New York City school system is a big concern. Therefore, it is essential to focus on this continuing need. The data shows that our ELL students perform better on New York State Math assessments than the ELA assessments.
 - In the spring of 2011, only 31% of ELL students tested met the state standard as measured by the New York State ELA assessment. However, 89% of ELL students tested met the state standard as measured by the New York State Math assessment.
 - Grade 3, 53% of ELL students tested met the ELA state standard, 61% met the standard in math
 - Grade 4, 40% of ELL students tested met the ELA state standard, 84% met the standard in math.
 - Grade 5, 50% of ELL students tested met the ELA state standard, 67% met the standard in math.
- ✓ Parent involvement is low throughout the school building due, in a large part, to the language barrier. The Learning Environment Survey states:
 - 45% of the parent population completed the School Survey during the 2011-2012 school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) **Strategies/activities that encompass the needs of identified student subgroups**
 - a. ELL professional development will be provided to all staff members on-going throughout the school year.
 - i. Two staff developers from Literacy Support Services, Carl Anderson and Dorothy Barnhouse, work with teachers on all grade levels to review data and plan rigorous and engaging instruction that meets the needs of all sub-groups in the school, specifically our ELL students. The teachers work with these staff developers to set appropriate literacy goals for our ELL students, discuss teaching points and strategies that will help move our ELL students to the next level and, most importantly, make sure our ELL students have appropriate high interest fiction and non-fiction literature that they will have access to throughout the school day and for homework.
 - ii. CFN 409s Deputy Network Leader, AnnMarie Letteri-Baker, will be facilitating several workshops with the entire staff focusing on Depth of Knowledge. She will be providing information regarding the variety of tasks that students are expected to complete throughout the school year. In addition, she will be providing feedback as teachers plan and revise appropriate tasks for the ELL students in the classroom.
 - iii. Three licensed ESL teachers will provide on-going professional development and support for classroom

teachers in best practices.

- b. Our highly qualified staff incorporates techniques throughout the school day to insure our ELLs are engaged and that they are provided with the appropriate materials to meet their goals. In addition to high interest appropriate literature at their level, students are also provided opportunities to use technology programs in all subject areas, view videos and look at photographs to build their content knowledge and vocabulary. All staff members have been trained to use the Smartboard, which has increased the participation of our ELL population during mini-lesson and other whole class activities. Cooperative learning techniques will also be incorporated to support pupil participation and opportunities for the ELL student to listen, speak and interact with their peers inside and out of the classroom.
 - c. The administration and literacy coaches have spent a great deal of time researching and purchasing literature that will support the current level of our ELL students as well as support vocabulary and sight word development. These materials are arranged and available for teachers to use in their classrooms by character or theme. Some of the materials that have been shown to keep students engaged come from companies such as Rigby and Benchmark. To support our non-fiction inquiry work, we are using articles from the Stefanie Harvey Comprehension Toolkit, as well as articles from Scholastic News, Weekly Reader and Time for Kids.
 - d. The development of several ELL Academies have been put in place to support the level and progress of our ELL students. During the extended day time, a beginner ELL Academy meets and focuses on language development. We also have two academies that consist of our intermediate ELL students. The intermediate academies revolve around thematic units so students will continue to be exposed to a wide range of vocabulary and content while supporting the literacy standards these ELL students will be expected to meet on the state assessments in the spring. Advanced ELLs are seen by classroom teachers in guided reading based on their reading levels.
 - e. School trips correlated with the curriculum will be planned no more than once a month to provide life experiences and build their content knowledge.
 - f. There will be a 2 day a week after-school program utilizing best practices for ELL instruction with all ELL students in grades K-5 invited to attend. In addition, ELLs are invited to take trips on Saturdays to various locations across New York City.
 - g. PS 247 has incorporated a Language Leader/Bilingual Buddy program. Students in grades K-5 are designated to be a Bilingual Buddy or Peer Tutor. This initiative consists of two different kinds of supports for newcomer ELLs. Bilingual Buddies share the same language with a newcomer ELL and help them get acquainted to PS 247 during the first couple of months in the country. Peer tutors do not share the same native language as the beginner ELL. They also provide a good model of English for the beginner ELL but, in addition, they are a tutor and friend that can help the newcomer find success in our school. The main focus is to work with the newcomer ELLs on language development and academic tasks for at least 10 minutes a day three times a week.
 - h. An ELL beginner kit is distributed to each classroom teacher to support planning for the newcomer ELLs during the students first few weeks/months in the country.
- b) **Staff and other resources used to implement these strategies/activities**
- a. Three licensed ESL teachers will provide professional development and support for classroom teachers in best practices. They are required to articulate with all cooperating teachers to set goals and plan daily instruction. The ELL curriculum was developed with support from the assistant principals and literacy coaches. A majority of ELL units relate to or support the work and content being addressed in the classroom.
 - b. The Instructional Team comprised of six classroom teachers, the ESL Coordinator, two literacy coaches, an out of classroom cluster teacher, two assistant principals and the principal, will develop and implement strategies for classroom instruction that best support ELL students.
 - c. As mentioned above, Literacy Support Systems, CITE and Network level workshops will provide targeted professional development that is focused around best practices with regard to ELL instruction.
 - d. Rigby On Our Way to English is an assessment that the teachers are asked to use for beginner ELLs (The rest of the students are assessed using the DRA or TCRWP assessments)
 - e. AIS reading phonics groups are in place to service ELL students that struggle with decoding skills and strategies.
 - f. ELL modification calendars were developed by grade level teams with the support of the ESL teachers and literacy coach. These modification calendars provide differentiated activities that relate to the grade level tasks that are imbedded in the curriculum. These calendars provide support for the classroom teachers and insure that our ELL population is engaged in activities at their level and revolve around their goals.

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - ✓ The DOE translation unit will be utilized to provide phone translation for all parent visits and meetings. In-house bi-lingual staff will be utilized for increased home communication. Bi-lingual parent volunteers will be utilized for home contacts.
 - ✓ The parent coordinator will provide citizenship classes for parents who would like to obtain U.S. citizenship. The parent coordinator will conduct ELL classes for parents who would like to learn the English language.
 - ✓ Parents in the lower grades are invited in to work with their children in reading and math on a monthly basis. Parents are invited into school for writing celebrations approximately every 4-6 weeks.
 - ✓ There are family nights where parents are invited with their children into the school to participate in a variety of activities.
 - ✓ An ESL Parent Involvement Committee was created to help bridge the communication gap between the ESL parents and school community. The committee consists of three ESL teachers, one Assistant Principal, Parent Coordinator and three Teachers. The committee surveyed the parent community to determine their needs so that we can better support them in their children's education. Some initiatives include: translated report cards, homework help workshops, learning about our school website which provides resources that are also translated in their native language.
 - ✓ Parent workshops will be provided by outside vendors to support ELL Parents in working with their children at home.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- An extensive professional development budget will be utilized through Title I funding and Title III funding to ensure that our ELL teachers and classroom teachers have a large professional knowledge base to draw on in working with ELL students and meeting their individual goals. Title IIA funds, Title I and Tax Levy funds will be utilized to reduce class sizes on all grades to allow more direct instruction for each ELL student by reducing the teacher/student ratio in the classroom setting. Translation funding will be utilized to hire translators and have documents translated and copied. Title III funds and Immigrant funds will be utilized to set up after-school programs for ELL students and Immigrant students respectively. Title I parent involvement money will be utilized to provide workshops for ELL parents.

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

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

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

By June 2013, there will be a 2% increase in the number of students meeting or exceeding grade level benchmarks in literacy as measured by the DRA and TCRWP assessments.

- By June 2013, 80% of all students in grades K-5 will read within their grade level's Common Core reading level band as measured by a research based and Common Core aligned internal assessment.

