



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PUBLIC SCHOOL 247, THE NEW YORK COLLEGE PARTNERSHIP
ELEMENTARY SCHOOL

DBN (i.e. 01M001): 20K247

Principal: CHRISTOPHER E. OGNO

Principal Email: COGNO@SCHOOLS.NYC.GOV

Superintendent: KARINA COSTANTINO

Network Leader: NEAL OPROMALLA

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

To increase achievement in literacy for English Language Learners (ELLs) in grades 3, 4 and 5 through Common Core aligned curriculum and instruction. By June 2014, English Language Learners (ELLs) in grades 3, 4 and 5 will increase in proficiency by 5-10% in reading, writing, listening, speaking and language skills as measured by the New York State Common Core English Language Arts Assessment.

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 new 2013 NYS ELA Assessment was a baseline assessment as it focused on the Common Core Learning Standards and was a more difficult test than in past years. As such, the assessment serves as a means to measure student performance, not student progress. The results of the assessment show that 10% of English Language Learners (ELLs) in grades 3, 4 and 5 scored at Level 3 or 4. Based on these results, the need to increase achievement in literacy was determined English Language Learners (ELLs) in grades 3, 4 and 5 through a more rigorous curriculum aligned to the Common Core Learning Standards.

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. English Language Learners (ELLs) in grades 3, 4 and 5 will receive ELL instruction during daily, Guided Reading and Close Reading Sessions in which the students read and analyze complex texts. Analyzing complex texts will increase higher order thinking and comprehension skills as well as introduce new and advanced vocabulary. Reading and comprehending texts of a complexity level within the grade appropriate band as identified by the CCLS is essential for high achievement in college and the workplace.
2. English Language Learners (ELLs) in grades 3, 4 and 5 will receive after-school services that focus on additional test prep instruction. Teachers will implement strategies to target reading, writing, listening, speaking and language skills to prepare students for the NYS ELA Common Core assessment.
3. Small group instruction will continue to be implemented during the literacy block. Small group instruction is based on student need and allows for a more individualized approach.
4. To increase ELL student achievement in literacy, teachers will participate in various professional development workshops presented by Carl Anderson and Vicky Vinton. These reading and writing workshops will focus on strategies to enhance literacy curriculum and instruction, specifically close reading and writing conferences to ensure alignment to the CCLS as well as help students meet the rigorous demands of the standards. Additionally, ESL and Special Education teachers will attend workshops and study groups that focus specifically on strategies for teaching ELLs and SWDs to meet help the needs of all learners.

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

1. Key personnel used to implement this strategy will be classroom, content area, ESL, SETSS, AIS and Reading teachers.
2. Key personnel used to implement this strategy will be classroom, content area, ESL, SETSS, AIS and Reading teachers.
3. Key personnel used to implement this strategy will be classroom, ESL, AIS, Reading Push-In and SETSS teachers.
4. Key personnel participating in the literacy workshops will be classroom, ESL, AIS, Reading Push-In and SETSS teachers.

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

1. The instructional team will revise the school-wide plan for implementing daily guided reading and close reading seminars. ELL and Classroom Teachers will work with ELL students to study complex text. Teachers will evaluate the progress, effectiveness and impact of the daily guided and close reading sessions by analyzing the data from running records, reading comprehension conferences and observations during class and group discussions. Additionally, ELL, Classroom, AIS and SETSS teachers will use this data to inform planning and drive instruction.
2. ELL Teachers will evaluate the progress, effectiveness and impact of the test prep sessions by analyzing practice assessments, student work and notes obtained through observations, guided reading and conferences.
3. The teachers differentiate instruction to match the needs of varied learners. Students are grouped based on teacher observations, reading conferences and assessment data. Teachers will evaluate the progress, effectiveness and impact of small group instruction by reviewing and analyzing the data collected and use this data to develop small group instructional strategies for selected literacy units.
4. Teachers will evaluate the progress, effectiveness and impact of the professional development workshops by analyzing data from observations, conferences, running

records and student writing samples.

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

1. Guided and Close reading seminars will take place daily in Readers Workshop, in all grades during the 2013-2014 school year.
2. Afterschool services that focus on test prep strategies for ELL Students will take place after school twice a week from January to March 2014.
3. Teachers will work with small groups of students and additional teacher support will be provided through a push-in/ pull-out model of instruction during the literacy period on a daily basis throughout the 2013-2014 school year.
4. Teachers will participate in ongoing reading and writing professional development workshops throughout the 2013-2014 school year.

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

1. The school schedule has been designed to include a full Readers Workshop throughout the school day. Beginner ESL students will work with ESL teachers in smaller group sessions. The texts for Close Reading are selected from multiple sources such as Ready Gen Sleuth Texts, A-Z Reading, recommendations within the CCLS, Scholastic and test prep materials.
2. After school services will take place after school and teachers will use test prep materials provided by a variety of publishers.
3. All grades are provided with Push-In/ Pull-Out Reading, ESL and SETSS teachers during the daily Readers Workshop to lower the student to teacher ratio and provide more individualized instruction. The Push-In/ Pull-Out teachers are provided with monthly curriculum maps to align instruction with the grade. Push-In teachers may use additional resources and instructional strategies as they assess student work and use the data to guide their teaching.
4. Teachers will be provided with substitutes as they participate in the professional development workshops during the school day. Teachers will use the CCLS to support their implementation of the strategies learned throughout the professional development workshops as well as resources provided by the presenters.

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

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	x	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 #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.

To increase achievement in literacy for all students in grades K-5 including students in subgroups and students with disabilities through Common Core aligned curriculum and instruction. By June 2014, students in grades 3-5 will increase in proficiency by 5-10% in reading, writing, listening, speaking and language skills as measured by the New York State Common Core English Language Arts Assessment (ELA).

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 new 2013 NYS ELA Assessment was a baseline assessment as it focused on the Common Core Learning Standards and was a more difficult test than in past years. As such, the assessment serves as a means to measure student performance, not student progress. The results of the assessment show that 50.4% of students in grades 3-5 scored at Level 3 or 4. Based on these results, the need to increase achievement in literacy was determined for all students through a more rigorous curriculum aligned to the Common Core Learning Standards.

