



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: HORACE E. GREENE
DBN (i.e. 01M001): 32K045
Principal: MRS. TRACEY LOTT-DAVIS
Principal Email: TLOTT-DAVIS@SCHOOLS.NYC.GOV
Superintendent: MRS. LILLIAN DRUCK
Network Leader: MS. DAISY CONCEPCION

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
TRACEY LOTT-DAVIS	*Principal or Designee	
MICHELLE BROADY	*UFT Chapter Leader or Designee	
TIFFANY BLANDING	*PA/PTA President or Designated Co-President	
BONNIE BELL	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
LINDA JAKES	Member/ PARENT	
LASHAWN McLAURIN	Member/ PARENT	
ANNARIE McRAE	Member/ PARENT	
MICHELLE SLAUGHTER	Member/ PARENT	
MARILYN VASQUEZ	Member/ PARENT	
YVONNE PEARCE	Member/ ADMINSTRATOR-CSA	
DEBORAH AUGUSTIN	Member/ TEACHER-UFT	
PATRICIA EDWARDS	Member/ TEACHER-UFT	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

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

By June 2014, 100% of classroom teachers, teachers of cluster programs, instructional staff and administrators will engage in professional development on- and off-school site focused on the Citywide Instructional Expectations (Implementation of a new system of teacher evaluation and development) as measured by the data collected from informal and formal observations

Comprehensive Needs Assessment

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

Based on observations with the Danielson's Rubric:

- Instructional staff needs support in the areas of Domain 3-Instruction: Competencies 3a- Communicating with Students and 3b-Using Questioning and Discussion Techniques.
- More than 75% of teachers observed are being rated Developing or Ineffective in these areas

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional Development during Grade and Staff Conferences
2. To provide teachers with additional PD in the area of Domain 3, a Calendar Change was put in place (Six additional early dismissal days for students of grades PK-5)
3. Two Saturdays of the Month for Unit and Curriculum Planning
4. Design Team and Grade Team Study Groups (Literature: *Enhancing Professional Practice : A Framework for Teaching and Looking Together at Student Work*)
5. Inter-visitation on- and off-site
6. Administrators will conduct timely feedback sessions
7. Provide a bi-monthly schedule for implementation of Using Questioning and Discussion Techniques which will include skills: Inference, Drawing Conclusions, Making Predictions, and Summarizing

B. Key personnel and other resources used to implement each strategy/activity

➤ Personnel to Support:

1. *Principal, Instructional Assistant Principals, Network Instructional Specialists, Advance Support, Lead Teacher, Staff Developer and Common Core Fellow*
2. *Network Instructional Specialists, Advance Support, Instructional Assistant Principals and Lead Teacher*
3. *Principal, Instructional Assistant Principals, Lead Teacher, Staff Developer and Common Core Fellow*
4. *Assistant Principals, Staff Developer, Lead Teacher, and Common Core Fellow*
5. *Teachers and Assistant Principals*
6. *Principal and Assistant Principals*
7. *Administrators*

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teacher Professional Development plans
 - Goal Setting
2. Formal and Informal Observations
 - Written Feedback to teachers
3. An analysis of adjustments to curriculum maps and unit plans

4. Teacher created artifacts to both support and identify student learning needs and growth
5. Teacher Planning – Lesson plans to include questions of high quality (DOK Level 3 and 4) and the use of the Discussion Protocol
6. Teacher goals reflecting feedback conversations and teacher implementation of feedback
7. Informal classroom assessments – Midline Assessment

D. Timeline for implementation and completion including start and end dates

1. Monthly (September 2013 – June 2014)
2. Additional PD days: Oct. 7th, Nov. 18th, Dec. 9th, March 17th, April 7th and May 19th
3. Monthly (October 2013 – June 2014)
4. Monthly (Once a month: October 2013 – June 2014)
5. Monthly (November 2013 – March 2014)
6. Weekly (October 2013 – April 2014)
7. Weekly (January 2014 – March 2014)

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. To provide teachers with support in the evaluation process Charlotte Danielson’s book: *Enhancing Professional Practice: A Framework for Teaching* will be used
 - ❖ **Title I SWP** – Purchase of materials to support Competencies 3a and 3b: *Enhancing Professional Practice: A Framework for Teaching*
2. To provide teachers with support in the evaluation process Charlotte Danielson’s book: *Enhancing Professional Practice: A Framework for Teaching* will be used
 - ❖ **Title I SWP** – Purchase of materials to support Competencies 3a and 3b: *Enhancing Professional Practice: A Framework for Teaching*
3. Saturdays from 9:00 a.m.-12:00 p.m.
 - ❖ **Citywide Instructional Expectations Funding** – per session for teachers
4. Design Team
 - ❖ **Title I SWP** – Purchase of materials to support Competencies 3a and 3b: *Enhancing Professional Practice: A Framework for Teaching and Looking Together at Student Work*
 - ❖ **ARRA RTTT Data Specialist** – per session for administrator
 - ❖ **Core Curriculum Support** – per session for teacher
5. Using elements of Danielson’s as protocol for inter-visitiation
6. Scheduling during the school day for feedback sessions
7. Development of pacing schedule

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 following has been and will continue to be implemented:

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

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #2

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.

By June 2014, 100% of students of grades PK-5th will be engaged in rigorous performance based tasks in literacy aligned to curriculum units focused on the Common Core Learning Standards as per the Citywide Expectations (Instructional Shifts and Common Core Standards) as measured by student work

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 need for the stated goal is in direct response to the Chancellor's initiative of providing a rigorous curriculum that incorporates differentiated instructional tasks and addresses the Common Core State Standards/Common Core Learning Standards.

Based on Data from the Spring 2013 ELA Assessment, the following performance indicators were not met:

- 63% of grade 3 students scored @ Level 1
- 44% of grade 4 students scored @ Level 1
- 55% of grade 5 students scored @ Level 1

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

Strategies/activities that encompass the needs of identified subgroups

1. *Provide Teacher Teams with scheduled times to meet: two 45-minute collaborative team meetings during the week and 50-minute Thursday session during extended day*
2. *Dedicate time for Literacy instruction: 60-minute sessions for direct instruction, 25-minute sessions for independent reading of grade level trade books, 50-minute sessions of writing workshop and 50 minute sessions during extended day instruction on Tuesdays*
3. *Create systems to monitor and revise the collection of data and looking at student work*
4. *Teacher Teams will develop protocols (rubrics) for looking at student work*
5. *Professional Development will be provided on Literacy Bundles across all grades to create plans for teaching and learning and plan for shifts in instruction*
6. *Professional Development in the area of differentiated instruction for ELL's, SWD's and academically at-risk students*

Key personnel and other resources used to implement each strategy/activity

➤ Personnel to Support:

1. *Principal, and Assistant Principals*
2. *Principal and Instructional Assistant Principal for Literacy*
3. *Principal, Instructional Assistant Principals, Lead Teacher, Staff Developer and Common Core Fellow*
4. *Assistant Principals, Staff Developer, and Lead Teacher*
5. *Instructional Assistant Principals, Network Support Specialists, Staff Developer and Lead Teacher*
6. *Instructional Assistant Principals, Network Support Specialists, ESL and SETSS*

Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. During Teacher Team meetings, teachers are
 - Goal Setting
 - Analyzing Students Work
 - Planning
2. Teachers are provided instruction in Literacy

3. Systems created to analyze student work and provide feedback to teachers
4. Systems created to analyze student work and identify student learning needs and growth
5. Analysis of grade literacy bundles
 - Rigor of task
 - Instructional Shifts
 - Student Work
6. Lessons are designed to provide access to all learners (SWD's, ELL's, etc.)