Comprehensive needs assessment

- The data supports why ELA continues to be our greatest concern and therefore our greatest area of focus. First, our large ELL population, as illustrated in goal number 1, requires tremendous support in acquiring full proficiency in the English language. Second, our students continue to perform higher on the New York State Math exam as compared with the New York State ELA exam for grades 3,4 and 5.
 - In the spring of 2012, only 84.3% of students tested met the state standard as measured by the New York State ELA assessment. However, 91% of students tested met the state standard as measured by the New York State Math assessment.
 - Grade 3, 82.6% of students tested met the ELA state standard, 88.4% met the standard in math
 - Grade 4, 85.4% of students tested met the ELA state standard, 95.4% met the standard in math.
 - Grade 5, 85.1% of students tested met the ELA state standard, 95.9% met the standard in math.
 - The last collection of the Monitoring for Results data for the 2011/2012 school year reported the following:
 - Kindergarten- 67% of the students left Kindergarten on or above grade level.
 - Grade 1- 89% of the students left first grade on or above grade level.
 - Grade 2- 76% of the students left second grade on or above grade level.
 - Grade 3 – 60% of the students left third grade on or above grade level.
 - Grade 4 - 79% of the students left fourth grade on or above grade level.
 - Grade 5 – 80% of the students left fifth grade on or above grade level.
- The focus on guided reading will ensure we meet the needs of all students at all levels. Guided reading lessons will focus on the individual weaknesses which we predict will result in progress for every student.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) **Strategies/activities that encompass the needs of identified student subgroups**
 - a) Professional development regarding guided reading will be provided to all staff members on-going throughout the school year.
 - i. A staff developer from Literacy Support Services, Dorothy Barnhouse, works with teachers on all grade levels to review data and plan rigorous and engaging instruction that meets the needs of all sub-groups in the school. The teachers will be assisted as they set appropriate literacy goals for their students, discuss teaching points and strategies that will help move our students to the next level and most importantly, make sure all our students are receiving guided reading instruction that will support their current level and next steps as a reader.
 - ii. CFN 409s Deputy Network Leader, AnnMarie Letteri-Baker, will be facilitating several workshops with the entire staff focusing on Depth

of Knowledge. She will be providing information regarding the variety of tasks that students are expected to complete throughout the school year. In addition, she will be providing feedback as teachers plan and revise appropriate tasks that will be administered during the school year. This feedback will help guide teachers as they plan small group instruction in both reading and writing.

- b) The administration and literacy coaches have spent a great deal of time researching and purchasing literature that will support the guided reading instruction at PS 247. These materials are arranged and available for teachers to use in their classrooms by level, author, genre, theme and strategy/skill. Some of the materials that have been shown to keep students engaged and support the teaching points of our guided lessons come from companies such as Rigby and Benchmark. To support our non-fiction inquiry work, we are using articles from the Stefanie Harvey Comprehension Toolkit, as well as articles from Scholastic News, Weekly Reader and Time for Kids and the Discovery Education website as materials for guided reading lessons.
- c) Teachers were presented with data regarding their students during professional conversations in September. The data consisted of state assessment results, monitoring for results information and attendance records. Together, sub-groups were identified and discussed. Teachers were directed to continually assess their readers to provide appropriate guided reading instruction that will bring their students to the next level of reading and comprehension.
- d) Classroom teachers and AIS staff are required to meet with all guided reading groups multiple times throughout the month. Lesson plans will be developed which take into account student observations and next steps. The guided reading notes insure that instruction is being done, student needs are being met and teachers are following up with students.
- e) AIS teachers, including teachers who work with students during the 37.5 minute extended day program, after-school teachers, AIS teachers, ESL teachers and Mandated service providers have access to all guided reading notes and conference notebooks. At PS 247, this information serves as the primary source for student data as it reflects the most accurate and up to date progress of a child on a daily basis.
- e) **Staff and other resources used to implement these strategies/activities**
 - a. At PS 247 it is a top priority to have an extensive AIS staff to support our classroom teachers. The AIS teachers review data and meet with administrators to develop their programs and rosters. Every third, fourth and fifth grade class has a push-in reading teacher that teaches guided reading on a daily basis. Teachers will articulate with intervention specialists in an effort to provide high quality intervention services to all the students at-risk of not meeting the grade level standards. .
 - b. To continue to improve reading achievement through guided reading we have two literacy coaches on staff that hold weekly administrative grade meetings to support goals set for the school. Our literacy coaches provide valuable professional development to the teachers. All classroom teachers are involved.
 - c. The Instructional Team is comprised of six classroom teachers, the ESL Coordinator, two literacy coaches, an out of classroom cluster teacher, two assistant principals and the principal. Together this team will discuss, research, turn-key and implement strategies for guided reading.
 - d. As mentioned above, Literacy Support Systems, CITE and Network level workshops will provide focused professional development that is focused around best practices in guided reading.
 - e. The TCRWP or DRA are reading assessments used to determine the reading levels of students at PS 247.
- f) **Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities**
 - a. Our inquiry team, which consists of classroom teachers from all grades, support staff, coaches and administrators, has discussed and implemented guided reading techniques as part of our last year's inquiry study. We used The Comprehension Toolkit by Stefanie Harvey to plan our guided reading instruction and assess our students. Grade level teams wrote several non-fiction units to teach the students a variety of strategies to comprehend non-fiction literature. Many of these lessons will be addressed with the students through guided reading. The 2012/2013 inquiry team will continue to research best practices that support this inquiry focus so we continue to improve our guided reading techniques.
 - b. Surveys are given to all teachers following all professional development activities. These surveys inform administration, coaches and staff developers with information they felt was helpful, practices and techniques they plan to incorporate and next steps they would like for professional development.
 - c. The schools instructional team has representatives from all pedagogical constituency groups. School-wide decisions that are made regarding

guidelines for guided reading are done with consensus from the group. This ensures that all teachers are involved in the decision-making process.

- d. There is an on-going review of data at PS 247. A system called Monitoring for Results records the reading levels of all students in the school as measured by the DRA and TCRWP. Teachers administer these assessments four times during the school year. Assessments are discussed with grade level teams, coaches and assistant principals to drive whole class and small group instruction.
- e. Teachers have a grade-wide professional development period weekly. This period is utilized for time planning around student data.
- f. Teachers on each grade level are given 4 common preps each week to discuss, review and plan for individual and grade-wide student needs.
- g. There are bi-monthly Academic Intervention Service meetings where the needs of students in crisis are addressed by all AIS providers in the school and all teachers who service the child. This is a chance for school personnel to brainstorm ideas and create a plan that will help support individual students needs and academic success.
- h. There is also an additional weekly block period that is utilized for professional development, planning meetings and instructional team meetings for teachers to plan, support and adjust school-wide curriculum and goals.

b) Timeline for implementation

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- DOE translation unit will be utilized to provide phone translation for all parent visits and meetings. In house bi-lingual staff will be utilized for increased home communication. Bi-lingual parent volunteers will be utilized for home contacts. The parent coordinator will provide citizenship classes for parents who would like to obtain U.S. citizenship. The parent coordinator will conduct ELL classes for parents who would like to learn the English language. Parents in the lower grades are invited in to work with their children in reading and math. Parents are invited in for writing celebrations approximately every 4-6 weeks. There are family nights where parents are invited with their children into the school to participate in a variety of activities.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Title I funding will be utilized to provide professional development in guided reading for all staff members. This will be on-going throughout the school year. Tax

Levy dollars are used to hire our Network. The CFN 409's Deputy Network Leader, AnnMarie Letteri-Baker, will be facilitating several workshops with the entire staff focusing on Depth of Knowledge. Title I funds are utilized to hire literacy coaches who have spent a great deal of time researching and purchasing materials which support the reading instruction at PS 247. Literacy coaches also support the development of curriculum maps and daily plans to support our reading curriculum. Tax Levy funds have been utilized to purchase materials from various companies listed above to support this goal. Title I funding is utilized to hire AIS literacy support staff to further support guided reading instruction.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

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

By June 2013, 78% of all students will meet their individualized writing goals set by their teacher as measured by on demand writing, checklists and individualized conferencing.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - The ELA data supports why writing continues to be a goal at PS 247. A great deal of writing is required to meet the grade level standards set by New York State. In addition, the upcoming PARC exams and required literacy tasks set forth by New York City will require our students to do an extensive amount of high quality writing in grades K through 5. As mentioned above, ELA continues to be our greatest area of focus. First, our large ELL population, as illustrated in goal number 1, requires tremendous support in acquiring full proficiency in the English language. Second, our students continue to perform higher on the New York State Math exam as compared with the New York State ELA exam for grades 3,4 and 5.
 - In the spring of 2012, only 84.3% of students tested met the state standard as measured by the New York State ELA assessment. However, 91% of students tested met the state standard as measured by the New York State Math assessment.
 - Grade 3, 82.6% of students tested met the ELA state standard, 88.4% met the standard in math
 - Grade 4, 85.4% of students tested met the ELA state standard, 95.4% met the standard in math.
 - Grade 5, 85.1% of students tested met the ELA state standard, 95.9% met the standard in math.
 - In the Spring of 2012, the NYS Common Core Standards were studied by staff members at PS 247. It was revealed that our curriculum maps had to be revised to incorporate the three types of writing set forth by the standards: narrative, informative and opinion/persuasive. Writing units of study were revised to meet these standards.

- **Instructional strategies/activities** Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

c) **Strategies/activities that encompass the needs of identified student subgroups**

- f) Professional development regarding writing will be provided to all staff members on-going throughout the school year.
 - i. A staff developer from Literacy Support Services, Carl Anderson, works with teachers on all grade levels to look at student writing, review the writing standards and plan rigorous and engaging writing instruction that meets the needs of all sub-groups in the school. The teachers will be assisted as they set appropriate writing goals for their students, discuss teaching points and strategies that will help move our students to the next level and, most importantly, make sure our all students are receiving writing instruction that will support their next steps as a writer.
 - ii. CFN 409s Deputy Network Leader, AnnMarie Letteri-Baker, will be facilitating several workshops with the entire staff focusing on Depth of Knowledge. She will be providing information regarding the variety of tasks that students are expected to complete throughout the school year. In addition, she will be providing feedback as teachers plan and revise appropriate writing tasks that will be administered

during the school year. This feedback will help guide teachers as they plan small group instruction in both reading and writing.