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. To increase student achievement in literacy through curriculum aligned to the Common Core Learning Standards (CCLS), we will continue to implement literacy and content area tasks. The tasks require students to read and analyze informational texts and in response write explanatory texts as well as provide arguments to support claims.
2. In an effort to increase student achievement in literacy, teachers will incorporate close reading sessions in which the students read and analyze complex texts into the daily readers workshop. Analyzing complex texts will increase higher order thinking and comprehension skills as well as introduce new and advanced vocabulary. Reading and comprehending texts of a complexity level within the grade appropriate band as identified by the CCLS is essential for high achievement in college and the workplace.
3. To increase student achievement, the use of small group instruction will continue to be implemented during the literacy block. Small group instruction is based on student need and allows for a more individualized approach.
4. To increase student achievement in literacy, teachers will participate in various professional development workshops presented by Carl Anderson and Vicky Vinton. These reading and writing workshops will focus on strategies to enhance literacy curriculum and instruction, specifically close reading and writing conferences to ensure alignment to the CCLS as well as help students meet the rigorous demands of the standards.

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

1. Key personnel used to implement this strategy will be classroom, content area, and Reading teachers.
2. Key personnel used to implement this strategy will be the classroom, content area, ESL, SETSS, AIS and Reading teachers.
3. Key personnel used to implement this strategy will be classroom, Reading, ESL, AIS and SETSS teachers.
4. Key personnel participating in reading the writing professional development will be classroom, Reading, AIS and SETSS teachers.

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

1. Teacher teams will meet to review, analyze and develop performance tasks for selected literacy units and create rubrics to assess student work. Teachers will evaluate the progress, effectiveness and impact of the assessments as well as instructional strategies implemented based on the students' scores.
2. The instructional team will revise the school-wide plan for implementing daily close reading seminars. Teachers will work with students to study complex text. Teachers will evaluate the progress, effectiveness and impact of the daily close reading sessions by analyzing the data from running records, reading comprehension conferences and observations during class and group discussions. Additionally, teachers will use this data to inform planning and drive instruction.
3. The teachers differentiate instruction to match the needs of varied learners. Students are grouped based on teacher observations, reading conferences and assessment data. Teachers will evaluate the progress, effectiveness and impact of small group instruction by reviewing and analyzing the data collected and use this data to develop small group instructional strategies for selected literacy units.
4. Teachers will evaluate the progress, effectiveness and impact of the professional development workshops by analyzing data from observations, conferences, running records and student writing samples.

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

1. Performance tasks in literacy and the content areas will be administered 3 times during the 2013-2014 school year.
2. Close reading seminars will take place daily, for 30 minutes, in all grades during the 2013-2014 school year.
3. Teachers will work with small groups of students and additional teacher support will be provided through a push-in model of instruction during the literacy period on a daily basis throughout the 2013-2014 school year.
4. Teachers will participate in ongoing reading and writing professional development workshops throughout the 2013-2014 school year.

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

1. Teacher teams will meet weekly during common prep periods as well as periods designed for teacher team inquiry to review and develop performance tasks, create

rubrics, analyze student work and revise instructional plans. Teachers can use performance tasks developed by Teacher’s College as well as tasks provided through the NYCDOE Common Core Library.

1. The school schedule has been designed to include period 0, a 30 minute block of time set aside for daily close reading sessions. Additionally, out-of-classroom teachers have been assigned to work with specific groups of students based on need. Beginner ESL students and students who received Level 1 on the NYS ELA Assessment have been assigned to these smaller group sessions. The texts for Close Reading are selected from multiple sources such as Ready Gen Sleuth Texts, Read Works, recommendations within the CCLS, Scholastic and test prep materials.
2. All grades are provided with a Push-In teacher during the daily Reading block to lower the student to teacher ratio and provide more individualized instruction. Push-In Teachers are provided with monthly curriculum maps to align instruction with the grade. Push-In Teachers may use additional resources and instructional strategies as they assess student work and use the data to guide their teaching.
3. Teachers will be provided with substitutes as they participate in the professional development workshops during the school day. Teachers will use the CCLS to support their implementation of the strategies learned throughout the professional development workshops as well as resources provided by the presenters.

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).

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

Budget and 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
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.

To increase achievement in mathematics for all students in grades K-5 including students in subgroups and students with disabilities through Common Core aligned curriculum and instruction. By June 2014, students in grades 3-5 will increase in proficiency by 5-10% in operations and algebraic thinking, number and operations in base ten and fractions, measurement and data, geometry and mathematical practices as measured by the New York State Common Core Mathematics Assessment.

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 new 2013 NYS Mathematics Assessment was a baseline assessment as it focused on the Common Core Learning Standards and was a more difficult test than in past years. As such, the assessment serves as a means to measure student performance, not student progress. The results of the assessment show that 70.8% of students in grades 3-5 scored at Level 3 or 4. Based on these results, the need to increase achievement in mathematics was determined for all students through a more rigorous curriculum aligned to the Common Core Learning Standards.

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.

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

1. To increase student achievement in mathematics, our school opted to implement Go Math, one of the Core Curriculum options recommended by the NYCDOE. Go

Math was selected because of its high quality curriculum and alignment to CCLS. Go Math lessons provide strategies for differentiated instruction for ELLs as well as struggling and accelerated learners.

2. In an effort to achieve our mathematics goal, we will continue to implement performance tasks in math. The tasks will ask students to demonstrate their ability to model with mathematics, construct viable arguments and critique the reasoning of others.
3. To increase student achievement, the use of small group instruction will continue to be implemented during the math period. Small group instruction is based on student need and allows for a more individualized approach.

To increase student achievement in mathematics, teachers will participate in ongoing Exemplar and Go Math professional development workshops as well as online training through webinars. These mathematics workshops will focus on strategies to enhance mathematics curriculum and instruction as well as task work to ensure alignment to the CCLS as well as help students meet the rigorous demands of the standards.

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

1. Key personnel used to implement this strategy will be classroom teachers, AIS and SETSS teachers.
2. Key personnel used to implement this strategy will be classroom teachers and push-in AIS providers.
3. Key personnel used to implement this strategy will be classroom teachers, AIS and SETSS teachers.
4. Key personnel participating in the mathematics workshops will be classroom teachers.

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

1. Teachers will use the assessments provided by the Go Math program to evaluate the progress, effectiveness and impact of instructional strategies. The program provides multiple assessments to evaluate student progress such as the mid-chapter test, end of unit test, test review sheet as well as performance tasks.
2. Teacher teams will develop math tasks using the principles of Universal Design for Learning (UDL) to provide access to math tasks for all learners. Teacher teams will align performance tasks to all Mathematics Units. Teachers will use the data collected to evaluate the progress, effectiveness and impact of the math performance tasks as well as to inform instruction.
3. The teachers will differentiate instruction to match the needs of varied learners. Students are grouped based on teacher observations, math conferences and assessment data. Teachers will evaluate the progress, effectiveness and impact of small group instruction by reviewing and analyzing the data collected and use this data to develop small group instructional strategies for selected math skills.
4. Teachers will evaluate the progress, effectiveness and impact of the professional development workshops by analyzing data from observations, conferences, and results of tasks and assessments.