▪ **Timeline for implementation and completion including start and end dates**

1. Yearly (September 2013 – June 2014)
2. Monthly (September 2013 – June 2014)
3. Bi-Monthly (October 2013 – June 2014)
4. Monthly (October 2013 – June 2014)
5. Monthly (September 2013 – June 2014)
6. Monthly (October 2013 – April 2014)

▪ **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. *Two 45-minute collaborative team meetings during the week and 50-minute Thursday session during extended day*
2. *60-minute sessions for direct instruction, 25-minute sessions for independent reading of grade level trade books, 50-minute*
3. Student work samples will be collected and analyzed bi-monthly
4. Purchased Blythe, Allen and Powell's book: *Looking Together at Student work and Teacher Teams That Get Results* by Gregory and Kuzmich
5. Provide resources from Engage NY focused on Literary and Informational Text
6. Provide resources the PRIM book (Pre-Referral Intervention Manuel)

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 results of each reading level assessment using the Fountas & Pinnell reading inventory system will be sent to parents/guardians for review and their signature. Conduct Parent Workshops demonstrating the following implemented activities:

- a. Shared reading block
- b. ELA standardized test format and ways to assist children
- c. NYSESLAT test format and ways to assist children
- d. Explanation of Progress Report and NYS report card – at monthly SLT/PTA meetings
- e. Parent orientation meeting (Get Acquainted With Your Child's Teacher) conducted on each grade for parents/guardians during September 2013.

- During these meetings each classroom teacher discusses and explains yearly educational goals, curriculum, classroom procedures, support activities, etc.
- Parent Workshops focusing on differentiated instructional activities.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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.

By June 2014, at least 85% of students in grades K-5th will show progress in applying mathematical reasoning, knowledge, and skills in problem-solving situations and supporting their solutions using appropriate mathematical language, procedure and representation as per the Citywide Expectations as measured by student work and assessments

Comprehensive Needs Assessment

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

Based on Data from the Spring 2013 State Mathematic Assessment, the following performance indicators were not met:

- *65% of grade 3 students scored @ Level 1*
- *52% of grade 4 students scored @ Level 1*
- *61% of grade 5 students scored @ Level 1*
- *Compare fractions using $<$, $>$, or $=$*
- *Convert measurement within a given system*
- *Develop an understanding of decimals as part of a whole*
- *Develop and make predictions that are based on data*
- *Recognize real world situations in which an estimate (rounding) is more appropriate*

The work of the third grade is comprised of three major clusters which accounts for 70% of the math curriculum.

These focus areas and summary are as follows:

~Understanding of multiplication and division properties and required fluency to multiply and divide within 100

Understanding concepts of area and relating area to multiplication and addition

~Solving problems involving measurement and estimating units of measurement as it relates to time, volume and masses of objects

~Developing an understanding of fractions as numbers

Based on the emphasis of these major clusters, our 3rd grade students performed below the standard on the NYS math assessment.

3.OA.1-9: which requires students to be able to solve multiplication and division problems

Average: 49%

3.MD.1-2, 5-7: which emphasizes solving problems with units of measurement

Average: 59%

3.NF.1-3: which focuses on developing an understanding of fractions

Average 42%

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

➤ Strategies/activities that encompass the needs of identified subgroups

1. *Professional Development in the area of mathematics*
2. *NYS State Common Core Mathematic Curriculum – A Story of Units (implemented this year as focused curriculum)*
3. *Curriculum Mapping to explore problem solving strategies (revisited and revised when necessary)*
4. *Teacher Team bi-weekly meetings and Thursday Extended Day 50-minute session to overview student work samples*

➤ Key personnel and other resources used to implement each strategy/activity

➤ Personnel to Support:

1. *Instructional Assistant Principal (Math), Network Support Specialist (Math), Lead Teacher and Staff Developer*

2. *Instructional Assistant Principal (Math), Network Support Specialist (Math), Lead Teacher and Staff Developer*
3. *Instructional Assistant Principal (Math), Network Support Specialist (Math), Lead Teacher and Staff Developer*
4. *Principal, Assistant Principals, Network Support Specialist (Math), Staff Developer, and Lead Teacher*

➤ **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Analysis of student growth – (assessments, student work folders, and observations)
2. Alignment with CCLS – (lesson plans, unit plans and evident in student work)
3. Analysis of changes to curriculum maps
4. An analysis of adjustments to lesson plans and unit plans to meet the needs of all students

➤ **Timeline for implementation and completion including start and end dates**

1. *September 2013-June 2014 (Opening PD, Network PD, Election Day PD, Afterschool Monday, and Early Dismissal Monday PD)*
2. *November 2013-June 2014 NY State Common Core Mathematic Curriculum – A Story of Units (implemented this year as focused curriculum)*
3. *Weekly – September 2013-June 2014*
4. *Monthly - Start Date: November 2013-June 2014*

➤ **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. To provide teachers with support in the area of mathematic , training workshops will take place afterschool
 - ❖ **TL Summer School Shared** – teacher training rate
2. To support teachers in the curriculum change, modules are downloaded from Engage NY and organized in binders for each teacher K-5th
 - ❖ **Title I SWP** – funds used to purchase binders, copier paper and sheet protectors
3. To support teachers, time and model are provided
4. To support teachers, *Two 45-minute collaborative team meetings during the week and 50-minute Thursday session during extended day*

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 following has been and will continue to be implemented:

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

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

- September – Get Acquainted With Your Child's Teacher
- December – Common Core Learning
- February – Title I Literacy and Math Fair
- March – Overview of What Your Child is Expected to Do on Upcoming State Assessments

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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.

By June 2014, an increase of at least 4% from the 1% growth in the number of parents/guardians participating in school activities and workshops as measured by sign in sheets and the percentage of completed Learning Environment Surveys - Focus: CCLS Instructional Shifts, and Literacy at Home

Comprehensive Needs Assessment

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

Based on Data from the 2012-2013 Learning Environment Survey, the following performance indicators need to be a focus:

- *Increase the percentage of parents completing the survey – 79% (1% increase from previous year)*
- *Increase parent/guardian engagement in school activities throughout the school year*
- *Use a variety of methods to communicate with parents/guardians regularly*

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

Target population – Parents/Guardians of all P.S./I.S. 45K students

1. Communication with parents will be through newsletters, telephone outreach, e-mails, letters, bulletins, questionnaires and surveys. All information will be available in translated versions as needed. (Families will be provided with proper notification well in advance of scheduled activities)
2. School events will be planned such as Parent Workshops, Health and Academic Fairs, Theater Trip, PTA meetings, SLT meetings, Parent Teacher conferences, Get Acquainted with Your Child's Teacher Night
3. Special activities (i.e. assemblies, fairs, parent/student) will involve families throughout the year in positive interactions
4. School and parent coordinator will work collaboratively with District Parent Office to support parent/guardian concerns and needs.