- g) The administration and literacy coaches have spent a great deal of time researching and purchasing literature that will support the writing instruction at PS 247. These materials are arranged and available for teachers to use in their classrooms by level, author, genre, theme and strategy/skill. Some of the materials that have been shown to keep students engaged and support the teaching points of our writing lessons come from companies such as Rigby and Benchmark.
- h) Teachers were presented with data regarding their students during professional conversations in September. The data consisted of state assessment results, monitoring for results information and attendance records. Together, sub-groups were identified and discussed. Teachers were directed to continually assess their readers to provide appropriate writing instruction that will bring their students to the next level of writing.
- i) Teachers are continually assessing their writers to provide the best writing conference to their students. Teachers will continue to refine conferencing techniques by using children's writing assessments. Teachers are refining their writing conferences by assessing their student's writing. Three times a year teachers will request an On Demand for an informational piece, opinion and narrative piece to assess what the student has learned and has applied in his/her writing. Teachers will continue to provide a teaching point (a strategy) for the student to use to improve their writing. The use of rubrics and checklists for each genre of writing will also be used to support student ownership and learning. The conference notebook is a tool to record student's needs and strengths and this data is used to plan for future instruction as well as reset goals for the students. The students, along with the teacher, have set individual writing goals. The writing conference notebook is also a tool for the student. It is used by the student to review strategies taught as well as to take ownership for his/her learning.
- g) **Staff and other resources used to implement these strategies/activities**
 - a. At PS 247 it is a top priority to have an extensive AIS staff to support our classroom teachers. The AIS teachers review data and meet with administrators to develop their programs and rosters. Every third, fourth and fifth grade class has a push-in reading teacher that teaches guided reading on a daily basis. As part of guided reading instruction, AIS teachers support our students when they are responding to literature. This will ensure that we are working closely with students as they work towards meeting their writing goals. Teachers will articulate with intervention specialists in an effort to provide high quality intervention services to all the students at-risk of not meeting the grade level standards.
 - b. To continue to improve writing instruction and raise the level of our student's writing, we have two literacy coaches on staff that hold weekly administrative grade meetings to support goals set for the school. Our literacy coaches provide valuable professional development to the teachers. All classroom teachers are involved.
 - c. The Instructional Team is comprised of six classroom teachers, the ESL Coordinator, two literacy coaches, an out of classroom cluster teacher, two assistant principals and the principal. Together this team will discuss, research, turn-key and implement strategies for writing instruction.
 - d. As mentioned above, Literacy Support Systems, CITE and Network level workshops will provide focused professional development that is focused around best practices in writing.
- h) **Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities**
 - a. Our inquiry team, which consists of classrooms teachers from all grades, support staff, coaches and administrators, has discussed and implemented lessons that teach students how to respond to informational literature. We used The Comprehension Toolkit by Stefanie Harvey to plan our guided reading instruction, which included a great deal of writing. This writing correlated with the NYS Common Core standards, which requires the students to respond to informational literature. Grade level teams developed writing tasks that the students will be required to complete this school year. The 2011/2012 inquiry team will continue to research best practices that support this inquiry focus so we continue to improve our writing instruction.
 - b. Surveys are given to all teachers following all professional development activities. These surveys inform administration, coaches and staff developers with information they felt was helpful, practices and techniques they plan to incorporate and next steps they would like for professional development.
 - c. The schools instructional team has representatives from all pedagogical constituency groups. School-wide decisions that are made regarding guidelines for guided reading are done with consensus from the group. This ensures that all teachers are involved in the decision making process.

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

d) **Timeline for implementation**

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Title I funding will be utilized to provide professional development in writing for all staff members. This will be on-going throughout the school year. Tax Levy dollars are used to hire our Network. The CFN 409's Deputy Network Leader, AnnMarie Letteri-Baker, will be facilitating several workshops with the entire staff focusing on Depth of Knowledge. Title I funds are utilized to hire literacy coaches who have spent a great deal of time researching and purchasing materials which support the writing instruction at PS 247. Literacy coaches also support the development of curriculum maps and daily plans to support our writing curriculum. Tax Levy funds have been utilized to purchase materials from various companies listed above to support this goal. Title I funding is utilized to hire AIS literacy support staff to further support writing instruction.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA <ul style="list-style-type: none"> • Orton Gillingham • Reading Recovery • Guided Reading • LLI - Leveled Literacy Intervention • Saturday Academy • Foundations • Extended Day Reading 	Phonemic Process Repeated Readings Guided Reading Guided Reading Test Strategy Lessons Phonemic Process Guided Reading	Small Group One on One Small Group Small Group Small Group Small group Small Group	During the School Day During the School Day During the School Day During the School Day Saturday Only During the School Day During the School Day
Mathematics <ul style="list-style-type: none"> • AIS Math • AIS Math Extended Day • Saturday Academy 	Math Computations Math Computations Test Strategy Lessons	Small Group Small Group Small Group	During the School Day During the School Day Saturday Only
Science			

<ul style="list-style-type: none"> • AIS Lunch-time Groups 	Reread and review	Small Group	During the School Day
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) <ul style="list-style-type: none"> • At Risk Guidance 	Discussion and Play	Small Group	During the School Day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

This school has a very low teacher turnover rate. All Teachers are highly qualified and only highly qualified staff is hired. The professional development opportunities for staff members are extensive and numerous which insures that every teacher is continuously highly qualified. Internally we have four weekly common grade-wide preparation periods for teachers to meet and plan together. Teachers also receive an additional preparation period (exclusive of their contractual preps) where they meet weekly by grade with the assistant principal and coaches. This time is utilized to plan instruction, look at student work, refine curriculum and receive professional development. Additionally there is a weekly Block professional development period where up to 7 teachers are freed up on an as needed basis to receive professional development, view model lessons, participate in inter-visitation and meet on school committees. These activities are scheduled weekly as needed. The teachers also receive 3 curriculum mapping days each school year (January, March and June) these mapping days are full day sessions by grade with the coach and assistant principal. The school also works with outside vendors (i.e. Teacher's College and Literacy Support Services). Each teacher receives a minimum of 3 full day professional development days during the year with these vendors. Out of classroom teachers are encouraged to attend professional development activities around their specialty areas. Paraprofessionals are also receiving professional development around guided reading, writing and math to support instructional grouping in the classrooms.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 C. Groll N. Opramalla	District 20	Borough Brooklyn	School Number 247
School Name NYC College Partnership Elem. School			

B. Language Allocation Policy Team Composition

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

C. Teacher Qualifications

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

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

D. School Demographics

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

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

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

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

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

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

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

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

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

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

3. The Parent Survey and Program Selection forms, as well as Continued Entitlement letters, and Program Placement letters are sent at home in English and in the native language. ESL teachers collect and keep a copy of the returned forms on file, and place the original forms in the child's cumulative record attached to their Home Language Identification Survey. Forms are collected as follows: students return their forms to school; parents return the program selection form at the parent orientation meetings; extra forms are available at the parent orientation meeting to ensure that parents receive and return them; ESL teachers meet parents at dismissal and retrieve surveys; extra forms are available at Parent-Teacher Conference for parents to fill out; forms are sent home via certified mail; and ESL teachers use over-the-phone translation if necessary to ensure the return of the Program Selection Form. Returned forms are stored in a binder. Forms are organized by grade. Within the grade, they are further organized by parent choice and by language. In this way, we are able to easily track the choice that parents made, what language they speak, and the number of requests to open other programs.

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

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

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

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

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

A. Programming and Scheduling Information

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

2.

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

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

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

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

A. Programming and Scheduling Information

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

3.

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

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

The content area materials are as follows:

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

A. Programming and Scheduling Information

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

Modifications to the classroom curriculum are also made to meet the needs of ELLs.

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

4. ELLs whose native language is Spanish are evaluated using the Spanish Language Assessment Battery (LAB). This exam is administered after the English Language Assessment Battery-Revised (LAB-R) to ELLs entitled to bilingual and ESL services in order to determine a student's dominant language, as well as gain insight into their ability to read, write, speak, and understand Spanish. The Spanish LAB is administered by a Spanish speaking pedagogue. Evaluation for children whose native language is a language other than Spanish takes a different form as there is no standardized initial native language assessment for students outside of a bilingual or dual language program. Teachers interview these students and their parents with the help of a translator in order to determine whether or not the child is literate in their native language. New students who are literate in their native language are encouraged to use their native language during certain activities in listening, speaking, reading and writing. Teachers utilize school staff when available in order to interpret and/or translate the student's work. Teachers also conference with bilingual students after reading a bilingual book. The teacher can evaluate the student's comprehension of the story and their use of strategies in the native language through conferencing, questioning, and accountable talk. A child's literacy level in their native language is always taken into account when working with English Language Learners, as their literacy level in the L1 directly influences their ability to read in the target language.