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

1. Go Math will be implemented in all grades for the 2013-2014 school year.
2. Classroom teachers will administer 3-4 tasks per month during the 2013-2014 school year.
3. Teachers will work with small groups of students during the math period on a daily basis throughout the 2013-2014 school year.
4. Teachers will participate in ongoing mathematics professional development workshops throughout the 2013-2014 school year.

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

1. Go Math will be implemented daily, during the math period. Resources for assessment and differentiated instruction are provided.
2. Teacher teams will meet weekly during common prep periods as well as periods designed for teacher team inquiry to review performance tasks, create rubrics, analyze student work and revise instructional plans. Teachers use the performance tasks provided by Exemplars.
3. Classroom teachers as well as SETSS teachers provide daily small group instruction during the math period to lower the student to teacher ratio and provide more individualized instruction. Students are assessed and grouped according to need. Differentiated materials and instruction are provided to students based on their performance level of a particular skill.
4. Teachers will be provided with substitutes as they participate in the professional development workshops during the school day. Teachers will use the CCLS to support their implementation of the strategies learned throughout the professional development workshops as well as resources provided by the presenters.

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).

DOE translation unit will be utilized to provide phone translation for all parent visits and meetings. In-house bi-lingual staff will be utilized for increased home communication. Bi-lingual parent volunteers will be utilized for home contacts. The parent coordinator will provide citizenship classes for parents who would like to obtain U.S. citizenship. The parent coordinator will conduct ELL classes for parents who would like to learn the English language. Parents in the lower grades are

invited in to work with their children in reading and math. Parents are invited in for writing celebrations approximately every 4-6 weeks. There are family nights where parents are invited with their children into the school to participate in a variety of activities.

Budget and 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
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.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based 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.
1. Strategies/activities that encompass the needs of identified subgroups
6.
2. Key personnel and other resources used to implement each strategy/activity
1.
3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
4. Timeline for implementation and completion including start and end dates
1.
5. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based 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**
- 6.
- ✓ **Key personnel and other resources used to implement each strategy/activity**
- 1.
- ✓ **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- ✓ **Timeline for implementation and completion including start and end dates**
- 1.
- ✓ **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

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).

Budget and Resource Alignment

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

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

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	Orton Gillingham Reading Recovery Guided Reading LLI Leveled Literacy Saturday Academy Foundations Extended Day Reading	Small Group One on One Small Group Small Group Small Group Small Group Small Group	During the School Day During the School Day During the School Day During the School Day On Saturday During the School Day During the School Day
Mathematics	AIS Math AIS Math Extended Day Saturday Academy	Small Group Small Group Small Group	During the School Day During the School Day On Saturdays
Science	AIS Lunch – time Groups	Small Group	During the School Day
Social Studies	AIS Non-Fiction Historical Reading	Small Group	During the School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At Risk Guidance	Small Group	During the School Day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<p>Our school participates in a variety of programs that help support our academic goals. Programs such as Bully Prevention, New York Historical Society and our College Partnership Program with 22 college partners are implemented within our curriculum and coordinated with our instructional strategies. These programs support students' learning about everyday life</p>

experiences in an effort to meet the standards of preparing students for careers and college.

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.).

Our school has begun outreach to pre K programs with respect to At-risk and high need zoned students. We have aligned our Pre K program with common core expectations and we are using Pre K as a launching point for a more rigorous curriculum at the Kindergarten level. We have identified a need to stress early childhood literacy and have children reading as they enter Kindergarten.

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.

Teachers have been engaged in MOSL and MOTP selections. Teachers selected MOTP in one on one conversations with the principal in terms of observation selection. A committee of teachers and administrators set up and selected the MOSL for students through consensus. The MOSL Selection team met twice over the summer and attend a full day workshop along with an after-school District workshop and viewing a citywide webcast from Shal Seranski and David Weiner. The teachers also received 1 full-day and 1 half Day workshop on Danielson and they continue to receive professional development on MOSL, MOTP and Danielson in an on-going basis.

TA Schools Only

Use of Program Resources

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

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

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 20	Borough Brooklyn	School Number 247
School Name NYC College Partnership Elem. School		

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 Christopher E. Ogno	Assistant Principal E. O'Hanlon, D. Olsen
Coach Mary Toner	Coach Terri Fazzolari
ESL Teacher Alison DuBois	Guidance Counselor Sue Meyerson
Teacher/Subject Area Joann Liang, K- ESL self cont	Parent type here
Teacher/Subject Area	Parent Coordinator Carmela Longo
Related Service Provider Maureen Morisano	Other Dina Napolitano, ESL Teacher
Network Leader(Only if working with the LAP team) type here	Other Loredana Torelli, ESL Teacher

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	4	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	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	0	Number of teachers who hold both a bilingual extension and ESL certification	1
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	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	761	Total number of ELLs	169	ELLs as share of total student population (%)	22.21%
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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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
self-contained	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Pull-out	2	2	2	2	2	2	0	0	0	0	0	0	0	12
Total	3	2	2	2	2	2	0	13						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	169	Newcomers (ELLs receiving service 0-3 years)	157	ELL Students with Disabilities	31
SIFE	0	ELLs receiving service 4-6 years	12	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	157	0	26	12		5	0	0	0	169
Total	157	0	26	12	0	5	0	0	0	169

Number of ELLs who have an alternate placement paraprofessional: 1

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	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
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): 0 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0 Asian: 0 Hispanic/Latino: 0
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

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	4	10	10	3	1	1	0	0	0	0	0	0	0	29
Chinese	25	25	10	6	11	4	0	0	0	0	0	0	0	81
Russian	9	7	8	1	2	1	0	0	0	0	0	0	0	28
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	4	1	1	2	0	2	0	0	0	0	0	0	0	10
Arabic	1	0	1	0	3	0	0	0	0	0	0	0	0	5
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	2	1	1	0	0	0	0	0	0	0	0	0	4
Albanian	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Other	7	1	1	1	0	0	0	0	0	0	0	0	0	10
TOTAL	50	47	33	14	17	8	0	0	0	0	0	0	0	169

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)	5	4	1	3	1	2	0	0	0	0	0	0	0	16

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)	10	5	3	4	0	3	0	0	0	0	0	0	0	25
Advanced (A)	31	19	12	6	5	5	0	0	0	0	0	0	0	78
Total	46	28	16	13	6	10	0	0	0	0	0	0	0	119

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	5	9	2	0	16
4	2	10	0	0	12
5	7	3	0	1	11
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	1	6	2	5	1	1	2	19
4	1	0	5	3	2	1	1	1	14
5	4	3	4	1	0	0	0	3	15
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	1	0	0	4	0	8	1	14
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual (SWD)	0	0	0	0	0	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	0	0	0	0
Integrated Algebra	0	0	0	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0
Global History and	0	0	0	0
Geography	0	0	0	0
US History and	0	0	0	0
Foreign Language	0	0	0	0
Government	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.

