



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE GREEN SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 1KM000): 14K454

PRINCIPAL: CARA TAIT **EMAIL:** CTAIT2@SCHOOLS.NYC.GOV

SUPERINTENDENT: AIMEE HOROWITZ

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
Cara Tait	*Principal or Designee	
Kent Kleiman	*UFT Chapter Leader or Designee	
William Alexander	*PA/PTA President or Designated Co-President	
Angela Rodriguez	DC 37 Representative, if applicable	
Nathan Cloud	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Aleidy Brazoban	CBO Representative, if applicable	
Simone Pena	Member/Parent	
Coquille Houshour	Member/UFT	
Margaret Stricklin	Member/Parent	
Maria Pavia	Member/Parent	
Elias Alvarez	Member/Student	

** 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

Improve student academic progress as demonstrated by an increase in regents passing rates by a minimum 10% over the previous year's performance. Students will increase their standing in relation to being on-track for graduation in 3 Regents areas: Math, Social Studies, and Living Environment.

Comprehensive needs assessment

Based on the number of students who have their promotion in doubt, we realized that we needed to target our Regents performance. After looking at the data, we realized that we would like to target math, social studies and Living Environment.

This would change the passing rates as following:

Integrated Algebra – from 52% to 62%

Global History – from 36% to 50%

American History – From 43% to 53%

Living Environment – From 50% to 60%

Instructional strategies/activities

This year, the Green School has partnered with Common Priorities in conjunction with CFN 103. Through this partnership, we are working to have a better understanding of the Regents data in order to support student learning. This partnership guides the work our coaching, subject team meetings and faculty conferences. The scope of our work in relation to the Regents is outlined below:

Summer 2012

Common Priorities coach met with administration and instructional leads. During this meeting we shared concerned and developed a PD sequence for the year after completing an Item Analysis of the June regents as well as school wide data including our Quality Review and Progress Report.

Fall 2012

Subject Teams completed an item analysis of the regents in order to notice trends. Teachers were then provided time to use this data to revise their curriculum maps.

2012-2013 School Year

- Teachers are all required this year to administer midterms and finals that include an online component through Castle Learning, a regents prep source that allows teachers to design their own assessments using past regents prompts. This system grades the exams for teachers allowing for time in subject teams to discuss findings.
- Teachers of regents prep courses will meet with their coaches at the mid term point to discuss student performance and to once again revise their curriculum map.
- After-school Regents preparation is available for students who need additional support.

Spring 2013

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

Strategies to increase parental involvement

- Parents are asked to participate in a workshop prior to meeting with their child's teachers during parent teacher conferences that show parents how to access ARIS.
- During Open School Night/Day, all parents who attended were signed up for *Jupiter Grades*, the online grading system, where parents can view student progress.
- Parents are sent progress reports on the regular basis that also outline the state standards that the students are working on for the unit
- Parents of at-risk students are invited in for conferences to discuss interventions.

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.

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

If other is selected describe here:

Service and program coordination

- Tax Levy funding has been used to partially fund the two Instructional Support Specialists that are supporting teachers in their unit and lesson design.
- Tax Levy Funding was used to purchase the online grading system that has more capabilities to communicate with parents.
- Title I/TL funding was used to purchase *Castle Learning*, the online regents prep system.
- We are using Title I money to fund the *Common Priorities* work with CORE content teachers in the three regents areas of concern. Through this work, teachers are creating and revising units.
- Tax Levy and Title III funding have been used to fund an after-school Regents Prep program for targeted students.
- DYO Grant funding used to provide per-session funding for teachers to design rigorous and Regents aligned assessments.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

Improve overall student academic progress as demonstrated by a higher rate of on-time graduation. 75% of O cohort students will graduate on-time. This will be a 7% improvement over our 2012 N cohort graduation rate.

Comprehensive needs assessment

- This is based on the 68% graduation rate of the N cohort.

Instructional strategies/activities

- Aventa Learning online credit recovery system provides seniors with additional opportunities to earn credit. Multiple staff members are being trained in AVENTA in order to better support student progress.
- Mandatory meeting for all 12th grade families to communicate graduation requirements and supports in place.
- Advisor meetings with each 12th grade family to discuss progress toward graduation and make concrete plans for AIS.
- Students in not on track for graduation have all been assigned a "graduation angel" that is a member of the staff committed to checking in with the students as well as their families to ensure progress to graduation.
- All staff members have access to *Jupiter Grades* and are able to track student progress towards credit accumulation.