- **Key personnel and other resources used to implement each strategy/activity**

➤ Personnel to Support:

1. *Principal, Assistant Principals, Paraprofessionals (for translation), Parent Coordinator and PTA Executive Board*
2. *Principal, Parent Coordinator and PTA Presidents*
3. *Principal, Assistant Principals, Paraprofessionals (for translation), Parent Coordinator and PTA Executive Board*
4. *Principal, Assistant Principals and Parent Coordinator*

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Focused Parent Surveys
2. Parent Feedback Forms
3. Minutes and Parent Coordinator Logs
4. Parent Handbook

- **Timeline for implementation and completion including start and end dates**

1. Implementation begins in September 2013 and continues through June 2014
2. Monthly – September 2013-June 2014
3. Monthly – November 2013-June 2014
4. Weekly – September 2013-June 2014

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Get Acquainted With Your Child Teacher – September 30th (4:00 p.m.-6:30 p.m.)
2. Common Core Parent Learning – December 14th, January 25th, and March 15th (9:00 a.m.-12:00 p.m.)
3. ELA and Math Fair – February 8th (9:00 a.m.-1:00 p.m.)
4. Family Day – June 21st (9:00 a.m.-1:00 p.m.)

Title I SWP – to purchase supportive academic home-school materials for all students, copier paper, envelopments, stamps

Parent Coordinator Allocation – will support parent meetings, workshops, and other events scheduled throughout the school year

Title III Funds – ESL After-school Program, LEAP and parent workshops

Translation Funds – per session for Paraprofessionals to translate during parent events

Title I SWP – 1% for parent involvement (Cool Culture Family Pass – for Early Childhood families)

Title I SWP – 1% for parent involvement (Parent outings, refreshments, parent take-away)

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 following has been and will continue to be implemented:

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							

Goal and Action Plan #5

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.

By June 2014, there will be at least a 5% increase in student overall attendance rate (Grades PreK to 8th) measured by monthly attendance reports

Comprehensive Needs Assessment

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

Based on data from the 2012-2013 Progress Report the following performance indicators need to be the focus:

- Increase the percentage of yearly attendance from 89.9% to at least 94% by June 2014
- Increase attendance of Early Childhood students PK, K and 1st
- Use of a variety of methods to communicate with parents/guardians on the importance of children attending school regularly

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

8. Strategies/activities that encompass the needs of identified subgroups

1. Attendance Team will engage in monthly analysis of ATS and DSS attendance reports to identify students who attend school less than 90% of the month
2. Attendance Team will work with Network Attendance Coordinator to develop procedures, activities and incentives to increase student monthly attendance
3. School administrators, Network Attendance Coordinator and Attendance Team will facilitate Parent Workshops in January and April on Attendance and its impact on student achievement and promotion
4. School-wide Attendance Plan will be revised and discussed during Faculty Conference and SLT meeting

9. Key personnel and other resources used to implement each strategy/activity

- Personnel to Support:
1. Principal, Assistant Principals, District Attendance Teacher, Pupil Personnel Secretary, AIDP Family Worker, Parent Coordinator and Guidance Counselor
 2. Pupil Personnel Secretary, AIDP Family Worker, and Parent Coordinator
 3. Principal, Assistant Principals, District Attendance Teacher, Pupil Personnel Secretary, Parent Coordinator and Guidance Counselor
 4. Principal

10. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. RCUA's are reviewed weekly to monitor progress of students with less than 90% attendance.
2. The CYMA is generated monthly to monitor the school's overall attendance.
3. All RWCLs are reviewed by the Attendance Coordinator on a monthly basis.
4. An overview of attendance data with staff during Faculty Conferences.

11. Timeline for implementation and completion including start and end dates

1. Monthly – October 2013-June 2014
2. Monthly – September 2013-June 2014
3. Twice a Year – January and April 2014
4. Monthly – September 2013-June 2014

12. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Funds will be allocated to purchase incentives to recognize individual and class improvement in school attendance.
2. Trip scheduled to Adventureland in June for students with 100% attendance from Sept. to June.
3. A lobby bulletin board will highlight monthly attendance of students ranging from 95%-100
4. Administrative Team will share strategies to assist classroom teachers in supporting student attendance.
 - ❖ **Fair Student Funding (FSF)** – Incentive trips to celebrate students and their families who meet 95-100% attendance from September to January and February to June – **Code 489**
 - ❖ **Fair Student Funding (FSF)** – Incentive materials: pencils, certificates and pizza – **Code 130**
 - ❖ **Fair Student Funding (FSF)** – Incentive trip to Broadway Show in March and Adventureland in June – **Codes 461 and 489**

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 following has been and will continue to be implemented:

- ◆ Monthly workshops focused on curriculum, student achievement and assessments
- ◆ Monthly workshops focused on the Chancellor's attendance initiatives
- ◆ Monthly School Leadership Team Meetings – second Saturday of each month

- ♦ Monthly PTA Meetings – second Saturday of each month

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	<p>DESTINATION READING Differentiated Instruction Online Learning Program</p> <p>This program assists students in developing comprehension skills. Teachers develop lessons for individual students. Plans are set in place, and then students log in to complete individualized lessons.</p> <p>DIBELS Program to support the Response to Intervention (RTI) in literacy for the bottom four students of each class (K-5th). Progress monitoring provides opportunities to track identified students in order to make decisions about changes to intervention and/or instruction.</p> <p>i-READY Diagnostic and Instruction Reading/ELA</p>	<p>Small Group One-to-One tutoring</p>	<p>Intervention is provided during the following: School Day Professional Prep Period Extended Day Monday Afterschool AIS</p>
Mathematics	<p>DESTINATION MATH Differentiated Small Group Intervention is provided during the following: Instruction Online Learning Program</p> <p>This program assists students in developing mathematic skills. Teachers develop lessons for individual students.</p>	<p>Small Group One-to-One tutoring</p>	<p>Intervention is provided during the following: School Day Professional Prep Period Extended Day Monday Afterschool AIS</p>

	Plans are set in place, and then students log in to complete individualized lessons. i-READY Diagnostic and Instruction Math		
Science	The Academic Intervention programs in the area of Science are as follows: Harcourt This program focuses on the review of concepts previously taught. The development of science content and hands-on activities assist in fostering understanding for students of grades 3 rd , 4 th and 5 th .	Intervention is provided during the school day in small group sessions twice a week for students of grades K-1st, 2nd and 5th; three days a week for students of grades 3rd and 4th. Middle School students are provided additional science support daily with the science teacher.	Intervention is provided during the following: School Day Professional Prep Period
Social Studies	The Academic Intervention programs in the area of Social Studies are as follows: Houghton Mifflin Harcourt This program focuses on the review of concepts previously taught. The development of history and social studies content include: map skills, reading of tables and charts, as well as understanding government. The work is provided during the school day in small group sessions twice a week.	Intervention is provided during the school day in small group sessions twice a week for students of grades K-5th. Middle School students are provided additional social studies support daily with the social studies teacher.	Intervention is provided during the following: School Day Professional Prep Period
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The At-Risk services provided by the Guidance Counselor are as follows: Grief Counseling – counsels with students who have lost family members and/or have been involved with traumatic experiences Peer Counseling – counsels with students who are having interpersonal problems	All At-Risks Services are provided through: Individual and group session Classroom presentations	All At-Risks Services are provided: During the school day