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

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

Quantitative data for grade K is not available. Assessments will be finished in early November 2013. Numbers and percentages will be added at a later date.

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

Quantitative data for grade 1 is not yet available. Assessments will be finished in early November 2013. Numbers and percentages will be added at a later date.

2nd grade teachers use a variety of teaching methods and activities to support ELLs in literacy and language development. Small groups are formed, and students are engaged in shared reading, read aloud, guided reading, and word study daily. Teachers use a variety of methods and strategies to support ELLs in the classroom. The Language Leaders program is one example of a program in the classroom that provides beginner ELLs with extra support such as a partner to study early phonics skills with and to provide native language support.

Quantitative data for grade 2 is not yet available. Assessments will be finished in early November 2013. Numbers and percentages will be added at a later date.

Common strategies that ELLs in 3rd grade are currently working on are retelling, making predictions or connections, or inferencing. Beginner/newcomer ELLs are working on sound recognition and using the pictures to help them understand the text. In order to support ELLs in the classroom, teachers have a variety of strategies in place to support literacy development. Teachers conduct mini-lessons during the readers' workshop that focus on grade level reading and writing strategies. Additionally, they conduct shared reading, read alouds, small guided reading groups, and individual conferences in order to meet the needs of all students. For beginner ELLs, the instructional focus and strategies used are the following: reading for understanding, looking at words as we read, using words we know to figure out unknown words, using picture clues, and partner reading. For intermediate students, the instructional focus is on retelling, summarizing, and using story elements. For advanced students, the instructional focus is on making connections, retelling, using chapter grids, questioning, and recognizing and holding onto important details. As students' proficiency level increases, so does their reading level, and the complexity of strategies used.

Quantitative data for grade 3 is not yet available. Assessments will be finished in early November 2013. Numbers and percentages will be added at a later date.

Common strategies that ELLs in 4th grade are currently working on are retelling, identifying important details, and making predictions. For Beginner ELLs, the instructional focus and strategies are primarily sound/letter recognition. In order to support

ELLs in the classroom, teachers have a variety of strategies in place to support literacy development. Teachers conduct mini-lessons during the readers' workshop that focus on grade level strategies. Additionally, they conduct shared reading, read alouds, small guided reading groups, and individual conferences in order to meet the needs of all students. For Beginner ELLs, the instructional focus and strategies used are recognizing important details, vocabulary development, story elements, using pictures clues, and sequencing. For Intermediate ELLs, the instructional focus is on recognizing the main idea, retelling, using important details, and making predictions. For advanced students, the instructional focus is on stopping to think, making connections, retelling, making predictions, and inferencing. As student's proficiency level increases, so does their reading level, and the complexity of strategies used.

****Quantitative data for grade 4 is not yet available. Assessments will be finished in early November 2013. Numbers and percentages will be added at a later date.****

Common strategies that 5th grade ELLs are currently working on are identifying important details and questioning. For Beginner ELLs, the instructional focus and strategies are primarily sound/letter recognition. IN order to support ELLs in the classroom, teachers have a variety of strategies in place for literacy development. Teachers conduct mini lessons during the readers' workshop that focus on grade level strategies. Additionally, they conduct shared reading, read alouds, small guided reading groups, and individual conferences in order to meet the needs of all students. For beginner ELLs, the instructional focus and strategies are primarily sound/letter recognition. For intermediate ELLs, the instructional focus is on retelling, making connections, summarizing important events, and thinking about the character. For advanced students, the instructional focus is primarily on retelling and recognizing important details. As students' proficiency level increases, so does their reading level, and the complexity of strategies used.

****Quantitative data for grade 5 is not yet available. Assessments will be finished in early November 2013. Numbers and percentages will be added at a later date.****

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

An analysis of the Spring 2013 NYSESLAT shows that in Grade K, 5 (9%) scored beginner 10 (18%) scored intermediate, and 32 (57%) scored advanced. In grade 1, 4 (8%) scored beginner, 5 (10%) scored intermediate, and 19 (38%) scored advanced. In 2nd grade, 1 (3%) scored beginner, 3 (8%) scored intermediate, and 12 (32%) scored advanced. In grade 3, 3 (14%) scored beginner, 4 (19%) scored intermediate, and 6 (29%) scored advanced. In grade 4, 1 (14%) scored beginner, 0 scored intermediate, and 5 (36%) scored advanced. In grade 5, 2 (14%) scored beginner, 3 (21%) scored intermediate, 5 (36%) scored advanced.

9 students (16%) tested proficient in grade K, 22 students (44%) in grade 1, 11 students (30%) in grade 2, 8 students (38%) in grade 3, 8 students (57%) tested proficient in grade 4, 5 students (36%) tested proficient in grade 5. The vast majority of beginner and intermediate ELLs are classified as newcomers, with the only exceptions being children in Special Education.

According to the LAB-R scores for 2013-2014, 68% of kindergarten children that took the Fall 2013 LAB-R scored beginner, 14 % scored intermediate, and 18% scored advanced. 40% of all Kindergarten children tested scored proficient on the LAB-R. In grades 1-5, about 54 % of newcomers scored beginner on the LAB-R, % 36 scored intermediate. 9% of upper grade new admits scored proficient on the LAB-R.

In all, of PS 247's total ELLs for the 2013-2014 school year, 30 % of students in all grades are beginners, 20% are intermediate, and 50 % are advanced.

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](#))

NYSESLAT data across the proficiency areas of listening, speaking, reading, and writing is not available at this time.

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?

4.

- a. Grade 3 ELA: 5 ELLs scored a level 1. 9 ELLs scored a level 2. 2 ELLs scored a level 3. 0 ELLs scored a level 4 in grade 3.
Grade 4 ELA: 2 ELLs scored a level 1. 10 ELLs scored a level 2. No ELLs scored a level 3. No ELLs scored a level 4 in grade 4.
Grade 5 ELA: 7 ELLs scored a level 1. 3 ELLs scored a level 2. No ELLs scored a level 3. 1 ELL scored a level 4.

Grade 3 Math: 2 ELLs scored a level 1. One of these students took the exam in English, while the other took the exam in the native language. 8 ELLs scored a level 2, 6 of which took the exam in English while the others 2 took the exam in the native language. 6 ELLs scored a level 3, 5 of which took the exam in English while 1 took the exam in the native language. 3 ELLs scored a level 4 in grade 3, one child took the exam in English while the other 2 took the exam in the native language.