5. Instruction is differentiated for ELLs by grouping students by their grade, language proficiency levels and number of years the student has been receiving ESL services. Instruction is further differentiated by "ELL subgroup". Different methods, materials, and activities are used with newcomer ELLs, ELLs in the system for 4-6 years, long term ELLs, etc. See explanations below.

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

A. Programming and Scheduling Information

such as Imagine Learning, Brainpop.com and Smartboards. If we were to have a SIFE student in the building, they would be invited to the Title III after school program. The program is now open to newcomer, beginner and struggling ELLs. SIFE students would participate in the Title III program with other newcomer students. The Title III program supports ELLs in language development, literacy skills, and the content areas.

b. The plan for ELLs in our school for less than three years is that they receive additional attention and support during and outside of scheduled ESL periods as well as in their classroom by using low-level, multicultural reading books, manipulatives, Singlish, language games, flashcards photo libraries, hands on activities, Imagine learning and Brainpop.com. Newcomers are supported in their mainstream classroom by providing each grade with a modified curriculum map containing modifications for newcomers that support language development, such as picture books as their published pieces, increased usage of picture books as read alouds, realia, alphabet work, sentence starters, and graphic organizers. We started a successful new program in recent years for newcomers called "Language Leaders". This program pairs newcomer ELLs with both "peer tutors" and "bilingual buddies" in their classroom who provide these newcomers with additional language, academic and social support. Newcomer students attend the extended day program that focuses on early language and literacy development and content area instruction. We also offer invitations to the Title III after school program to newly arrived students.

Considering the fact that NCLB now requires ELA testing for ELLs after one year, various programs are in place to prepare newcomer students to take the state exam. Newcomer ELLs may receive AIS and other intervention services in order to improve their reading skills. Emphasis is placed on literacy development in the ESL classroom as well as the mainstream class through balanced literacy. ESL and classroom teachers use strategies and instruction for language building support such as grammar-based lessons and activities, vocabulary building exercises, fluency building work and scaffolding strategies such as graphic organizers. We use a NYSESLAT preparation book entitled "NYSESLAT and Beyond" that has "transitional reading, writing and listening" activities in order to prepare ESL students for the ELA exam. All ELLs participate in ELA preparation in their mainstream classroom as well. ELLs are familiarized with the test format as well as the expectations of the exam and passage types. This work prepares newcomer ELLs to take the state ELA exam after one year.

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

d. We currently do not have long term ELLs who have completed 6 years of service. If we had these students, they would be referred to the instructional team for review in order for them to receive services and support, such as, guided reading, extended day AIS, after school programs, Saturday Academy, Wilson Reading, linguistic support such as academic

A. Programming and Scheduling Information

vocabulary building. Materials used would be leveled books, realia, content area resources such as maps and hands on science activities, project based learning, photo libraries such as video, Smartboards, websites such as Brainpop.com, and usage of the internet as a resource for learning and research.

6. ELL-SWDs are provided with access to academic content areas and language development through a variety of instructional strategies and materials. The needs of these students are accommodated by including smaller group size, the presence of a paraprofessional during ESL periods, specialized modifications and scaffolding materials like graphic organizers, partner work, technological resources, project-based learning and visual support. Materials used are photo libraries for visuals, hands on materials, games for learning, leveled books, maps, globes, and other social studies hands on and visual resources, science related materials such as hands-on experiments, realia, etc., technological resources such as Smart boards, websites like braipop.com and using the internet for learning and research. These instructional strategies and materials provide access to academic content areas and accelerate English language development. ESL and classroom teachers collaborate with Special Education teachers to address students' special needs according to their IEPs.

7. ELL-SWDs are placed in less restrictive environments such as a General Education Class with SETTSS and Related Services, or a Collaborative Team Teaching Classroom at PS 247. We use curricular, instructional, and scheduling flexibility in order to meet the diverse needs of ELL-SWDs. Our school is using creative and flexible scheduling in order to provide all students with the least restrictive environment for learning. Students in CTT classes this year are also receiving small group pull out SETTSS for individualized instruction. In this way, children are educated in the most integrated and inclusive programs while still meeting each child's special needs. Additionally, ESL, General Education, Special Education, and related services (Speech, Occupational Therapy, Physical Therapy, Guidance Counseling, etc.) teachers work together in order to devise a schedule that is free of time conflicts and allows the child to receive all of the services that they are entitled to as per their IEPs. ESL Teachers work closely with classroom and special education teachers in order to best meet the grade level curricular expectations and standards for students. Teachers consult with each other on methods, strategies, and materials in order to help ELL-SWDs within all of their content areas. Modifications are made with language level and learning capabilities in mind such as alternative assignments and grade and language level appropriate projects. Instructional strategies and materials are as follows: smaller group size, the presence of a bilingual paraprofessional, specialized modifications and scaffolding materials like graphic organizers, partner work, technological resources, project-based learning and visual support. Materials used are photo libraries for visuals, hands on materials, games for learning, leveled books, maps, globes, and other social studies hands on and visual resources, science related materials such as hands-on experiments, realia, etc., technological resources such as Smart boards, websites like braipop.com and using the internet for learning and research. All materials are grade level curriculum appropriate.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

- speak. Do not include:
- classes that are taught in English using books in the native language
 - heritage classes
 - foreign language (LOTE) classes

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

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

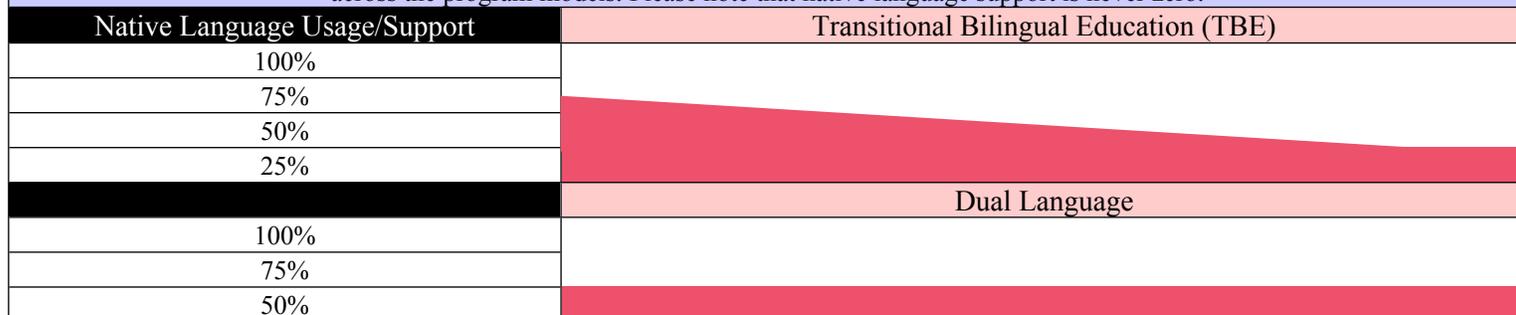
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

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

Native Language Usage and Supports

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

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

8. Targeted Interventions

Academic Intervention Services (AIS)

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

Newcomer ELLs:

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

ELLs with 4-6 years of service:

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

Long-Term ELLs:

PS 247 does not currently have long-term ELLs, but if we were to have these students in the program we would use the following

interventions: They would receive guided reading, extended day services, AIS, after school programs, Saturday Academy, Wilson Reading, and linguistic support such as academic vocabulary building. Materials used for these ELLs are leveled books, realia, content area resources such as maps, project based learning, photo libraries, and technological resources such as video, smart boards, websites, and using the internet for research.

ELLs in Special Education:

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

Students with Interrupted Formal Education (SIFE):

PS 247 does not currently have any ELLs who have been identified as SIFE. If we were to have SIFE students, we would use the following interventions strategies: AIS math, reading and science, extended day, resource room if necessary, Saturday Academy, Title III after school, and additional academic strategies, accommodations, and modifications that can be made in the classroom such as using graphic organizers, visual support, hands on activities, illustrated vocabulary charts, group and partner work, group discussion, bilingual libraries, technological resources, leveled books, etc.