	<p>Articulation with Outside Agencies</p> <p>The At-Risk services provided by the School Psychologist are as follows:</p> <p>Grief Counseling – counsels with students who have lost family members and/or have been involved with traumatic experiences</p> <p>Peer Counseling – counsels with students who are having interpersonal problems</p> <p>Articulation with Outside Agencies</p> <p>The At-Risk services provided by the School Psychologist are as follows:</p> <p>Grief Counseling counsels with students who have lost family members and/or have been involved with traumatic experiences</p> <p>Peer Counseling – counsels with students who are having interpersonal problems</p> <p>Articulation with Outside Agencies</p> <p>The At-Risk services provided by the School Nurse are as follows:</p> <p>Open Airways – trains asthmatic students in how to take care of themselves when an attack is coming on, also provides them with understanding food choices that may trigger an attack</p> <p>H1N1 – Provides training to students on the correct way to wash hands and cover</p>		
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	mouth when sneezing or coughing, provides staff with current information from DOE on the flu		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

➤ All elements of the *All Title I Schools* section must be completed*.

5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.

6. Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

In order to ensure that the school reaches 100% of high quality teachers, professional development will be ongoing to provide teachers with instructional practices that support the grade/program teaching. Teachers who are not highly qualified will be given the opportunity to take courses to become qualified in their assignment for 2013-2014. Title I funds will be set aside to assist such teachers to become highly qualified (ex. Reimbursement for tuition cost, workshop attendance, etc.). In addition, on-going professional development opportunities will be offered to all members of the instructional community, specifically our newest teachers. Weekly grade conferences, AIS meetings, etc. are conducted covering a variety of topics, including but not limited to: differentiated instruction, unit planning, formal and informal observation guide lines, all curriculum related activities, student support instructional activities, etc. We also incorporate an in-house Mentor Program and Buddy Peer System.

Cluster teachers who are teaching the arts, but are not licensed in the area, will take the online HOUSSE Survey. Teachers of such programs will be encouraged to take steps to become certified in specified area.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Weekly grade conferences, AIS meetings, etc. are conducted covering a variety of topics aligned with the Common Core Learning Standards, including but not limited to: differentiated instruction, unit planning, formal and informal observation guide lines, all curriculum related activities, student support instructional activities, etc. We also incorporate an in-house Mentor Program and Buddy Peer System.

New Teachers will be supported by a mentor. Mentors will meet with their assigned new teacher at least two times a week.

- ◆ *Mentors will support the teacher in the following areas:*
- ◆ *Developing classroom rules and routines*
- ◆ *Classroom management*
- ◆ *Citywide Instructional Expectations*
- ◆ *Formal and informal assessment strategies*
- ◆ *Preparation for observations*
- ◆ *Effective communication with parents*
- ◆ *Lesson planning*
- ◆ *Complying with clerical responsibilities*

Administrators attend professional development workshops held by the network monthly. Professional development information is shared with the staff during planned turn-key sessions.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet **the intent and purpose** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

The following has been done to address the needs of the following:

The following has been purchased to address the needs of students in Temporary Housing –

- ❖ Uniforms
- ❖ Winter Clothing (when needed) – hats, gloves, coats, etc.
- ❖ Book bags
- ❖ Supplies – notebooks, pencils, pens, etc.
- ❖ Books to support holiday periods and summer learning

The following has been put in place to support Violence Prevention –

- ❖ Dean – weekly character development sessions
- ❖ Anti-Bullying programs with Safety Agents and Task Force from 83rd Precinct
- ❖ Programs – Fyrezone, Rugby and InSide Broadway
- ❖ Trips and Activities supporting the Respect For All Programs
- ❖ LEAP – PopUp Books for grade 2 students focusing on characters with positive characteristics
- ❖ Attendance Incentives – Adventureland, Theater and Monthly Recognition
- ❖ Pricewaterhouse Cooper’s, Financial Literacy Program – (Grs. 6th-8th)
- ❖ Safety City – (Gr. 3rd)
- ❖ Character Development
- ❖ LEAP Entrepreneurship Program – (Grs. 4th and 5th)

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

- There is a member from off grades on the Design Team. Member meet to support each other by over-viewing created curriculum maps in ELA, math, social studies that are CCLS aligned.
- Staff Developer and Common Core Fellow work with grade teams to assist with curriculum mapping ensuring that curriculum is aligned with the CCLS, utilizes higher order questioning, and differentiates for student subgroups.
- The Design Team members from grades PK-2 work together to overview completed curriculum units, collected student work samples, analyze data and assist in making adjustments to curriculum units as indicated where needed.
- Early childhood workshops and fairs are scheduled for parents of students in grades PK-2. Neighboring Day Care Centers are invited to attend. These fairs focus on early literacy and mathematic programs. Both parents and students engage in Common Core aligned activities.

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- Common planning time is scheduled which enables teachers to gather and analyze student assessment data-weekly
- Professional development training is provided in data analysis
- Professional development in best practices in English Language Arts/Math will be provided for all teachers - Ongoing
- Staff identified to provide additional support for all student sub groups of grades 2-8 during the extended day program
- Grade teams analyze student data to set interim goals for the grade and all student sub groups- Weekly
- Classroom teachers analyze individual student data to set interim goals for each student.
- Grade leaders work with teachers to develop instructional strategies and activities to address the needs of students in the lowest – middle – top third of the grade.- weekly
- Funds are set aside to provide sub coverage and per session for professional development for teachers in all grades and other support staff.
- School administrators use formal and informal observations to monitor the implementation of Grade Team recommendations and strategies in focus classrooms and provide timely written feedback to teachers.-

Ongoing

- School administrators meet with grade teams to analyze and monitor academic progress of identified students and provide written feedback detailing next steps in instruction for these students.- Monthly
- School administrators and support staff attend and facilitate training in data analysis and best practices in literacy and math, as well as best practices in instruction for English Language Learners and Students with Disabilities. - Ongoing
- Funds allocated to purchase instructional materials to address the needs of student sub-groups in grades 3-8. – native language leveled libraries – gender specific texts – leveled libraries
- Administrators monitor implementation of intervention/enrichment strategies and activities for student sub groups through formal and informal observations. - using Danielson rubrics for Teacher effectiveness as a coaching tool to improve instruction and provide timely written feedback.- Ongoing

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

The professional development opportunities and activities herein will lead to greater transparency thereby shifting the school culture and improve student academic outcomes. The strategies will also lead to school community growth in performance and in the capacity for continued change.