Grade 4 math: 1 ELLs scored a level 1, who took the exam in English. 8 ELLs scored a level 2, 5 of whom took the test in English, 3 took the exam in the native language. 3 ELLs scored a level 3, two students took the exam in English while the other student took the exam in the native language. 2 ELLs scored a level 4 on the exam, one of whom took the exam in English, while the other took the exam in the native language.

Grade 5 math: 7 ELLs in grade 5 scored a level 1, 4 of whom took the exam in English, the other three took the exam in the native language. 5 ELLs scored a level 2, 4 took the exam in English, 1 took the exam in the native language. No ELLs scored a level 3. 3 ELLs scored a level 4, all of them took the exam in the native language.

Grade 4 Science: 1 ELLs scored a level 1, this student took the exam in the native language. No ELLs scored a level 2. 4 ELLs scored a level 3, all of which took the exam in English. 9 ELLs scored a level 4, 8 of whom took the exam in English, the other took the exam in the native language.

According to data from the NYS ELA, Math, and Science Tests, ELLs score higher levels in Math and Science as compared to ELA.

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

When analyzing students' scores on the state exams, it is important to note newcomer ELLs performance on native language test vs. English tests. Newcomer students who are literate and comfortable with academic vocabulary in their native language are administered the exam in their first language (be it in print when the exam is available or via oral translation). Students have the choice to have the tests side-by-side and answer in the native language or in English. Students who choose to answer in English still have the support of the native language when needed. Generally, beginner and intermediate students are offered the native language tests, as advanced students generally are stronger in their academic English than in their native language. The results of the native language test administration vary greatly. Performance on any exam, including native language exams, depends on many factors that go beyond language, such as previous schooling in a students' home country, the educational and literacy levels of their parents, and literacy in their first language. For example, when analyzing the data from the 2013 NYS Math exam, in grade 5 the 3 students who were afforded the opportunity to take the exam in the native language (or L1 and English side-by-side) were the only ELLs in grade 5 to score a 4. However, three 5th grade students who took the exam in their native language still scored a level 1. In grade 3, 2 students who took the exam in the Native language scored a 4, while only 1 student who took the exam in English scored a 4. In contrast, 1 child who took the exam in the native language still scored a 1. Teachers will continue to support all ELLs, including newcomers, in their language, literacy, and content area learning, as well as to provide native language support to children when appropriate, in order to prepare students for success in school. Additionally, in order to prepare newcomers for taking the exam in the native language, children are given opportunities to practice using their bilingual glossaries and dictionaries throughout the school year in their classrooms and at home.

b. PS 247 has opted out of administering ELL periodic assessments.

c. PS 247 has opted out of administering ELL periodic assessments.

5. 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](#).)

PS 247 uses data to guide instruction for ELLs within the Response to Intervention framework. Classroom teachers use various assessments to collect data on student performance in literacy and math. Teachers utilize the TCRWP, DRA, running records, teacher created assessments, observations, and reading and writing conferences to assess students' literacy skills and progress. Based on the results of these assessments, students are provided with various literacy academic intervention services, such as individual and small group work with the teacher within the classroom, and small group push in and pull out literacy services provided by our academic intervention specialists in reading. We also offer extended day services for students in small groups as well for children who are struggling with making progress in literacy. Teachers also use various classroom math assessments in order to assess children's math skills, primarily the math assessments used in our Go Math program, teacher created math skills assessments, and math problem solving exemplars. Based on the results of these assessments, children in need of supplemental services to improve

their math skills are provided with academic intervention services provided by our AIS specialists during the school day, as well as extended day services that offer small group math instruction by their classroom teacher. Students may also work individually with the teacher or in small groups with similar needs during the regular school day with the teacher.

In addition to this, newcomer and beginner English Language Learners meet in a small group with the ESL teachers during the extended day for intensive English support. Children who were in the newcomer and beginner ESL extended day groups during the previous school year then move on to work with the speech teacher and reading recovery teacher in small groups for the current school year before they are included in their classroom's extended day program in order to continue to give them small group support focused on beginning literacy and language skills.

Additionally, newcomer and beginner English Language Learners, as well as all ELLs who are literate in their first language, are offered native language support to assist them in math and science. We provide children with the bilingual glossaries offered by the DOE and bilingual dictionaries in order to provide them with terminology in their native language in the content areas.

Lastly, children who score proficient on the NYSESLAT and are now former ELLs are provided with small group literacy AIS support as well as they transition to a general education classroom without the support of the ESL teacher.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Teachers at PS 247 are always aware of and sensitive to a child's second language development, and the effect that development should have on their instructional decisions. ESL teachers group students for ESL classes by grade and by level. In this way, students are grouped together with children that have similar language and literacy needs. Further, teachers group students for small group instruction by reading level and proficiency level in order to provide like students with support that is appropriate to their level. In the ESL classroom, a child's second language development is always taken into consideration in instructional decisions. ESL teachers ensure that their curriculum provides scaffolding to ELLs (through the use of graphic organizers, themed study that builds vocabulary while taking into account prior knowledge, brainstorming as a class before independent work, etc.), creates comprehensible input (through the use of visual supports and careful language used in explanations), builds vocabulary and language (through specialized vocabulary building activities, a focus on grammar and structure), and utilizes differentiated techniques (ie, differentiated graphic organizers, careful grouping of students by reading level and language proficiency level, etc.) Teachers assess students literacy and language progress through various assessments (ie, holistic rubrics, literacy checklists and student self-assessments) throughout the year as well, in order to ensure that data and student progress inform instruction.

Classroom teachers have attended professional development in the past that informs them of the effect that a child's language development will have on reading, and therefore reading assessments, so classroom teachers are attune to the impact of second language acquisition on a child's literacy development. Teachers also confer closely with ESL teachers and literacy coaches, and are well aware of the specific academic, linguistic, and literacy characteristics of English Language Learners. ESL teachers have provided professional development in the past for classroom teachers on specific methods and strategies that work well with English Language Learners, and classroom teachers integrate these methods into their classroom teaching (ie, use of visuals, gestures, pictures, careful language, graphic organizers, small group work, etc.) Classroom teachers use a Universal Design for Learning in order to provide ELLs with multiple entry points in all classroom work, and to assist them in making the Common Core Standards and expectations acceptable to them. Additionally, classroom teachers have become adept at modifying class work for newcomer and beginner ELLs in order to ensure that they are involved in grade-level appropriate learning and production, but on a level that is linguistically appropriate for them. A child's language proficiency level and second language development are always taken into account in instructional decisions.