Description of reading and math intervention services:

Academic Intervention Services are provided for those students (including ELLs) who received a 1 or 2 on the ELA and Math state tests from the previous year and/or a recommendation based on a teacher's observation and classroom assessments. These services include but are not limited to: small group instruction (within the classroom), instruction based on the data from the DRAs, IRAs, ELA and Math predictives, math ITAs, math unit assessments, end of the year math assessments, conferences, and reading levels. Students are grouped within their classroom and meet with an AIS provider generally 3 times per week. AIS teachers work closely with the classroom teacher to determine the specific goals needed for each student. AIS providers have access to the results of student's assessments and may change groups or goals based on current data. Common strategies found in reading include retelling, main idea, character feelings/traits, questioning, author's purpose, and the big idea. These strategies are modeled through guided reading. Common strategies found in math include problem solving, addition, subtraction, multiplication and division of whole numbers, decimals and fractions, telling time, finding the perimeter and area of different shapes and measurement.

9. For ELLs reaching proficiency on the NYSESLAT we provide continuing transitional support for 2 years. As per NYS law, all proficient ELLs receive testing accommodations (extended time, separate location, a 3rd reading of listening passages, and bilingual dictionaries and glossaries, and native language exams) for 2 years after scoring proficient on the NYSESLAT exam. Additionally, proficient ELLs are provided small group AIS support in various content areas such as reading, writing, math, and science if necessary. Students receive this extra support during various designated times during the day and during extended day sessions. The intervention team monitors how these students are progressing and whether the intervention services are appropriate for them. The inquiry team works with groups of struggling students on using and reading non-fiction texts, some of which are proficient ELLs. All teachers as well as support service providers are made aware of who the proficient ELLs are in their classrooms and groups. Classroom teachers also receive support in working with proficient ELLs, are informed of academic strategies and modifications that can be used and made in the classroom with proficient ELLs and continue to use ESL methodologies and strategies in their instruction. Some of these methods are continued use of visual support, project based learning, and technological resources. This allows them sufficient time to transition to the mainstream

classroom without ESL services and testing modifications.

10. For the 2011-2012 school year we will be continuing and expanding on an Action Research/Multicultural Committee. During the 2010-2011 school year, a group of teachers conducted “action research” in which we met monthly after having read peer reviewed articles and book chapters on involving parents of ELLs. At these monthly meetings we discussed the reading in detail and then created an “action plan” for ELL parent outreach and efforts to increase involvement of diverse parents in our school community.

This year, we have recruited bilingual parent volunteers to participate in our monthly meetings. Our intentions are for the parents to reach out to and support new families, to provide oral interpretation at school events and general meetings (excluding parent teacher conferences), written translation for school newsletters and letters such as permission slips for field trips (excluding communication between school staff and parents regarding their child), to help plan meetings, gatherings, and workshops, and to be a voice in our school community representing diverse and bilingual parents.

ELL students (children of parent volunteers) will be invited to attend the Multicultural Committee meetings, during which a teacher will supervise them and provide homework help. Additionally, families (including parents, children, grandparents, and extended family) will be invited to attend various informational meetings, workshops, and social gatherings at the school during the afternoon and evening. Such activities will cover topics such as Using Technology, Helping Your Child with Homework, Family Literacy, Culture/Language Sharing, etc, and will benefit both parents and ELL students alike. These events will be planned collaboratively between school staff participating in the Multicultural Committee and bilingual parent volunteers. The rationale for this program is to familiarize teachers and school staff with the fundamentals of partnering with ELL parents, to build relationships with parents of ELLs, to acquaint families with and include them in the school community, to familiarize new immigrants with the expectations of their new school system, and to provide parents with the tools and know-how to participate in their child’s educational life. Research shows that parent involvement and participation in their child’s education increases student performance.

11. No programs or services for ELLs will be discontinued for the 2011-2012 school year.

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

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

The Title III program consists entirely of ELLs. Many ELLs participate in the band program, in the NIA program, Saturday Academy, and Language Leaders.

12b.

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

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

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

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

continents and where in the world we find certain animals/habitats, and ways in which students can take social action to help animals, people, and habitats in need. Literacy will be supported through the use of books, student writing in response to each of these topics, and project based learning.

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

The Title III Immigrant ESL after school program serves identified Immigrant students who are newcomer, beginner, and intermediate ELLs in grades 1-5. This program will run from November through March. There will be 2 sections of newcomer Immigrant ELL students taught by 2 fully certified ESL teachers. Each section will meet twice per week for 3 hour sessions. There will be a total of 36 3-hour sessions.

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

The second program funded by the Title III Immigrant funding will be an after school program for Immigrants in grades 3-5. This program will serve immigrant students in grades 3-5, some of which are classified as ELL and some of which who are not. This program will be taught by 3 fully certified common branch teachers, along with 1 fully certified ESL teacher who will push into the rooms at various points throughout the sessions. The program will begin in January and run through March. The program will meet twice per week for 3 hour sessions. There will be a total of 23 3-hour sessions.

The ESL Immigrant program, serving immigrant ELLs in grades 3-5 will be taught by common branch teachers with an ESL push-in teacher. The focus of the program will be literacy & language development as well as content area and math instruction. Students will be taught the English language through literacy, with topics spanning the content areas, with a strong focus on non-fiction literature. Lessons will be delivered using ESL methodologies, such as use of visuals, utilizing technology resources such as video and interactive smart board use, hands-on activities and project based learning, etc. Additionally, lessons will incorporate all 4 proficiency areas: listening, speaking, reading, and writing. These instructional foci will benefit immigrant ELLs in all of their academic needs.

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

13. We use many different materials both in the ESL and mainstream classrooms to meet the needs of ELLs. We use the Rigby On Our Way to English ESL series as well as Rigby guided reading books and some Into English materials with all subgroups of ELLs within the ESL program. On Our Way to English provides students with exposure to oral language and literacy development, comprehensible input and standards based content area information. The entire curriculum is aligned with each grade represented (K-5). Materials and units are organized into content area themes. The units feature many different methods of teaching such as chants, songs, and language games as well as shared reading, guided reading, independent writing, hands on materials, and content area activities. The materials are also multicultural and help to connect ELLs prior knowledge with new learning. Classroom teachers also use Rigby On Our Way to English guided reading books. We have an ESL classroom library, multicultural literature, bilingual libraries, fiction and non-fiction big books, picture and bilingual dictionaries, and magazines & other authentic texts. These materials are used with newcomer ELLs, students in their 4th, 5th, and 6th year of service, as well as ELLs in special education.

Many visuals are used to support language learning, such as photographs, drawings, and video clips. Visual materials are helpful to all ELLs at each stage of language development.

Centers are used both in the classroom as well as in the ESL program to help students develop language, with different centers for different subgroups of ELLs. Listening centers on different levels are used for all subgroups, vocabulary centers are differentiated to help newcomer ELLs develop basic vocabulary, and more complex academic vocabulary centers are used for more advanced ELLs. Centers with content area enforcement are available at different levels for newcomer ELLs, more advanced ELLs, and ELLs in special education.

A variety of graphic organizers are used to assist ELLs at all stages and proficiency in various kinds and different levels of writing. Charts made both by the teacher and with the class are hung around the room to support students during lessons and independent work.

The use of manipulatives, songs, poems & rhythm and TPR are useful for all ELLs as well as hands-on activities and technological resources.

In the classroom, supplemental materials such as flashcards, manipulatives and math games are used to help struggling students at all proficiency levels in mathematics.

The science teacher also offers support to all ELLs (during the regular school day as well as during the extended day) using hands-on activities, manipulatives, flash cards, assistance in experimentation, and vocabulary development activities and reinforcement.

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

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

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

14. Native Language in ESL

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

Various people in the ESL program support ELLs. In addition to the 4 fully certified ESL teachers, some ELLs in special education are also supported by bilingual paraprofessionals. We have 2 bilingual Spanish/English speaking paraprofessionals (Antonietta Garcia and Ada Acosta) that accompany Spanish-speaking ELLs who also receive special education services. We have 1 Haitian-Creole speaking paraprofessional (Marie. Alexis) that accompanies a Haitian Creole-speaking ELL who also receives special education services. We have 1 Cantonese speaking paraprofessional (Lynn Cung) that accompanies a Cantonese speaking ELL who also receives special education

services. We have 1 Albanian speaking paraprofessional (Mirije Cinari) that accompanies an Albanian speaking ELL as a health para. We have 1 Urdu speaking paraprofessional() that accompanies an Urdu speaking ELL as a health para. These paraprofessionals provide support to these ELLs during mini-lessons, group work, independent work, and share time. They provide both English language and translation, interpretation, and native language support when needed. These paraprofessionals also provide help in communicating with these children's parents when necessary.

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

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

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

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

- Social studies picture books
- Social studies photo libraries, posters and vocabulary cards
- Maps and other geography visuals and hands on activities
- Social studies and science theme sets with both reading materials, activities, and realia
- The use of videos and slideshows
- Content area books on various reading levels

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

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

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

17. There are currently no language electives offered at PS 247. We may consider supplemental, enrichment language electives at a later date.



C. Schools with Dual Language Programs

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

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

D. Professional Development and Support for School Staff

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

1.