- Achievement Coaches of Network 412 provide professional development on-site to support the teachers in implementing the common core learning standards in all curriculum areas
- Network 412 provides ongoing professional development for both teachers and administrators in analyzing student data, understanding learning trends and preparing for upcoming assessments in all curriculum areas
- Achievement Coaches of Network 412 are visiting classrooms and providing feedback to both visited teacher and administrators as well as providing next steps

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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

**TITLE I
PARENTAL INVOLVEMENT POLICY
2013-2014**

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

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

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

1. School Leadership Team SLT – meets every second Saturday of the month
2. Parent Association – meets every second Saturday of the month
3. Title I parent representation
4. Academic Learning Fairs – Common Core Learning (Dec. '13), Literacy and Math (Feb. '14), and Science (May '14)

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

- Support school committees that include parents who are member so the School Leadership Team, the Parent Association and Title I Parent Committee. This support includes providing technical support
- Provide parents with an overview of the school's curriculum and objectives that will help them understand specific programs in which their children are participants
- Provide parenting skills training which will help parents learn additional ways of assisting their children at home with a variety of reading and math strategies
- Provide the opportunities for parents to obtain literacy skills and/or ESL training if English is not their native language
- To encourage a mutual environment of respect and dignity for each member of the Horace E. Greene community
- To increase parent involvement and develop current and future parent leadership
- Enhance and provide an opportunity for the articulation between parents and all staff to be ongoing
- Ensure that information about Title I and other programs, policies and initiatives are shared

- Provide information regarding Title I programs and their implementation during monthly meetings and allow for meaningful discussion and consultation regarding the expenditures of the Title I SWP Funding, particularly the set-aside funds 1% to be earmarked for parent involvement activities and workshops.
- Involve parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the CEP (Comprehensive Educational Plan)
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report and Learning Environment Survey Report
- Train parents in the use of technology and the computer-based programs to enable them to access their child(ren)'s homework; communicate with teachers; and review information posted regarding their child's academic growth (ARIS Link)
- Involve parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the CEP (Comprehensive Educational Plan)

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

- holding an annual Title I Parent Curriculum Conference by December 1, 2013
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee
- hosting Family Day events
- establishing a Parent Resource Center/Area or lending library; instructional materials for
- parents
- hosting events to support: men asserting leadership in education for their children, parents/guardians, grandparents and foster parents
- encouraging more parents to become trained school volunteers (Learning Leaders)
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress
- providing regular written communication between teacher and the home, and to the extent practicable in the languages that parents can understand

TITLE I
SCHOOL-PARENT COMPACT

P.S./I.S. 45K, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2013-2014.

Role of the Title I Educators:

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

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

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

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

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

To 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;

To 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;

Parent Responsibilities:

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

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

Student Responsibilities:

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

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

5.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 32	Borough Brooklyn	School Number 045
School Name The Horace E. Green School--PS/IS 45K		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Tracey Lott-Davis	Assistant Principal Carleen Miller-Bailey
Coach Deborah Augustin	Coach Maryellen Waters
ESL Teacher Janet Enriquez	Guidance Counselor Robert Benetos
Teacher/Subject Area Romona Genao, 1st Gr. Tchr.	Parent Tiffany Blanding
Teacher/Subject Area Suzanne Lobban, 2nd Gr. Tchr.	Parent Coordinator D. Shabazz
Related Service Provider	Other
Network Leader(Only if working with the LAP team) Daisy Concepcion	Other

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	8

D. Student Demographics

Total number of students in school (Excluding Pre-K)	883	Total number of ELLs	100	ELLs as share of total student population (%)	11.33%
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Part II: 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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	1	1	1	1	1	1	1	1	1					9
Push-In	1	1	1	1	1	1	1	1	1					9
Total	2	0	0	0	0	18								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	109	Newcomers (ELLs receiving service 0-3 years)	82	ELL Students with Disabilities	18
SIFE	15	ELLs receiving service 4-6 years	26	Long-Term (completed 6+ years)	1

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	82	15	10	26	1	8	1			109
Total	82	15	10	26	1	8	1	0	0	109

Number of ELLs who have an alternate placement paraprofessional: 2

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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: ___	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	17	18	18	13	15	12	4	2						99
Chinese														0
Russian														0
Bengali			1											1
Urdu														0
Arabic	1		1	1	1	3								7
Haitian					1		1							2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	18	18	20	14	17	15	5	2	0	0	0	0	0	109

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	10	16	12	9	10	7	0	0	0					64

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	0	4	3	2	1	3	1	0					14
Advanced (A)	8	2	4	2	5	7	2	1	0					31
Total	18	18	20	14	17	15	5	2	0	0	0	0	0	109

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	0	0	0	9
4	7	0	0	0	7
5	11	0	0	0	11
6	2	1	0	0	3
7	1	0	0	0	1
8	0	0	0	0	0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	11		0		0		0		11
4	10		2		0		0		12
5	13		0		0		0		13
6	1		0		0		0		1
7	1		0		0		0		1
8	0		0		0		0		0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		0		0		0		0
8	0		0		0		0		0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

In grades K-3rd, the teachers are currently using the Fountas and Pinnell reading inventory assessment to obtain student reading levels. As a result of using the Fountas and Pinnell assessments, decisions are made as to what type of academic interventions are required to move each student to their next level. In addition, in order to measure reading fluency, we are using the DIBELS assessment. In combination, both assessments allow us a complete picture of the students' reading abilities. This will inform us on how to group students for differentiated, small group instruction. What independent reading books are appropriate and at what instructional level, literacy lessons should be taught.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data on our ELL students based on LAB-R results for all students shows that distribution of proficiency is almost equal between beginner and advanced students, 41 and 39, respectively. Intermediate level total 20. The majority of the students are beginner ELLs. We will need intensive academic intervention to move the greater percentage of ELLs to the next proficiency level. Most of our beginner ELLs are newcomers, we will also provide on-going workshops for parents.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Our NYSESLAT data on student modalities gives teachers the data on students' language abilities in reading, writing, speaking and listening. (The most current data from the 2012-13 NYSESLAT exam was not yet available when this document was due in October 2013). That NYSESLAT data is augmented by the collection of DIBELS and Fountas and Pinnell reading levels. Using the combined data, teachers have the information they need to differentiate and customize instruction. Flexible grouping, including heterogeneous and homogeneous are used to target students with similar, or varying degrees of abilities within those modalities. Teachers are also informed by a New York State Education Department School Report Card as to our annual performance and performance indices for all subgroups of students, including English Language Learners content areas of reading, math and science. All teachers have current data from the State and City of New York to measure the progress of our ELLs. The most current State School Report Card available (on the NYCDOE website) and its overview of student performance shows that our ELLs have made adequate yearly progress (AYP) in all the tested areas, based on meeting the requirements of the Annual Measurable performance objectives for our English Language learners.