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?

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

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

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

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

Based on the NYSESLAT we are also able to evaluate the success of our ESL program. A useful tool for us is the AMAO estimator. We analyze students' test scores by looking at their performance on Listening & Speaking and Reading & Writing. We compare students' scores with how they performed the year before, and determine whether or not they have made growth and improvements from year to year. Many of them reach proficiency in English in 3 years. Many students who do not move up in proficiency level over the course of 2 years are generally students who have been classified as students with special needs.

Also, we look at the ways in which students are performing well, and in what areas they need extra support. The trend is that students generally perform higher in listening & speaking than in reading & writing. Support in all 4 of the language modalities is important, but for this reason our program and instruction provides extra support for students in the areas of reading and writing, while still promoting oral language development. The ESL program integrates balanced literacy components such as shared reading, read aloud, guided reading and reading strategies, small group support, guided writing, the use of graphic organizers, etc. ESL teachers also conference with students during independent reading and morning conferences as well as about their writing both in the classroom and during the ESL periods. Based on the 2012 and 2013 NYSESLAT scores we can conclude that the ESL program is successful in helping students to move up in proficiency level from year to year.

Data drives instruction. Based on this analysis of the 2012-2013 NYSESLAT scores, and therefore the ESL program, we can make various instructional decisions. One conclusion that we can make is that students benefit in all proficiency areas from the curriculum that blends language development, literacy, and the content areas. In every grade, ESL teachers will continue to support students in balanced literacy activities, such as shared reading, read aloud, guided reading, reading conferences, shared writing, guided writing, independent writing, and will place emphasis on reading comprehension activities and reading for understanding. Teachers will also continue to prepare students for the NYSESLAT exam with explicit test preparation and skills such as going back to the passage, answering various kinds of questions, and adding details to writing during the month prior to the exam.

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](#).) Fully certified ESL teachers conduct an informal interview with the parent and the child in English or in the native language. The fully certified ESL teachers who conduct the interviews are as follows: Joann Liang, Dina Santangelo, Loredana Torelli, and Alison DuBois. Translators are present at the informal interview for parents who need help in their native language. The translators used are as follows: Joann Liang, Michelle Cheung, Lynn Cung for Chinese (Mandarin and Cantonese), Alison DuBois-Eker, Ada Acosta, and Loredana Torelli for Spanish, Rozitta Guseynova for Russian, Mirije Cinari for Albanian, for Michelle Brenner for Hebrew. We also use the Translation and Interpretation unit, offered by the DOE, for over-the-phone translations for languages that are not represented in the school staff. Parents, with the help of the fully certified ESL teacher, fill out the Home Language Identification Survey (HLIS) in English or in the native language.
The fully certified ESL teacher determines eligibility for testing based on the HLIS as well as an informal interview in English and the native language with parents/family/guardian and the child. If the child's home language is one other than English, the ESL teachers administer the Language Assessment Battery Revised (LAB-R) within 10 school days. Students who speak Spanish are also given the Spanish LAB. Students who are entitled to ESL service, as per LAB-R exam receive English instruction in a program of their parent's choice throughout the school year.
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.

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

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

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

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 [\[see tool kit\]](#).)

We use the RMSR (RNMR when available) and the RFLG and RLER reports to determine a child's ESL entitlement/eligibility status. Using these results (and the result of the LAB-R hand scores) we determine which children need to receive entitlement letters. The Parent Survey and Program Selection forms, as well as Continued Entitlement letters, and Program Placement letters are sent at home in English and in the native language. ESL teachers collect and keep a copy of the returned forms on file, and place the original forms in the child's cumulative record attached to their Home Language Identification Survey. Forms are collected as follows: students return their forms to school; parents return the program selection form at the parent orientation meetings; extra forms are available at the parent orientation meeting to ensure that parents receive and return them; ESL teachers meet parents at dismissal and retrieve surveys; extra forms are available at Parent-Teacher Conference for parents to fill out; forms are sent home via certified mail; and ESL teachers use over-the-phone translation if necessary to ensure the return of the Program Selection Form. Returned forms are stored in a binder. Forms are organized by grade. Within the grade, they are further organized by parent choice and by language. In this way, we are able to easily track the choice that parents made, what language they speak, and the number of requests to open other programs. If a child does not return a program selection then the default choice is Transitional Bilingual Education (TBE). We have not, however, had an instance of a child/family not returning the program selection form.

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.

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

5. 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.

ESL teachers use their student rosters, and the RLER report to determine NYSESLAT eligibility. All students who should be administered the NYSESLAT exam are identified in grades K-5. Each child in the program is administered the New York State English as a Second Language Achievement Test (NYSESLAT) every spring to assess their progress and proficiency levels for the

following year. The testing window extends from April to May. In preparation for the exam, ESL teachers work with students on reading comprehension, writing in response to picture prompts, grammar, listening comprehension, and speaking activities. Students are familiarized with the layout of the NYSESLAT exam and using the answer document. ESL teachers work with the testing coordinator to devise a testing schedule, taking into account group size, testing modifications, etc. A schedule is made the administers the text by grade level, in groups no larger than 15, in a classroom that accommodates the group size. A letter is sent home to parents in the weeks leading up to the test to inform them of the exam, make sure they are familiar with what the exam will be tested, and urging parents to ensure that their child is present on the days of the exam administration. Each child's examination period lasts 4 days, 1 day for each proficiency area: listening, speaking, reading, and writing. Teachers ensure that each child is administered all 4 parts of the exam. Envelopes with answer documents and test booklets are prepared in advance with a list of all students in the group for each proficiency area. Teachers record student absences on the envelope cover sheet and create "make-up" envelopes. If a teacher learns that a child will be out during test administration, or if they have been absent, the teacher makes a call home and notifies/reminds parents of the testing window in order to further ensure that all 4 proficiency areas of the exam are administered to all students. Following the exam, the ESL teachers and testing coordinators package the exam and return them for scoring. In-house scoring of the Writing test takes place after the listening and reading exams are administered. Following this, speaking and writing answer documents are packaged and returned for scanning.

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.  After reviewing the Program Selection forms for the past few years, it is evident that for the year 2013-14, 80% of parents' choice is freestanding ESL, 8% of parents have chosen Dual Language, and 12% of parents have chosen Transitional Bilingual. For the year 2012, 84% of parents' choice is freestanding ESL, 6% of parents have chosen Dual Language, and 10% of parents have chosen Transitional Bilingual. Each parent returned the Parent Choice and Program Selection form. There were no instances of a default TBE choice. ESL Teachers use a variety of strategies to ensure the return of the form. Please see question number 3 for a detailed description.