Strategies to increase parental involvement

- Parents are asked to participate in a workshop prior to meeting with their child's teachers during parent teacher conferences that show parents how to access ARIS and the school's online grading system *Jupiter Grades*.
- Parents of all students are also given copies of their student's transcripts and the NYS graduation requirements during all PA meetings, and both Fall and Spring Open School Night.
- Parents are sent progress reports three times in addition to report cards, (six times in total). Additionally, advisors are asked to reach out to families of advisees on the bi-weekly basis.
- Parents of at-risk students are mandated to attend three additional *Graduation Planning* conferences.
- Parents of seniors are sent periodic letters regarding their student's progress towards graduation

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

- Title I funding is being used to partially fund an additional guidance counselor.
- Tax Levy Funding was used to purchase the online grading system that has more capabilities to communicate with parents.
- Title I/TL funding used to purchase *Castle Learning*, the online regents prep system.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

Comprehensive needs assessment

Least year we ended with 79.4% attendance overall. 27% of our students had below 80% attendance.

Instructional strategies/activities

- Each grade level team now also has an additional *Attendance Specialist*. The responsibility of the attendance specialist is to call the homes of all students who were absent for the grade on any given day.
- Attendance team meets weekly to discuss targeted initiatives for students with long term absences/
- Additional support from the attendance specialist on the network team
- Advisors provide an added layer of intervention for home contact
- Use of School messenger system to call homes on the daily basis in addition to personalized calls.
- Use *Jupiter Grades* to track period attendance in order to correct daily attendance and also to hold students accountable for being present in class all day

Strategies to increase parental involvement

- Advisors provide an added layer of intervention for home contact
- Use of School messenger system to call homes on the daily basis
- *Jupiter Grades* is set up to send parents text messages every time their students are absent or late for classes.

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

- TL funding for an additional F-Status position that supports attendance
- TL funding for a new attendance/grading system that automatically notifies parents of absences
- Redistribution of attendance responsibilities in order to increase institution attention to attendance

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

Increase college and career readiness through strategic learning opportunities, increasing college enrollment by at least 6% and by college preparatory course index by at least 5%

Comprehensive needs assessment

After analyzing two years worth of graduating classes, we noticed that while our college attendance rate is above those of our peer index, we wanted to raise the number of students attending four-year colleges, and also begin the college search at an earlier point.

Instructional strategies/activities

- Adjust student programming so that more students are
- All seniors are now taking a College Prep course two times a week where they are researching colleges and completing all applications in school.
- The College Prep class will be offered during the Spring to the members of the Junior class
- All juniors will be taking a college trip during the Spring of junior year to see a campus and dorm
- The COSA is hosting a series of college prep workshops with the 9th and 10th grade to help them understand basic college requirements

Strategies to increase parental involvement

- Parent orientation before school started parents were taught the difference between graduation requirements and College Readiness standards
- Financial Aid Night hosted with NY Cares volunteers to support families in completing the FASFA
- Drop in guidance counselor hours for parents where they can come in and fill out the applications with their students
- Specific meetings for ELL and other recent immigrant parents to explain the system and also to support any undocumented families

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

- TL/Title I funding used to support funding of part time Coordinator of Student Activities
- College prep teachers are the COSA and Instructional Coaches, providing them with additional flexibility in scheduling times to meet with students individually
- College Counselor and College prep teachers meet once a week to ensure student progress through the College Application timeline

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"> • Barton Reading and Spelling • Readers/Writers Workshop Mini-lesson structure • Kagan Cooperative Learning strategies to increase writing stamina 	<ul style="list-style-type: none"> • Targeted small group instruction • One on one conferences • Tutoring 	<ul style="list-style-type: none"> • Pull out during the school day • After-school services • In class targeted small group mini-lessons and activities • Student “Lunch and Learns” during student lunch and teacher admin time
Mathematics	<ul style="list-style-type: none"> • Kagan Cooperative Learning strategies to increase problem solving stamina • Key Exemplars for Higher Order Thinking problems on appropriate differentiated levels • Specific tasks from the <i>Key Curriculum workbook</i> series designed to focus on targeted math deficiencies 	<ul style="list-style-type: none"> • Targeted small group instruction • One on one conferences • Tutoring 	<ul style="list-style-type: none"> • Pull out during the school day • After-school services • In class targeted small group mini-lessons and activities • Student “Lunch and Learns” during student lunch and teacher admin time
Science	<ul style="list-style-type: none"> • Discipline specific decoding and literacy strategies as noted in <i>Subject Matters</i> • Kagan Cooperative Learning strategies to increase writing stamina • Key Exemplars for Higher Order Thinking problems on appropriate differentiated levels 	<ul style="list-style-type: none"> • Targeted small group instruction • One on one conferences • Tutoring 	<ul style="list-style-type: none"> • Pull out during the school day • After-school services • In class targeted small group mini-lessons and activities • Student “Lunch and Learns” during student lunch and teacher admin time
Social Studies	<ul style="list-style-type: none"> • Hochman Writing Process • Discipline specific decoding and literacy strategies as 	<ul style="list-style-type: none"> • Targeted small group instruction • One on one conferences • Tutoring 	<ul style="list-style-type: none"> • Pull out during the school day • After-school services • In class targeted small group