4. For each program, answer the following:
 - a. 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?

The majority of ELLs are having difficulty in both their native language as well as in English. In literacy we provide the students with text in both languages to ensure comprehension. We also provide our ELL students with different methods of presentation. In every workshop, student-to-students discussion is emphasized to encourage all students to be immersed in the English language.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

All ELL students will be administered with Fountas and Pinnelle Reading Assessment System four times a year to:

- Identify students in need of further assessment and possible movement to Tier 2 or Tier 3 intervention
- Provide feedback about class performance to help school leadership identify when a teacher might require support
- Identify students with insufficient progress between screening to progress monitor for six weeks to ensure growth
- Utilize DIBELS Next for progress monitoring in Tiers 2 and 3 at least monthly and up to every other week
- Provide parents with written notification regarding the rationale for intervention
- Provide students identified for Tier 2 or Tier 3 with intensive levels of targeted instruction to meet need and increase progress towards meeting the standard
- Use RtI data in determining if a student has a learning disability
- Provide Pre-referral documentation

6. How do you make sure that a child's second language development is considered in instructional decisions?
We use the interview with the parent's to inform us of the student's educational history/background. We inform content area teachers

to use the necessary technology to support the learning in the students native language and English language development. The students' second (English) language ability levels, intermediate, advanced or proficient will inform instructions. Visuals, hands on experiences, language experience approaches, contextual clues, or prior knowledge can be utilized to varying degrees based on student levels, and will make learning more effective. Our instruction will be modified through our knowledge of the students' learning abilities.

7. 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?

At this time, we do not offer Dual Language program.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

Our ESL program is successful. We continuously meet AYP for ELLs. Each year, a number of the students test proficient on the NYSESLAT.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The four step process:

 1. When newcomer students arrive at 32K045 for admission to our school, their parents are provided, a Home Language Survey (HLIS), to be completed. It will inform teachers, and the administration, of the students' first language and language used in the home. Both the ESL teacher and/or the AIS providers conduct an oral interview in the student's native language and in English for screening. After reviewing the HLIS survey, the ESL teacher will determine the students' eligibility for ESL services.
 2. When it is determined that the student is eligible for services based on the HLIS survey, then the ESL teacher will administer the LAB-R. When a student scores at beginning, intermediate or advanced, the student will receive ESL services. Students who score proficient, will be determined not to be LEP's and will not receive ESL services.
 3. Parents, who are not interested in a Freestanding ESL program, are given the option to place the students in a bilingual or Dual Language program outside of our school. ELL Students wishing to attend 32K045 have only the option of receiving services from a Freestanding ESL program.
 4. Every spring, our ELLs will be administered the NYSESLAT, which determines if the students are proficient or if they continue to be eligible for services.
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.
 2. Each year, in September, our ESL teacher, administration and Parent Coordinator provide parents with an informative group orientation session, which describes to parents what educational options the NYCDOE provides for their ELLs. Parents are welcomed and assured that we understand the importance of helping them make informed decisions as per CR-Part 154 law and Title III. They are shown a video, which describes in their native language the available program options. Staff developers standby afterward to answer parental questions. The video explains the variety of programs which are offered by the NYCDOE, including Transitional Bilingual, Dual Language and Freestanding ESL. We inform the parents that these programs are available at other schools through the NYCDOE and if they are interested in either of these options we will assist them in locating schools with the aforementioned programs. Parents are informed that if they do not designate a choice, the default choice is to have their child attend a Transitional Bilingual Program. Each parent will be informed that they have the option to change their child's program once a year. Parents of ELLs, who choose Freestanding ESL programs and who are zoned for our school are eligible to attend

32K045.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Student entitlement for ELL services are evaluated through the aforementioned procedures in question 1 of this section, related to ELL identification. After HLIS is given, and the student is given the LAB-R, an entitlement letter is sent to the parent of each child in order to describe their eligibility for ELL services. Letters can be sent home with the ELL students to be given to the parents, or are distributed during parent orientations. Options may be discussed at our school with the parent in their native language.
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.
Students will be placed in the appropriate program based on parental selection as mandated by the Federal guidelines and the State of New York. Parents are provided the option to place their child in one of the following programs: Transitional Bilingual, Dual Language, or freestanding ESL. Our school, 32K045, offers freestanding ESL. We informs parents of ELLs that Transitional Bilingual, and Dual Language programs are available at other schools through the NYCDOE within District 32 or another New York City District. When families are interested in either of these option we assist them in locating a school.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
During the mandated state testing time, classroom teachers along with AIS, ESL and other supplemental teachers administer the NYSESLAT assessment.
6. 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.) 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. 
Most parents of ELL students who choose 32K045, already know that our school offers only a freestanding ESL program for our ELL students and as a result, parents select freestanding ESL as their option for student learning.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])? Depending on the number of students on a grade and their availability by scheduling of classes for services, the models we use are push-in and pull out. Our ESL teacher will push-in when there is a need for content area support for ELLs. Our ELL non-proficient students are grouped in the same classes on each grade. The former ELLs are placed in different classes on each grade in order to create more diverse classrooms.
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)?

Based on NYSESLAT results, students receive the mandated periods for Beginner, Intermediate and Advanced. This results in hiring of the appropriate number of ESL teachers to fulfill requirements of instruction and to ensure the right amount of services are being provided to each student on a weekly basis. All beginner 3rd, 4th, and 5th grade students are pulled-out for their mandated ESL instructional minutes. The 1st and 2nd grade beginners are also grouped and pulled out for the mandated instructional time. In addition, the ESL teacher will push-in for all students from grades K-5.
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 foster language development and meet the demands of the Common Core Learning Standards.

Articulation is expected between the classroom teacher and the Freestanding ESL program teachers. Since research shows that the classroom environment provides limited opportunities for ELLs to produce oral language, one of the primary missions of our Freestanding ESL program is for our students to be given ample opportunities to produce oral language through activities and group work using the push-in or pull-out model. Articulation between the ESL teacher(s) occurs to help reinforce content area vocabulary development among ELL students.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Our ELLs are tested using the LAB-R at the beginning of the school year to identify eligibility. Students who are eligible and dominant in Spanish are then given the Spanish LAB to evaluate their native language comprehension levels of proficiency in the native language. Additionally, our students are given the option to take the content area tests in math and science, in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The goal of our ESL program is to move each ELL student to the next level. We do periodic assessment every week to ensure that our students have improved in all four modalities, reading, writing, speaking and listening. Students are assessed by the regular classroom teacher and the ESL teacher. The NYSESLAT is also given annually to give an indication of student progress in all the four modalities.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Students with Interrupted Formal Education (SIFE), are provided with a very supportive environment that responds to their immediate social, cultural and linguistic needs. They are immersed in the English language. A buddy system is utilized to assist them to the adjustment of a new school and new culture in order to work towards the goal of biculturalism, and to assist them with adjusting to their classrooms' rituals, routines and educational activities. Our students are provided academic intervention services after school and on Saturdays through enrichment classes to accelerate academic achievement.

ELLs who have less than three (3) years in the U.S. schools, continue to receive 360 minutes of ESL services for beginning and intermediate levels, and 180 minutes for advanced level students. The aforementioned will continue to receive services, until they are

proficient on the NYSESLAT. Students who have been in the U.S. schools less than three (3) years, will be provided with lessons that offer, pictures, diagrams and demonstrations. The ESL teacher provides differentiated instruction using Total Physical Response (TPR) methodologies, hands on activities and Language Experience Approach methodologies (i.e. playing and discussing books on tape, interactive learning on computers using Headsprout and Starfall. In addition, teacher will expose them to speaking and listening during the read-alouds. Phonics and language pattern teaching will also be employed with our ELLs.