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

The programs offered in our school are aligned with the parent choices. PS 247 always honors parents' choices. Our school currently has a self-contained ESL class in Kindergarten due to high numbers of ELLs on the grade, as well as a freestanding ESL program that serves all other ELLs in grades K-5. These programs reflect that parents' choices. As seen above, for the 2013-2014 school year, 80% of parents have chosen ESL as their program of choice. We do not have sufficient requests to open a bilingual or dual language program. Just 8% of parents have chosen dual language, and 12% have chosen bilingual. Within these numbers, there are less than 15 children across two consecutive grade levels that share the same language that have requested either bilingual or dual language. Program Selection forms are kept on file. If 15 parents across two consecutive grade levels that share a common language were to request a bilingual or dual language program, the school will take the appropriate steps in order to open the program of their choice. We would contact the parents and have a meeting, review their parent options, compile a roster for the class, explore funding, hire a bilingual or dual language and common branch certified teacher, plan the curriculum, order materials, and set up the class.

Part 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])?

1. a. The organizational models used for providing ESL are pull-out program and self-contained ESL programs. In the pull out program, instruction is usually held during the Readers' or Writers' Workshop for 45 or 90 minutes a day depending on students' proficiency levels. When possible, ESL teachers push in to support students during Writers' Workshop. PS 247 uses a Balanced Literacy approach and employs the workshop model. Our school has developed a tailored literacy program, combining practices from various programs such as Teacher's College and America's Choice, while also being influenced by professional development provided by Carl Anderson, Stephanie Harvey, and Tony Stead. Classroom teachers conduct genre based studies, with reader's and writer's workshop units revolving around different text genres. ELLs receive literacy instruction in their classroom during the workshop periods. The ESL program supplements their literacy instruction. ESL teachers use the workshop model, use balanced literacy instruction such as read aloud, shared reading, reading strategy support, guided writing, shared writing, independent writing, etc. ESL teachers incorporate content area studies through a literacy approach and align their instruction to support the genre and content studies in the mainstream classroom in order to best scaffold literacy and content instruction for ELLs. Pull-out ESL instruction is delivered by 3 fully certified ESL teachers, Alison DuBois-Eker, Loredana Torelli, and Dina Napolitano.

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

b. Based on the results of the LAB-R and the NYSESLAT, ESL teachers group students according to their proficiency level. We have beginner groups, intermediate groups, mixed beginner/intermediate groups, and advanced groups. Some groups are mixed grade, where students of the same proficiency level across two grades are grouped together. Some groups are homogeneous where language instruction is given on the same grade proficiency level, and some are heterogeneous including mixed proficiency levels on the same grade. Flexible grouping allows teachers to meet the appropriate minutes and needs of each student. Instruction is planned based on grade curriculum, the four language modalities incorporating the skills of listening, reading, writing, and speaking, and their language needs (ie. support in reading or writing, oral language practice, academic language development, English grammatical structures, etc.). Groups are scheduled based on the amount of mandated instructional minutes according to their proficiency levels (ie. 360 minutes for beginner and intermediate ELLs, and 180 minutes for advanced learners). Careful attention is also paid to the classroom placement of ELLs. Whenever possible, we place ELL students in classrooms with other children who have a similar proficiency level, who may share the same language, and who are working at similar academic levels. In this way, teachers are able to group students together within the classroom for group and partner learning, and differentiate instruction for ELLs working within similar levels.

2. 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)?

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

minutes per day. Additionally, beginner, intermediate, and struggling ELLs are invited to participate in the Title III after school program with ESL teachers in which they receive explicit ESL instruction for 2 hours per day, twice per week.

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

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

NLA Minutes: Our school has a bilingual lending library from which students borrow bilingual books. They read these texts during independent reading time, can take these books home to read independently or with their family, and ESL teachers use these bilingual (native language/English) texts for instruction if appropriate and applicable to the class studies. Additionally, ELL students, particularly newcomers, are encouraged to write in the native language when appropriate. Also, students discuss texts together, partner share, and assist each other in the native language. Teachers incorporate native language vocabulary into instruction and lessons when appropriate. Students who are literate in their native language are given bilingual dictionaries and glossaries to help make content comprehensible. Students use these dictionaries and glossaries during class time, at home for use with homework, during ESL, during content area instruction, during class administered tests and assessments, during test preparation, and during state and city assessments. We have other bilingual materials available, such as flashcards, books, and games. Also, students make use of technological bilingual materials, such as an online world library, online translators, and their personal translation technology. Lastly, we have implemented a new program called the Language Leaders wherein newcomer ELLs are partnered with a student who shares their language in their mainstream classroom for academic support.

3. 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.

3.

The ESL program blends content area learning, language development, and balanced literacy while employing ESL strategies. ESL instruction is directly informed by the grade's curriculum, and by the common core standards. Literature is at the center of language development exposing students to texts featuring academic language. Reading books, discussing texts, writing and using various vocabulary introduces students to academic language. ESL teachers ensure that their language and literacy instruction in ESL are directly aligned and speak to the common core literacy standards for informational and narrative text, the oral language standards, and foundational skills standards appropriate for the grade and language level of students.

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

The content area materials are as follows:

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

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

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

Though the Common Core State Standards are rigorous for ELLs, our focus on literacy instruction for ELLs through read aloud, guided reading, and shared reading, and a concentrated effort to build higher order and critical thinking skills, coupled with the careful, considerate creation of comprehensible input, the use of rich materials, and the incorporation of the scaffolds and support listed above, our instruction will help all ELLs to work towards or reach the expectations of the Common Core Standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
4. ELLs whose native language is Spanish are evaluated using the Spanish Language Assessment Battery (LAB). This exam is administered after the English Language Assessment Battery-Revised (LAB-R) to ELLs entitled to bilingual and ESL services in order to determine a student's dominant language, as well as gain insight into their ability to read, write, speak, and understand Spanish. The Spanish LAB is administered by a Spanish speaking pedagogue. Evaluation for children whose native language is a language other than Spanish takes a different form as there is no standardized initial native language assessment for students outside of a bilingual or dual language program. Teachers interview these students and their parents with the help of a translator in order to determine whether or not the child is literate in their native language. New students who are literate in their native language are encouraged to use their native language during certain activities in listening, speaking, reading and writing. Teachers utilize school staff when available in order to interpret and/or translate the student's work. Teachers also conference with bilingual students after reading a bilingual book. The teacher can evaluate the student's comprehension of the story and their use of strategies in the native language through conferencing, questioning, and accountable talk. A child's literacy level in their native language is always taken into account when working with English Language Learners, as their literacy level in the L1 directly influences their ability to read in the target language. Bilingual materials and these assessment techniques are available to students and conducted throughout the school year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ESL and classroom teachers use a variety of assessment techniques in order to ensure that ELLs are appropriately evaluated in all found modalities of English acquisition throughout the year. In addition to the NYSESLAT exam given in May, which evaluates students in listening, speaking, reading, and writing, teachers employ various other ongoing assessment and evaluation techniques. ESL teachers utilize holistic rubrics from the Rigby On Our Way to English program in order to evaluate students writing and oral language proficiency levels, as well as their progress throughout the year. Teachers refer to these rubrics and reference student work as well as their observations of children's oral language through class participation, conferences, and other