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

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

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

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

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

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

Month: September

Professional Development Topic:

Differentiating the Math Curriculum Using Various Supports for ELLs

Workshop Provider:

Rosemarie Hughes

Date:

3 dates, TBD

Audience:

General Education Classroom Teachers

Month: September

Professional Development Topic:

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

Workshop Provider:

Ann Marie Lattieri

Timeline:

1 date per month

Audience:

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

Month: October

Professional Development Topic:

Language Leaders Expectations/Choosing Language Leaders

Workshop Provider:

Training and Guidance offered by ESL teachers

Timeline:

Various dates throughout the month

Audience:

Common Branch Teachers, ESL teachers, ESL Coordinator, Administration, Special Education Teachers, Paraprofessionals, Guidance Counselor

Month: October

Professional Development Topic:

ELL Parent Involvement

Workshop Provider:

PS 247 Action Research/Multicultural Committee

Date:

October 24th, 2011

Audience:

Action Research Committee is open to all school staff

Month: October

Professional Development Topic:

Writing Curriculum for ELLs

Workshop Provider:

Carl Anderson

Timeline:

10/7, 10/14

Audience:

General Education Classroom Teachers

Month: October

Professional Development Topic:

ELL Assessments and Literacy

Workshop Provider:

Dorothy Barnhouse

Date:

10/28

Audience:

General Education Classroom Teachers

Month: October

Professional Development Topic:

Differentiating the Math Curriculum Using Various Supports for ELLs

Workshop Provider:

Rosemarie Hughes

Date:

3 dates, TBD

Audience:
General Education Classroom Teachers

Month: November
Professional Development Topic:
ELL Parent Involvement

Workshop Provider:
PS 247 Action Research/Multicultural Committee

Date:
November 29th, 2011

Audience:
Action Research Committee is open to all school staff

Month: October
Professional Development Topic:
Depth of Knowledge, and D.O.K & ELLs

Workshop Provider:
Ann Marie Lattieri

Timeline:
1 date per month

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

Month: November
Professional Development Topic:
ELL Assessments and Literacy

Workshop Provider:
Dorothy Barnhouse

Date:
11/3

Audience:
General Education Classroom Teachers

Month: November
Professional Development Topic:
Differentiating the Math Curriculum Using Various Supports for ELLs

Workshop Provider:
Rosemarie Hughes

Date:
3 dates, TBD

Audience:
General Education Classroom Teachers

Month: November
Professional Development Topic:
Depth of Knowledge, and D.O.K & ELLs

Workshop Provider:
Ann Marie Lattieri

Timeline:
1 date per month

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

Month: December
Professional Development Topic:
Writing Curriculum For ELLs
Workshop Provider:
Carl Anderson
Timeline:
TBD
Audience:
General Education Classroom Teachers

Month: December
Professional Development Topic:
ELL Parent Involvement
Workshop Provider:
PS 247 Action Research/Multicultural Committee
Date:
December 6th, 2011
Audience:
Action Research Committee is open to all school staff

Month: December
Professional Development Topic:
ELL Assessments and Literacy
Workshop Provider:
Dorothy Barnhouse
Date:
2 Dates in December, TBD
Audience:
General Education Classroom Teachers

Month: December
Professional Development Topic:
Differentiating the Math Curriculum Using Various Supports for ELLs
Workshop Provider:
Rosemarie Hughes
Date:
3 dates, TBD
Audience:
General Education Classroom Teachers

Month: December
Professional Development Topic:
Depth of Knowledge, and D.O.K & ELLs
Workshop Provider:
Ann Marie Lattieri
Timeline:
1 date per month
Audience:
Classroom Teachers, ESL teachers, Paraprofessionals, Guidance Counselor, Administration, Coaches

Month: January

Professional Development Topic:
Differentiated Instruction for ELLs
Workshop Provider:
Bank Street College Language Series
Timeline:
January 21st & 28th
Audience:
ESL Teachers & ESL Coordinator

Month: January
Professional Development Topic:
ELL Parent Involvement
Workshop Provider:
PS 247 Action Research/Multicultural Committee
Date:
TBD
Audience:
Action Research Committee is open to all school staff

Month: January
Professional Development Topic:
Social Studies and ELLs
Workshop Provider:
UFT ESL/Bilingual Committee
Date:
TBD
Audience:
ESL Teachers & ESL Coordinator

Month: January
Professional Development Topic:
ELL Assessments and Literacy
Workshop Provider:
Dorothy Barnhouse
Date:
2 dates in January, TBD
Audience:
General Education Classroom Teachers

Month: January
Professional Development Topic:
Differentiating the Math Curriculum Using Various Supports for ELLs
Workshop Provider:
Rosemarie Hughes
Date:
3 dates, TBD
Audience:
General Education Classroom Teachers

Month: January
Professional Development Topic:

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

Workshop Provider:

Ann Marie Lattieri

Timeline:

1 date per month

Audience:

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

Month: February

Professional Development Topic:

ELL Parent Involvement

Workshop Provider:

PS 247 Action Research/Multicultural Committee

Date:

TBD

Audience:

Action Research Committee is open to all school staff

Month: February

Professional Development Topic:

Differentiated Instruction for ELLs

Workshop Provider:

Bank Street College Language Series

Timeline:

February 4th, 2012

Audience:

ESL Teachers & ESL Coordinator

Month: February

Professional Development Topic:

Writing Curriculum for ELLs

Workshop Provider:

Carl Anderson

Timeline:

TBD

Audience:

General Education Classroom Teachers

Month: February

Professional Development Topic:

ELL Assessments and Literacy

Workshop Provider:

Dorothy Barnhouse

Date:

2 dates in February, TBD

Audience:

General Education Classroom Teachers

Month: February

Professional Development Topic:

Differentiating the Math Curriculum Using Various Supports for ELLs

Workshop Provider:

Rosemarie Hughes

Date:

3 dates, TBD

Audience:

General Education Classroom Teachers

Month: February

Professional Development Topic:

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

Workshop Provider:

Ann Marie Lattieri

Timeline:

1 date per month

Audience:

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

Month: March

Professional Development Topic:

TBD

Workshop Provider:

UFT ESL/Bilingual Committee

Date:

TBD

Audience:

ESL Teachers & ESL Coordinator

Month: March

Professional Development Topic:

ELL Parent Involvement

Workshop Provider:

PS 247 Action Research/Multicultural Committee

Date:

TBD

Audience:

Action Research Committee is open to all school staff

Month: March

Professional Development Topic:

ELL Assessments and Literacy

Workshop Provider:

Dorothy Barnhouse

Date:

2 dates in March, TBD

Audience:

General Education Classroom Teachers

Month: March

Professional Development Topic:

Differentiating the Math Curriculum Using Various Supports for ELLs

Workshop Provider:

Rosemarie Hughes

Date:

3 dates, TBD

Audience:

General Education Classroom Teachers

Month: March

Professional Development Topic:

Differentiating the Math Curriculum Using Various Supports for ELLs

Workshop Provider:

Rosemarie Hughes

Date:

3 dates, TBD

Audience:

General Education Classroom Teachers

Month: March

Professional Development Topic:

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

Workshop Provider:

Ann Marie Lattieri

Timeline:

1 date per month

Audience:

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

Month: April

Professional Development Topic:

Writing Curriculum For ELLs

Workshop Provider:

Carl Anderson

Timeline:

TBD

Audience:

General Education Classroom Teachers

Month: April

Professional Development Topic:

ELL Parent Involvement

Workshop Provider:

PS 247 Action Research/Multicultural Committee

Date:

TBD

Audience:

Action Research Committee is open to all school staff

Month: April

Professional Development Topic:

ELL Assessments and Literacy

Workshop Provider:

Dorothy Barnhouse

Date:

2 dates in April, TBD

Audience:

General Education Classroom Teachers

Month: April

Professional Development Topic:

Differentiating the Math Curriculum Using Various Supports for ELLs

Workshop Provider:

Rosemarie Hughes

Date:

3 dates, TBD

Audience:

General Education Classroom Teachers

Month: April

Professional Development Topic:

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

Workshop Provider:

Ann Marie Lattieri

Timeline:

1 date per month

Audience:

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

Month: May

Professional Development Topic:

Writing Curriculum for ELLs

Workshop Provider:

Carl Anderson

Timeline:

TBD

Audience:

General Education Classroom Teachers

Month: May

Professional Development Topic:

ELL Parent Involvement

Workshop Provider:

PS 247 Action Research/Multicultural Committee

Date:

TBD

Audience:

Action Research Committee is open to all school staff

Month: May

Professional Development Topic:

TBD

Workshop Provider:

UFT ESL/Bilingual Committee

Date:

TBD

Audience:

ESL Teachers & ESL Coordinator

Month: May
Professional Development Topic:
Differentiating the Math Curriculum Using Various Supports for ELLs
Workshop Provider:
Rosemarie Hughes
Date:
3 dates, TBD
Audience:
General Education Classroom Teachers