	<ul style="list-style-type: none"> noted in <i>Subject Matters</i> Kagan Cooperative Learning strategies to increase writing stamina 		<ul style="list-style-type: none"> mini-lessons and activities Student “Lunch and Learns” during student lunch and teacher admin time
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> At risk students are assigned an advisor that has been identified as a member of the student support team. The advisor provides academic and social development guidance. Guidance groups have been formed that meet weekly with the guidance counselor Guidance Counselors are now running “social skill” workshops to address the core issues of specific students Students are referred to the Social Worker associated with Woodhull Hospital and Interboro Counseling Organization 	<ul style="list-style-type: none"> One on one Small group 	<ul style="list-style-type: none"> Pull out during the school day After-school services Student lunch

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.

- We attended the provided recruitment workshops from the DOE during the spring of 2012 in order to get ideas for recruitment and also hiring steps.
- The hiring process consists of the individual analyzing a piece of student work and providing the Hiring Committee with their ideas for instructional next steps. After this first step, candidates were interviewed by the panel. Lastly, candidates were then asked to do a demo lesson as the final step.
- All teachers were invited to participate in CFN Network's *Planning Palooza* where they worked with coaches to develop Common Core aligned units that were rigorous for student learning.
- Throughout the school year, teachers are working with *Common Priorities* in order to help teachers fine-tune their classroom practice
- Subject teams meet once a week in order to analyze student work and discuss best practices
- All teachers have an instructional coach that they meet with on the bi-weekly basis.
- Teachers are all teaching in their certification area. Several teachers who are dual certified are providing small group services to students in one of their certification areas.

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 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 103	District 14	Borough Brooklyn	School Number 454
School Name The Green School			

B. Language Allocation Policy Team Composition

Principal Karali Pitzele	Assistant Principal Dorita James
Coach Cara Tait	Coach type here
ESL Teacher Jessica Jordan	Guidance Counselor Ron Bath
Teacher/Subject Area Rachelle McManus/Science	Parent Dawn Jackson
Teacher/Subject Area type here	Parent Coordinator Dimitajo Loftin
Related Service Provider Yessica Nova/Bilingual Para	Other type here
Network Leader Yuet Chu	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	1
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	0	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	412	Total Number of ELLs	48	ELLs as share of total student population (%)	11.65%
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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. Our enrollment counselors determine whether students are new admits to the NYC Department of Education, and if so, parents are given the Home Language Information Survey to complete in their home language if available. When the home language is not available a translator, schools staff or from the NYCDOE office of Translation and Interpretation, is provided. The ESL coordinator/teacher conducts an informal interviews with the parent and child and assists parents in completing the HILS if a student is a potential ELL according to the HLIS. Students are then administered the LAB-R within 10 days of enrollment by the ESL teacher. The Speaking portion is administered individually, and the Reading/Listening/Writing sections are administered in groups. Students who home language is Spanish as identified by the HLIS are given the Spanish LAB also. The Spanish LAB is administered by a Spanish-speaking certified teacher (ESL or other). The LAB-R test is hand scored to determine student's eligibility to ELL services. For students who were found to be eligible for services, Eligibility Letters are sent out to parents informing them that their child is an ELL as determined by the LAB-R test. The letter also includes the student's level of English proficiency as per the LAB-R and it invites the parents to a Parent Orientation meeting which is held within 10 days of enrollment. The parent orientation is held where parents are given given information on the 3 programs offered by the NYCDOE, and a video provided by the NYCDOE is shown. Parents then fill out the Parent Survey and Program Selection form indicating their choice of program for their child. Translation is provided to parents when needed. For parents who choose a transitional bilingual or dual language program, the school either opens up a bilingual classroom, (once there are 15 request of contiguous grade) or assists parents in finding a bilingual program in another school. If parents chose to keep their child in our school until the bilingual program is opened, the school then places the student in a freestanding ESL program according to their LAB-R proficiency level. All students identified as English Language Learners are administered the NYSESLAT every year until they score proficient on the NYSESLAT. NYSESLAT activities are embedded in the curriculum throughout the year in order to prepare students to take the test. The ESL coordinator/teacher administers the Speaking portion individually, and the Reading/Listening/Writing sections in groups. The ESL coordinator posts a tracking sheet with a list of students names and the four modalities of the test and checks off each modality once students complete that portion of the test. Once the scores are determined, the school reviews students' progress and modifies instruction accordingly.