English Language Learners, with 4 to 6 years, will be offered intensive academic intervention so as to ensure intensified literacy and language development. They will receive explicit instruction in the five components of reading; phonemic awareness, phonics, fluency, vocabulary and comprehension instruction will be provided. Former ELLs will continue to receive academic support for another 2 years; continue to have testing accommodations for the State ELA math and science exams.

7. 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?

Paste response to question here:

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Students

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

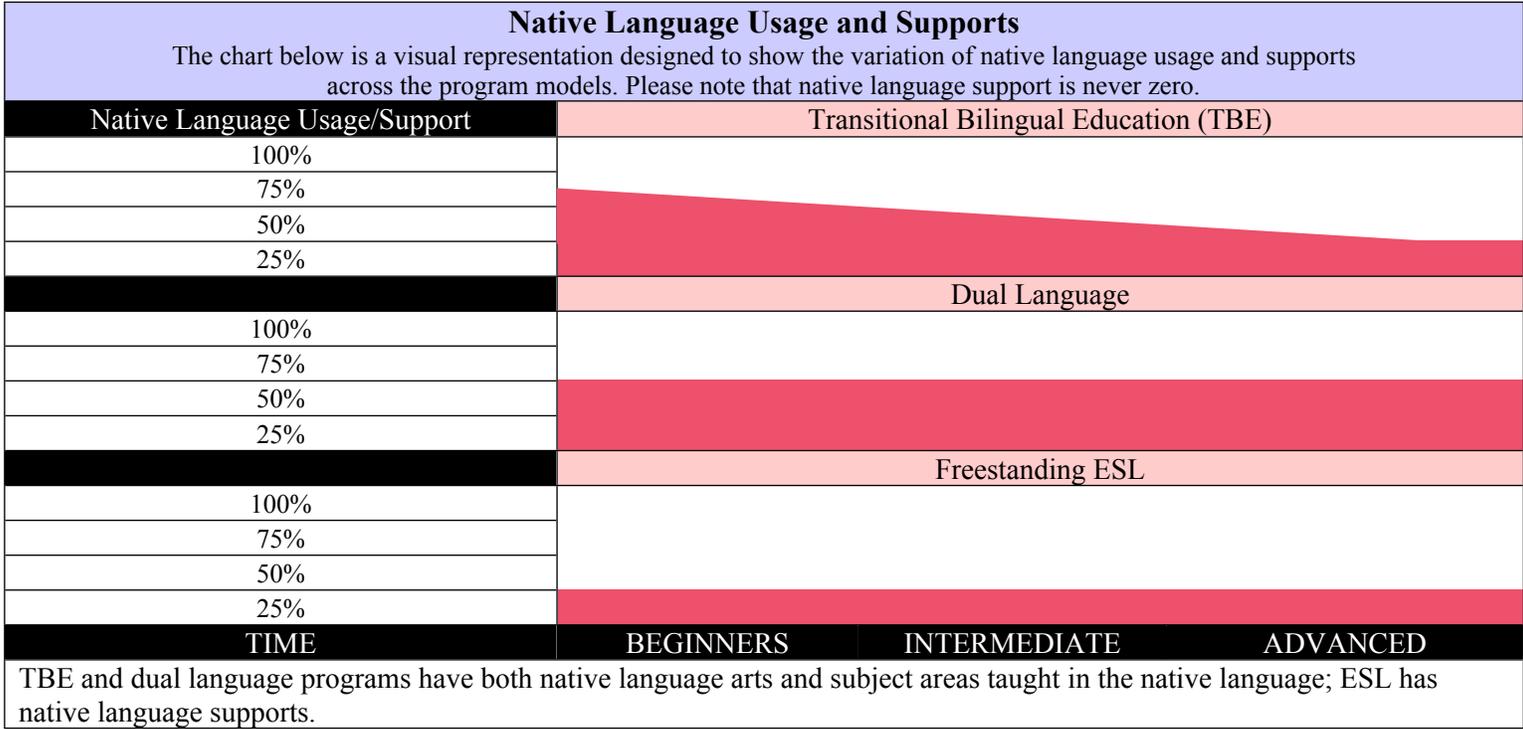
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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	45 minutes per day	45 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

9. 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.

Besides receiving literacy and other content instruction from their classroom teachers, the school offers Academic Intervention Services to students to all students and ELLs whose performance is below grade level. Academic Intervention Services are provided in small groups to ensure maximum learning opportunities. In addition, extended day programs, attended by more than 90% of our students and Saturday Academy are also utilized to accelerate English Language Learner academic achievement. Instruction at these times targets our ELLs in mathematics and literacy.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Our ESL program provides a nurturing and safe environment to create a highly affective filter for learning for all the ELLs. Our mission is to help them meet their academic requirements. They are pulled out for services using academic differentiation so they continue to move forward in acquiring more academic vocabulary. In monitoring our ELLs vocabulary development, we improve their language proficiency which is our indicator of success in the program. Our program is effective as a result of the collaboration between the classroom teacher and the ESL teacher to better serve our students and meet our mission. All teachers of ELLs are aware of the students NYSESLAT and LAB-R data. Periodic benchmark assessments are administered and the results are analyzed to inform instruction for all ELL students.

11. What new programs or improvements will be considered for the upcoming school year?

We will provide our ELL students with Native Language/English dictionaries on a daily basis. In addition, ongoing, in-house, professional development, to infuse English Language instruction with classroom strategies to aid ELL students in learning English at an accelerated rate. Every teacher should attend professional development on language acquisition theory and vocabulary development and oral language development opportunities within each unit/lesson. Strategies on ELL language development will become part of all teacher team meetings in content areas and on all grade levels.

12. What programs/services for ELLs will be discontinued and why?

There are no programs or services which are provided at 32K045 that will be discontinued. All programs offered are necessary to aid our ELLs in academic achievement.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELLs in our school are part of the general education classroom, with the exception of our self contained special Education classrooms with ELLs. All our ELLs are receiving push-in or pull-out ESL instruction and either remain in the classroom or are serviced in the classroom of our ESL teacher. Our extended day and afterschool programs, are open to all students, and includes all ELLs. All extended day and afterschool instruction is modified to meet the needs of all ELL students.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

All ELLs in our school are part of the general education classroom, with the exception of our self-contained special Education classrooms with ELLs. As a result all ELL students are afforded the same access to all materials and technology as any other student in our school, including our ELL students who are in Special Education classes. Every classroom in our school has technology, including SMART boards and computers. In addition, all classes are scheduled for additional time in the computer lab with their teachers where they engage in work on computer programs designated for their grade and ability levels, such as, Destination Learning, Star Fall, Brain Pop, ST-MATH, etc.