Month: May
Professional Development Topic:
Depth of Knowledge, and D.O.K & ELLs
Workshop Provider:
Ann Marie Lattieri
Timeline:
1 date per month
Audience:
Classroom Teachers, ESL teachers, Paraprofessionals, Guidance Counselor, Administration, Coaches

Month: June
Professional Development Topic:
ELL Parent Involvement
Workshop Provider:
PS 247 Action Research/Multicultural Committee
Date:
TBD
Audience:
Action Research Committee is open to all school staff

Month: June
Professional Development Topic:
Differentiating the Math Curriculum Using Various Supports for ELLs
Workshop Provider:
Rosemarie Hughes
Date:
3 dates, TBD
Audience:
General Education Classroom Teachers

Month: June
Professional Development Topic:
Depth of Knowledge, and D.O.K & ELLs
Workshop Provider:
Ann Marie Lattieri
Timeline:
1 date per month
Audience:
Classroom Teachers, ESL teachers, Paraprofessionals, Guidance Counselor, Administration, Coaches

2. ESL teachers provide support and are available to staff, students, and parents to assist ELLs as they transition from elementary to middle

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

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

E. Parental Involvement

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

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

*Monthly workshops with guest speakers on various topics

*Lending Library where parents can borrow books

*Games, bingo and karaoke nights

*Field trips

*PTA activities

*Fundraising activities

*Monthly Multicultural Committee Meetings

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

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

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

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

The Action Research/Multicultural Committee has newly recruited bilingual parent volunteers. With their help, this year we will be able to get an accurate picture of the kinds of information and services parents would like from our school, as well as address any questions or concerns that they may have. Bilingual parent volunteers will be a voice for diverse and bilingual parents in our school community. Together, we will survey parents, listen to and address their needs, plan meetings, gatherings, workshops, and events that will help us to meet the needs of and build relationships with ELL parents.

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	25	18	4	5	4	5								61
Intermediate(I)	5	15	5	6	3	3								37
Advanced (A)	20	12	14	10	12	6								74
Total	50	45	23	21	19	14	0	0	0	0	0	0	0	172

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1	1	6		6		15
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests

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

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

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

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

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

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

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

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

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

classroom to provide beginner ELLs with extra support.

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

In 3rd grade, 38% of Beginner and Intermediate ELLs are reading at or approaching grade level, while the remaining 62% are reading below grade level. 88% of our Advanced ELLs are on or approaching grade level in reading for this time in the year. Each child reading below grade level is either a Beginner/Newcomer ELL or in Special Education. Common strategies that ELLs in 3rd grade are currently working on are retelling, making prediction and connections, and inferencing. Beginner/Newcomer ELLs are working on sound recognition and using the pictures to help them understand the words. In order to support ELLs in the classroom, teachers have a variety of strategies in place to support literacy development. Teachers conduct mini lessons during the Reader's workshop that focus on grade level reading and writing strategies. Additionally, they conduct shared reading, read alouds, small guided reading groups, and individual conferences in order to meet the needs of all students. For Beginner ELLs, the instructional focus and strategies used are the following: Reading for understanding, looking at words as we read, using words we know to figure out unknown words, using picture clues, and partner reading. For Intermediate students, the instructional focus is on retelling, summarizing, and using story elements. For Advanced students, the instructional focus is on making connections, retelling, using chapter grids, questioning, and recognizing important details. As students' proficiency level increases, so does their reading level, and the complexity of strategies used.

In 4th grade 86% of Beginner and Intermediate ELLs are reading below grade level. 1 Intermediate ELL (14%) is reading on or above grade level. 73% of our Advanced ELLs are on or approaching grade level in reading for this time in the year. Of the remaining advanced ELLs, those that are reading below grade level are either Newcomer ELLs or ELLs in Special Education. Common strategies that ELLs in 4th grade are currently working on are retelling, identifying important details, and making predictions. For Beginner ELLs, the instructional focus and strategies are primarily sound/letter recognition. In order to support ELLs in the classroom, teachers have a variety of strategies in place to support literacy development. Teachers conduct mini lessons during the Reader's workshop that focus on grade level strategies. Additionally, they conduct shared reading, read alouds, small guided reading groups, and individual conferences in order to meet the needs of all students. For Beginner ELLs, the instructional focus and strategies used are recognizing important details, vocabulary development, story elements, using picture clues, and sequencing. For Intermediate ELLs, the instructional focus is on recognizing the main idea, retelling, using important details, and making predictions. For Advanced students, the instructional focus is on stopping to think, making connections, retelling, making predictions, and inferencing. As students' proficiency level increases, so does their reading level, and the complexity of strategies used.

In 5th grade 100% of Beginner and Intermediate ELLs are reading below grade level. 33% of our Advanced ELLs are on or approaching grade level in reading for this time in the year. The remainder of Advanced ELLs reading below grade level are either newcomer ELLs or ELLs in Special Education. Common strategies that 5th grade ELLs are currently working on are identifying important details and questioning. For Beginner ELLs, the instructional focus and strategies are primarily sound/letter recognition. In order to support ELLs in the classroom, teachers have a variety of strategies in place to support literacy development. Teachers conduct mini lessons during the Reader's workshop that focus on grade level strategies. Additionally, they conduct shared reading, read alouds, small guided reading groups, and individual conferences in order to meet the needs of all students. For Beginner ELLs, the instructional focus and strategies are primarily sound/letter recognition. For Intermediate ELLs, the instructional focus is on retelling, making connections, summarizing important events, and thinking about the character. For Advanced students, the instructional focus is primarily on retelling and recognizing important details. As students' proficiency level increases, so does their reading level, and the complexity of strategies used.

2. An analysis of the 2011 NYSESLAT and LAB-R shows that of all the Kindergarten ELLs, 25 are beginner, 5 are intermediate, and 20 are advanced. In grade 1, 18 are beginner, 15 are intermediate, and 12 are advanced. In 2nd grade, 4 are beginner, 5 are intermediate, and 14 are advanced. In 3rd grade, 5 are beginner, 6 are intermediate, and 10 are advanced. In 4th grade, 4 are beginner, 3 are intermediate, and 12 are advanced. In 5th grade, 5 are beginner, 3 are intermediate, and 6 are advanced. 35.5% of students in all grades are beginners, 21.5% are intermediate, and 43% are advanced. More than half of all ELLs are beginners and intermediates. The vast majority of beginner and intermediate ELLs are classified as newcomers, with the only exceptions being children in special education.

According to the LAB-R scores for 2011-2012, 30% of Kindergarten children that took the Fall 2011 LAB-R scored beginner, 6.25% scored intermediate, and 26.25% scored advanced. 37.5% of all Kindergarten children tested scored proficient on the LAB-R. In grades 1-5, about 67% of newcomers scored beginner on the LAB-R, 16% scored intermediate, and 6% scored advanced. 11% of upper grade new admits scored proficient on the LAB-R.

3. After analyzing the 2011 NYSESLAT scores with special attention paid to students' performance in reading/writing and listening/speaking, it evident that some students are scoring better in listening and speaking than in reading and writing, whereas other students are scoring similarly on listening/speaking and reading/writing. Most of our students in Kindergarten, 2nd, and 3rd grade scored higher on the listening and speaking sections combined than they did on reading and writing. In Kindergarten grade, 2 students scored beginner in listening/speaking, while 16 scored beginner in reading and writing; 18 scored proficient in listening/speaking, while just 7 scored proficient in reading/writing. In 2nd grade, 19 scored proficient in listening and speaking, while only 7 scored proficient in reading and writing. In 3rd grade, 17 scored proficient in listening/speaking, while 7 scored proficient in reading/writing. In 1st, 4th, and 5th grade, students scored similarly on listening/speaking and reading/writing. This data shows us that while some students are still scoring higher in listening and speaking as compared to reading and writing, with a number of other students, we see the gap in performance between listening/speaking and reading/writing that we've seen in past years is narrowing. Assessment drives instruction. Considering the need for student support in reading and writing, as well as the fact that the gap in oral language and literacy performance is narrowing, our ESL teachers will continue to give support to the ELLs with a foundation in balanced literacy while still promoting aural/oral language and vocabulary development.

4.

A.

Grade 3 ELA: 3 students scored a level 1. 12 students scored a level 2. 5 students scored a level 3. 1 student scored a level 4 in grade 3.

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

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

1 student scored a level 4 on the NYSAA ELA Assessment.

Grade 3 Math: 2 students scored a level 1. Both of these students took the exam in English. 4 students scored a level 2. 3 of these students took the exam in English, 1 student took the exam in the native language. 15 students scored a level 3. 3 students scored a level 4 in grade 3.

Grade 4 Math: No students scored a level one in 4th grade. 3 students scored a level 2, 1 of which took the test in the native language. 7 students scored a level 3. 4 students scored a level 4 on the exam.