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

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

phone of any unreturned letters.

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										2	2	2	2	8
Push-In										1	1	1	1	4
Total	0	0	0	0	0	0	0	0	0	3	3	3	3	12

B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	33	3	1	3	0	0	12	1	6	48
Total	33	3	1	3	0	0	12	1	6	48

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

C. Home Language Breakdown and ELL Programs

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. Details of instruction are listed below:

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

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

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

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

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

A. Programming and Scheduling Information

5.
 - a. SIFE students are given the same supports and scaffolded instruction as all ELL students, but they are also given extra time during enrichment to develop their basic skills. During this time, students are learning phonics, the elements of writing, and developing reading comprehension. A bilingual paraprofessional also works with them in the classroom.
 - b. Newcomer students are given the same supports and scaffolded instruction as all ELL students, however, language lessons are embedded with acclimating them to US culture and the school environment. Also, the ESL teacher works with all newcomer ELLs during morning and afternoon advisory. One morning per month, the ESL teacher takes all newcomer ELLs on trips that focus on language and culture.
 - c. ELLs receiving service for 4-6 years are given the same supports and scaffolded instruction as all ELL students; however, their language program, Milestones, focuses more on content area readings, academic vocabulary, reading strategies, grammar, and writing.
 - d. Long-term ELLs are given the same supports and scaffolded instruction as all ELL students, but the ESL/content area teachers work with these students particularly on vocabulary development and literacy skills, areas where we notice long-term ELLs need the most help.

6. Instructional strategies for ELLs include graphic organizers, Total Physical Response (TPR) native language support, visual supports, explicitly vocabulary teaching, word walls, and sentence starters.

7. Bimonthly meetings are scheduled so that the ESL teacher can meet with the content area teachers and discuss strategies and curriculum. Professional developments are also offered 7x per year for teachers, either by the ESL teacher, or the ELL Network Specialist.