In order to maximize student support, our teachers supply ELLs with materials such as bilingual dictionaries and glossaries, audio books, phonics workbooks that support instruction. Reading Street by Scott Foresman is used to support English Language development. Our ESL program utilizes, books on tapes, posters, workbooks and picture cards depending on student proficiency levels. There are language-rich materials with picture supports to make the content and language comprehensible for beginners. We use Headsprout, an internet-based reading program that effectively teaches the essential skills and strategies required for rapid reading success. For the intermediate and advanced we use the Discovery Learning program, which targets specific reading skills. In addition, to prepare ELLs for content-area State tests in math and ELA, the school provides workbooks, such as buckle down to specifically address skill-based needs.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Our ELLs are encouraged to use their native language with their teachers and their peers in both academic and social settings so they are able to affirm their own cultures and fully express themselves as they transition and develop their second language. Dual

language libraries are provided as a means of fostering a more meaningful transition.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The ESL grouping in our school is according to their grade and proficiency levels. Therefore, the services they receive are age and grade appropriate. All ELLs from K-5 are serviced according to their mandated number of minutes required under CR Part 154.

Beginners and intermediate are provided 360 minutes of ESL instruction and 180 minutes for advanced. They will receive at least 180 minutes of ELA instruction in the classroom. In addition, ELLs are provided with resources and academic differentiation appropriate with their levels. (See question 14 for more detail on materials and resources).

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We provide an on-going orientation for newly enrolled ELL students.

18. What language electives are offered to ELLs?

We offer Spanish as an elective for all our ELLs.

19. For schools with dual language programs:

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

Paste response to questions here:

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Our assistant principal will be utilized to do professional development for all teachers of ELL teachers and will work hand-in-hand with the ESL teacher to monitor the ESL program. Professional development will be done several times a year for teachers in order to help them better understand how to better work with ELL and Standard English Language Learners (SELLs). Professional development will be done in the areas of differentiation and RTI for monitoring ELLs. Techniques and strategies for oral language development for ELLs will be developed for all our teachers of ELLS. Other topics, such as, employing ESL strategies in the content area will also be discussed in professional development sessions.

D. Parental Involvement

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

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

Three workshops will address the following:

- Saturday, February 8, 2014--Parents will become familiar with ESL learning standards, NYSESLAT and ELA state assessments.
- Saturday, March 8, 2014--Parents will receive training on how to use math strategies in problem solving and becoming familiar with the NYS Mathematics assessment.
- Saturday, March 15, 2014--Parents will become familiar with English Language Arts, Mathematics, Science and Social Studies performance standards.

ESL teacher, Parent Coordinator, Math and Literacy lead teachers, and/or administrators will facilitate parent workshops. Paste response to questions here:

E. 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 response to question here:

Part VI: LAP Assurances

School Name: Horace E. Greene

School DBN: 32K045

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
TracEy Lott-Davis	Principal		11/16/13
Carleen Miller-Bailey	Assistant Principal		11/16/13
Debra Shabazz	Parent Coordinator		11/16/13
Janet Enriquez	ESL Teacher		11/16/13
Tiffany Blanding	Parent		11/16/13
Ramona Genoa, 1 st Grade	Teacher/Subject Area		11/16/13
Suzanne Lobban, 2 nd Grade	Teacher/Subject Area		11/16/13
Deborah Augustin	Coach		11/16/13
Maryellen Waters	Coach		11/16/13
Robert Benetos	Guidance Counselor		11/16/13
Daisy Concepcion	Network Leader		11/16/13
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **32K045** School Name: **Horace E. Greene School**

Cluster: **04** Network: **412**

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.

1. When newcomer students arrive at 32K045 for admission to our school, their parents are provided, a Home Language Survey (HLIS), to be completed. It will inform teachers, and the administration, of the students' first language and language used in the home. Both the ESL teacher and/or the AIS providers conduct an oral interview in the student's native language and in English for screening. After reviewing the HLIS survey, the ESL teacher will determine the students' eligibility for ESL services.
2. We also generate language reports from ATS, use the blue cards and interview the parents.

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.

During SLT and PTA meetings, we share with the community the availability of written and oral translation.

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.

Written translation services will be provided by school staff and parent volunteers.

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.

Oral translation services will be provided by school staff and parent volunteers. We will also utilize the Department of Education, Translation and Interpretation Unit. Oral interpretation for Spanish, Haitian Creole, Bengali and Arabic -speaking parents are provided by in-house staff.

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>.

The Language and Interpretation poster is displayed at the main entrance of the school building and near the main office. The Parent Coordinator has Chancellor's Regulations A-663 translation documentation available in her office.

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: HORACE E. GREENE	DBN: 32K045
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 checked="" type="checkbox"/> Other: EXTENDED DAY
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" 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: 4
of certified ESL/Bilingual teachers: 2
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

Afterschool Program:

PS/IS 45K will provide an after school program for our students who receive Academic Intervention Services, with special needs from December 2012 to April 2013. The instructional language is English. Afterschool is scheduled for Mondays from 2:30 p.m. to 4:30 p.m. There are two ELL bridge classes: the first class has 3rd and 4th grade students and the second class has 5th and 6th grade students. The ESL certified teacher push-in and collaboratively teaches for one hour in each class. Based on the purpose of the lesson, students are grouped both heterogeneously and homogeneously by proficiency levels. The two content teachers use ESL methodologies during instruction to provide a learning classroom environment in which LEP/ELL can effectively acquire academic content knowledge.

Saturday School:

PS/IS 45K will provide a Saturday school program for our ELLs from December 2012 to April 2013. The instructional language is English. Saturday Academy is scheduled from 9:30 a.m. to 11:30 a.m. There are two bridge classes: the first class has 3rd and 4th grade students and the second class has 5th and 6th grade students. The ESL certified teacher push-in and collaboratively teaches one hour in each class. Based on the purpose of the lesson, students are grouped both heterogeneously and homogeneously by proficiency levels. The two content teachers use ESL methodologies during instruction to provide a learning classroom environment in which LEP/ELL can effectively acquire academic content knowledge.

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

Part B: Direct Instruction Supplemental Program Information

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

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

Part C: Professional Development

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

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

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

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

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

1. Saturday, February 9, 2013-- One one-hour professional development session will be devoted to Common Core mathematical instructional strategies to develop and enhance students' skills and

Part C: Professional Development

performance on state assessments.

2. Thursday, March 14, 2013--One one-hour professional development session will be devoted to Common Core ELA instructional strategies needed to increase achievement of ELLs on NYS ELA and the NYSESLAT.

3. Thursday, March 21, 2013--One one-hour professional development session on language development.

4. Saturday, April 13, 2013--One one-hour professional development session on differentiated instructional strategies needed to prepare ELL students to meet the state standards and gain clear understanding of the NYSESLAT.

5. Saturday, June 15, 2013--Two one-hour professional development sessions devoted to Scaffolding across the Disciplines: Types of Scaffolding.

Part D: Parental Engagement Activities

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

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

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

Three workshops will address the following:

- Saturday, February 9, 2013--Parents will become familiar with ESL learning standards, NYSESLAT and ELA state assessments.
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- Saturday, March 21, 2013--Parents will become familiar with English Language Arts, Mathematics, Science and Social Studies performance standards.

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

Part E: Budget

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

Allocation Amount: \$

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