Grade 5 Math: No students in grade 5 scored a level 1. 2 students scored a level 2. 6 students scored a level 3, 5 took the exam in English, 1 student took the exam in the native language. 1 student scored a level 4.

1 student scored a level 4 on the NYSAA Math Assessment.

Grade 4 Science: 1 student scored a level 1. 2 students scored a level 2, 1 student took the exam in English, 1 student took the exam in the native language. 6 students scored a level 3. 6 students scored a level 4.

According to data from the New York State ELA, Math, and Science tests, ELLs score higher levels in Math and Science as compared to ELA.

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

When analyzing students' scores on the state exams, it is important to note newcomer ELLs performance on native language tests vs.

English tests. Newcomer students who are literate and comfortable with academic vocabulary in their native language are administered the exam in their first language when the exam is available. Students have the choice to have the tests side by side and answer in the native language or in English. Students who choose to answer in English still have the support of the native language when needed. Generally, beginner and intermediate students are offered the native language tests, as advanced students generally are stronger in their academic English than in the native language. For example, when analyzing the data from the 2011 NYS Math exam, most students who are afforded the opportunity to take the exam in the native language (or L1 and English side by side) scored higher on state standardized tests than their newcomer peers who took the exam in English. 66.6% of students who took the exam in the native language scored a 2, 12.5% of students who took the English exam with native language support scored a 2, while 100% of newcomer ELLs who took the English test without native language support scored a 2. 33.3% of students who took the test in the native language scored a 3, 12.5% of students who took the test in the English with native language support scored a 3, and no students who took the test in English scored a 3. 62.5% of students who took the test in English with native language support scored a 4. No newcomer students who took the test in English scored a 4. In all, newcomer ELLs who take the exam in the native language, or who take the exam in English with native language support, outscore newcomer ELLs who take the exams in English. In order to prepare newcomers for taking the exam in the native language, children are given opportunities to practice using their bilingual glossaries and dictionaries throughout the school year in their classrooms and at home.

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

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

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

6. In order to assess the success of our programs, we employ many different assessment tools. ESL teachers assess ELLs throughout the year. Teachers set group goals that are appropriate for the group's proficiency levels in reading, writing, listening, and speaking as well as individual goals for each student based on writing evaluations, reading conferences, oral language assessments and observations. In order to assess whether students have met their goals, teachers look at student work, score writing pieces on a holistic rubric, assign an oral language stage based on a holistic rubric, and use a reading strategy checklist. All rubrics and checklists come from the Rigby On Our Way to English program. Instructional decisions are made based on goals set for each group, individual goals, and student performance on various assessments.

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

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

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

Based on the 2010 and 2011 NYSESLAT scores, we can conclude that the ESL program is successful in helping students to move up in proficiency level from year to year.

Of the students in this year's grade 2, from the Spring 2010 NYSESLAT (tested in Kindergarten) to the Spring 2011 NYSESLAT (tested in 1st grade), 100% of students' raw scores increased in both proficiency areas of Listening/Speaking and Reading/Writing.

Of the students in this year's grade 3, from the Spring 2010 NYSESLAT (tested in 1st grade) to the Spring 2011 NYSESLAT (tested in 2nd

grade) 95% of students' raw scores increased in Listening/Speaking, where 5% (1 students) raw score went down in Listening/Speaking. 90% of students' raw score increased in Reading/Writing, where 10% of students' (2) raw score in Reading/Writing decreased.

Of the students in this year's grade 4, from the Spring 2010 NYSESLAT (tested in 2nd grade) to the Spring 2011 NYSESLAT (tested in 3rd grade), 90% of students' raw score in Listening/Speaking & Reading/Writing increased, whereas 10% (2 students) decreased in Listening/Speaking, but increased in reading and writing.

Of the students in this year's grade 5, from the Spring 2010 NYSESLAT (tested in 3rd grade) to the Spring 2011 NYSESLAT (tested in 4th grade), 84% of students' raw scores increased in both Listening/Speaking & Reading/Writing. 8% of students' (1 student) raw score decreased in Listening/Speaking but increased in Reading/Writing, and 8% (1 student) stayed the same in Listening/Speaking and increased in Reading/Writing.

95% of ELLs in all grades made gains in both Reading/Writing and Listening/Speaking. Just 2% of students' scores decreased in Reading/Writing, 4% of students' scores decreased in Listening/Speaking, and 1% of students' scores stayed the same in Listening/Speaking.

Data drives instruction. Based on this analysis of the 2010-2011 NYSESLAT scores, and therefore the ESL program, we can make various instructional decisions. One conclusion that we can make is that students benefit in all proficiency areas from a curriculum that blends language development, literacy, and the content areas. In every grade, ESL teachers will continue to support students in balanced literacy activities such as shared reading, read-aloud, reading conferences, shared writing, guided writing, independent writing, and will place emphasis on reading comprehension activities and reading for understanding. Teachers will also continue to prepare students for the NYSESLAT exam with explicit test preparation and skills such as going back to the passage, answering various kinds of questions, and adding details to writing during the month prior to the exam.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: NYC College Partner El. School

School DBN: 20K247

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Christopher E. Ogno	Principal		10/28/11

School Name: NYC College Partner EL School**School DBN: 20K247**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Erin O'Hanlon	Assistant Principal		10/28/11
Carmela Longo	Parent Coordinator		10/28/11
Alison DuBois-Eker	ESL Teacher		10/28/11
A. Ragab	Parent		10/28/11
J. Liang/K/ESL teacher	Teacher/Subject Area		10/28/11
Katie Dean/Reading	Teacher/Subject Area		10/28/11
Terri Fazolari	Coach		10/28/11
Mary Toner	Coach		10/28/11
Sue Meyerson	Guidance Counselor		10/28/11
Neal Opramalla	Network Leader		10/28/11
D. Santangelo	Other <u>ESL</u>		10/28/11
L. Torelli	Other <u>ESL</u>		10/28/11
M. Morisano	Other <u>SETSS</u>		10/28/11
	Other		10/28/11

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

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

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS 247 NYC Coll. Partner. El.	DBN: 20K247
Cluster Leader: C. Groll	Network Leader: N. Opramalla
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The Title III after school/Saturday ELL program serves identified ELL students who are in the newcomer and beginner category, and those who are determined to be “at risk” of not meeting standards in grades 1-5. Approximately 45 students will be included in the 3 after school and Saturday program sections.

The after school program section will be taught by 3 fully certified ESL teachers for 4 hours a week teaching small groups from November through April. There will be a total of 31 2-hour sessions.

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

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

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

The children in the Title III Saturday program will be visiting the following institutions over the course of the program: The Bronx Zoo, The Central Park Zoo, The New York Aquarium, and The Brooklyn Children's Museum. These trips support our studies of topics such as endangered animals, animal habitats around the world, planting and growing, and natural resources. The Bronx Zoo, Central Park Zoo, and New York Aquarium house many animals that are currently on endangered species lists, and also make a great effort at conservation of these species. Additionally, visiting these institutions

Part B: Direct Instruction Supplemental Program Information

correlates with our studies of animal habitats. The Museum of Natural History ties all of these studies together as well as bridging our social sciences & history studies both in the after school program and in their classrooms.

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

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

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

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

Materials used in instruction are the following:

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

Part B: Direct Instruction Supplemental Program Information

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

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

Part C: Professional Development

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

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

Begin description here:

ESL Teachers (Title III teachers) and classroom teachers will attend workshops held by the Teacher's College Reading and Writing Project focusing on literacy instruction, the common core standards, ESL strategies, vocabulary development, etc. This professional development will be at no cost to Title III. The strategies learned and acquired during the series will help Title III teachers to build vocabulary in language learners, differentiate instruction for students at varying proficiency levels, and build on ELL students' cultural capital in the classroom. The workshop series will take place during full day sessions throughout the school year.

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

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

ESL teachers and administration will meet with a professional consultant, Tina Stanisci, on aligning ELL instruction to the common core standards, as well as parent outreach and workshops. We will meet continuously throughout the school year to plan and carry out both effective ELL instruction as well as to increase parent involvement. This professional development will be at no cost to Title III.

Classroom and ESL teachers are attending professional development contracted by the school at no cost to Title III throughout the school year. PD will be provided by Carl Anderson and the Children First Network. PD topics cover literacy, mathematics instruction, and the common core standards which at

Part C: Professional Development

times feature a focus on working with ELLs.

Part D: Parental Engagement Activities

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

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

Begin description here:

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

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

In house contracted professional development will have a focus on parental outreach and involvement. This professional development will help participating teachers (including Title III teachers and administrators) to reach out to diverse ELL parents, build relationships with them, and foster participation in their child's educational experiences. This committee is at no cost to Title III.

Part E: Budget

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

Allocation Amount: \$

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)		

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.
<ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		