Courses Taught in Languages Other than English ⓘ

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

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

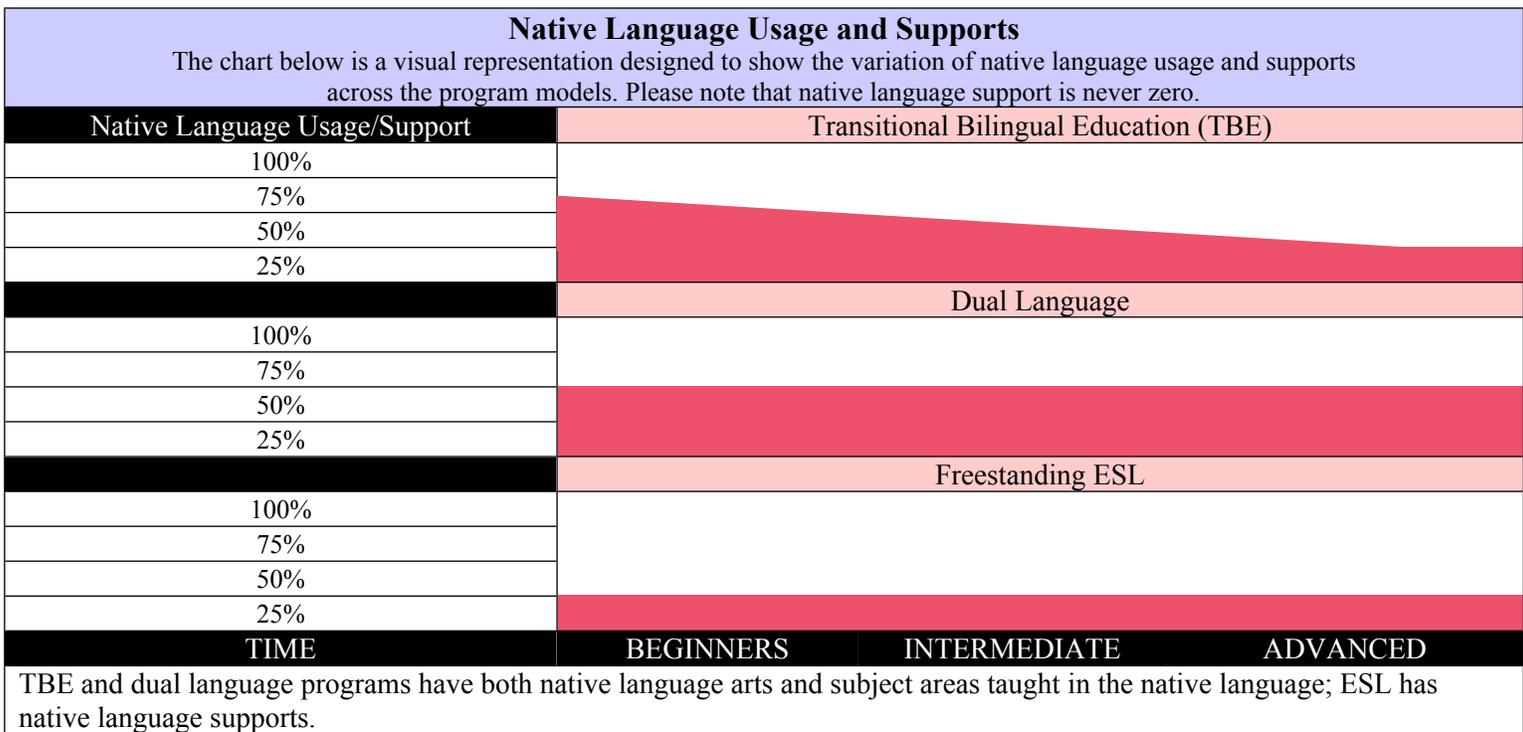
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

Beginning	Intermediate	Advanced
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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



B. Programming and Scheduling Information--Continued

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

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

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

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

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

11. None

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

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

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

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

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

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

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

they had a chance to get to know each other.

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

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

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

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

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

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

E. Parental Involvement

<ol style="list-style-type: none"> Describe parent involvement in your school, including parents of ELLs. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? How do you evaluate the needs of the parents? How do your parental involvement activities address the needs of the parents?
<p>1. The parents are all invited to be a part of the Parent Association. We also strive to make sure that we have an ELL parent as an active participant on the PA to ensure their needs are being addressed.</p> <p>At the start of the school year, a parent involvement survey was sent home to parents where they ranked the types of things that they might like to be a part of including volunteering or workshops that they might want to be a part of.</p> <p>This year, our school is having monthly advisory trips. The ELL advisory will take trips to various cultural institutes around the city. Starting with the 3rd outing, parents and families will be invited to attend. Additionally this year we are going to host two ELL parent potlucks where parents can bring food and meet and mingle with one another.</p> <p>2. Our school is partnered with the Lorimer branch of the Brooklyn Public Library. A librarian comes out to school at the start of each school year to share the resources that the library has to offer. The school is also partnered with the Institute for Urban Education at the New School where volunteers are designing a program for ELL parents.</p> <p>3. During the parent orientation PA meetings and Open School Night, we have always asked parents what we could support them with. We have now designed a parent need survey so that we can begin to link parents to the organizations and resources in a more efficient way.</p> <p>4. The parent activities we have, provides parents an opportunity to interact with one another and to be a resource to each other. Additionally, each year our school strives to truly make our parent activities a reflection of parent requests.</p>

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	12			
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math		17		
Biology				
Chemistry				
Earth Science				
Living Environment		17		
Physics				
Global History and Geography		29		
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

1. The Green School is currently using two language programs with students: Side by Side Plus and Milestones. Both programs have placement tests that determine what level is most appropriate for students. During ESL pull-out time, the ESL teacher informally assesses what literacy skills students need to develop, and uses that information to work with students during Enrichment.
2. The LAB-R and NYSESLAT data shows that while students may have reached proficiency in listening and speaking, their reading and writing skills still need to be developed. All of the students at The Green School have more advanced listening/speaking skills than reading/writing skills.
3. The LAB-R and NYSESLAT data informs our instruction in the following ways: While the ESL teachers focuses on all four modalities, emphasis is made on developing students' reading/writing skills during pull-out time. Content area teachers also focus on developing students reading/writing skills, and often discusses ELL errors with the ESL teacher, who then advises teachers on effective strategies. During push-in, the ESL teacher often engages ELLs in shared writing activities, shared readings, comprehension questions, etc.
4.
 - a) We have noticed that ELL students have consistently performed better on the listening and speaking portion of the NYSELAT exam. Our ELL students struggle with the reading portion the most. Our ELLs have consistently performed lower on state exams that they completed in English. The one exam that our ELL students still appear to struggle with when taking it in their native language is the Living Environment regent exam.
 - b) We used student performance on beginning year diagnostics to make decisions regarding curriculum. We also used student testing data for programming purposes as we decided where the ELL support staff would spend the most time and which classes students should be pulled from.
 - c) The school has learned that our ELLs are not progressing in literacy as quickly in literacy as we need them to. As a result, we have intensified and changed our ELL program, incorporating more content specific language and reading strategies for all levels of proficiency.
5. N/A
6. We rely not only on the NYSESLAT scores to determine the success of our ESL program, but also, teacher feedback and student progress.

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: _____ Network: **103**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: The Green School	DBN: 14K454
Cluster Leader: Douglas Knecht	Network Leader: Yuet Chu
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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>25</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

• After-school enrichment taught by the ESL certified teacher (grades 9-12) will be held on Mondays and Tuesdays from 2:50-4:30 p.m. The program will focus on students developing lifelong learning skills of independent and small group study, supporting the skills of reading, writing, listening, vocabulary, grammar and conversation.

Students will also receive content 'frontloading' through direct instruction of weekly topics in native language in regents history and science classes by the ESL teacher. Student progress in these courses also will be tracked. The content presented in the after school program is for courses that the ESL teacher does not push into during the day.

The school will create a library or reading resources both that contains various level readers as well as native language and culturally appropriate texts.

• Students that are designated as beginner or intermediate are allowed to complete projects in their native language and then translate them using internet sources with the support of the ESL certified teacher.

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

- Rosetta Stone which is available on computers for students to support language acquisition
- Castle Learning which is an online regents prep program that has assignments for all regent exams in English and Spanish.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here:

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

1. Our ELL Teacher meets on the bi-weekly basis from 3-4pm with our Literacy and Math instructional coaches. During these meetings we discuss the strategies that coaches will share with departments. At the start of each trimester, (September, December and March), we will choose two new strategies to include.

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

3. The ELL teacher provides teachers with strategies and graphic organizers through emails as well as during one on one meetings.

4. Staff members are attending various PDs for ELLs including the upcoming QTEL Training in Mathematics in conjunction with the network beginning in late November and continuing into January.

Part D: Parental Engagement Activities

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

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

Begin description here:

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

1. Prior to the school year started, because the ESL teacher is new to our building, she reached out and introduced herself to all of the parents.

2. This year, our school is having several ELL trips to support their content area classes. Earth Science students will be visiting the Museum of Natural History. Global History students will be visiting the Metropolitan Museum of Art. The Biology students will be visiting the Botanical Gardens. During these students will be connecting their experiences with their class content, build english language skill sin pre, during, and post activities, and be experiencing american culture. The school is purchasing additional tickets so that parents are able to accompany students on these trips. During these trips, the ESL teacher will be using this as an opportunity to familiarize new comer parents with the public transportation system as well as free cultural events around the city.

Part D: Parental Engagement Activities

3. Our school is hosting several activities which support the students' cultures. We will be attending the Repertorio Espanol's production of La Tiempo Del Las Mariposas as well as Teatro SEA's spring production. We will also be offering latin dance classes to students (performance ballroom style) through Nieves Studio. A spring culture share will also be hosted by the students for their parents.

There will be monthly parent meetings ,2012-2012 theme "You are your child's first teacher" ,(3rd Thursday of the month) that both cover topics and activities in which parents are proactive and partners in education as well as their own intereset in education and their child.

We are creating a family bilingual library from which parents and students are encourages to borrow the same books to read and discuss at home.

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

5. This year, the College Counselor is hosting a special Financial Aid night in February specifically for students who may not be here legally or may need additional support with the FASFA process. Translation and interpretation services are provided to parents during this session.

Part E: Budget

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

Allocation Amount: \$

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

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">• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		