informal assessments. Teachers also use an informal observation matrix for monitoring, recording, and tracking student behaviors, oral language, participation levels, usage of English grammar, reading habits, etc. throughout the year. Teachers observe the whole class and students individually (during guided reading, class discussion, conferences, assessments, etc) and records information for each individual child consistently throughout the whole school year. Teachers also use various checklists to assess students oral language, reading, and writing performance (aligned to the common core standards) throughout units. These checklists outline reading, writing, and oral language goals and foci for the unit, and the teacher tracks each individual students' ability to reach these goals throughout the unit. Additionally, teachers employ reading and writing self assessment checklists for students to be able to monitor their own reading and writing practices. Students are guided through the use of these self-assessments in order to accurately and honestly assess and monitor their own reading. Lastly, teachers conduct guided reading sessions with students and assess their each individual students' ability to employ appropriate reading strategies for their age, grade level, and language proficiency level. Teachers plan their instruction based on the results of these assessments. Teacher may include whole class lessons based on a need that is a trend amongst the majority of students, or hold small group and/or individual conferences, lessons, and guided practice in order to meet the needs of small groups of students with the same need or individually.

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).

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

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

b. The plan for ELLs in our school for less than three years is that they receive additional attention and support during and outside of scheduled ESL periods as well as in their classroom by using low-level, multicultural reading books, manipulatives, Singlish, language games, flashcards photo libraries, hands on activities, Imagine learning and Brainpop.com. Newcomers are supported in their mainstream classroom by providing each grade with a modified curriculum map containing modifications for newcomers that support language development, such as picture books as their published pieces, increased usage of picture books as read alouds, realia, alphabet work, sentence starters, and graphic organizers.

We started a successful new program in recent years for newcomers called "Language Leaders". This program pairs newcomer ELLs with both "peer tutors" and "bilingual buddies" in their classroom who provide these newcomers with additional language, academic and social support.

Newcomer students attend the extended day program that focuses on early language and literacy development and content area instruction. We also offer invitations to the Title III after school program to newly arrived students.

Considering the fact that NCLB now requires ELA testing for ELLs after one year, various programs are in place to prepare newcomer students to take the state exam. Newcomer ELLs may receive AIS and other intervention services in order to improve their reading skills. Emphasis is placed on literacy development in the ESL classroom as well as the mainstream class through balanced

literacy. ESL and classroom teachers use strategies and instruction for language building support such as grammar-based lessons and activities, vocabulary building exercises, fluency building work and scaffolding strategies such as graphic organizers. We use a NYSESLAT preparation book entitled “NYSESLAT and Beyond” that has “transitional reading, writing and listening” activities in order to prepare ESL students for the ELA exam. All ELLs participate in ELA preparation in their mainstream classroom as well. ELLs are familiarized with the test format as well as the expectations of the exam and passage types. This work prepares newcomer ELLs to take the state ELA exam after one year.

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

d. We currently do not have long term ELLs who have completed 6 years of service. If we had these students, they would be referred to the instructional team for review in order for them to receive services and support, such as, guided reading, extended day AIS, after school programs, Saturday Academy, Wilson Reading, linguistic support such as academic vocabulary building. Materials used would be leveled books, realia, content area resources such as maps and hands on science activities, project based learning, photo libraries such as video, Smartboards, websites such as Brainpop.com, and usage of the internet as a resource for learning and research.

e. For ELLs reaching proficiency on the NYSESLAT we provide continuing transitional support for 2 years. As per NYS law, all proficient ELLs receive testing accommodations (extended time, separate location, a 3rd reading of listening passages, and bilingual dictionaries and glossaries, and native language exams) for 2 years after scoring proficient on the NYSESLAT exam. Additionally, proficient ELLs are provided small group AIS support in various content areas such as reading, writing, math, and science if necessary. Students receive this extra support during various designated times during the day and during extended day sessions. The intervention team monitors how these students are progressing and whether the intervention services are appropriate for them. The inquiry team works with groups of struggling students on using and reading non-fiction texts, some of which are proficient ELLs. All teachers as well as support service providers are made aware of who the proficient ELLs are in their classrooms and groups. Classroom teachers also receive support in working with proficient ELLs, are informed of academic strategies and modifications that can be used and made in the classroom with proficient ELLs and continue to use ESL methodologies and strategies in their instruction. Some of these methods are continued use of visual support, project based learning, and technological resources. This allows them sufficient time to transition to the mainstream classroom without ESL services and testing modifications.

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?

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

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?

ELL-SWDs are placed in less restrictive environments such as a General Education Class with SETTSS and Related Services, or a Collaborative Team Teaching Classroom (ICT OR CTT) at PS 247. We use curricular, instructional, and scheduling flexibility in order to meet the diverse needs of ELL-SWDs. Our school is using creative and flexible scheduling in order to provide all students with the least restrictive environment for learning. Students in CTT classes this year are also receiving small group pull out SETTSS for individualized instruction. In this way, children are educated in the most integrated and inclusive programs while

still meeting each child's special needs. Additionally, ESL, General Education, Special Education, and related services (Speech, Occupational Therapy, Physical Therapy, Guidance Counseling, etc.) teachers work together in order to devise a schedule that is free of time conflicts and allows the child to receive all of the services that they are entitled to as per their IEPs. ESL Teachers work closely with classroom and special education teachers in order to best meet the grade level curricular expectations and standards for students. All teachers have access to a child's IEP (either in hard copy or through SESIS [all teachers have been trained in accessing student's profiles and IEPs through SESIS]). Teachers are aware of children's IEP goals, and work together towards helping students reach those goals. Teachers consult with each other on methods, strategies, and materials in order to help ELL-SWDs within all of their content areas. The special education liaison/SETTSS/IEP teachers, and CTT/ICT special education teachers have also provided resources, materials, and training to classroom and ESL teachers on modifications, practices, and techniques that they have found to effectively reach all of their special needs students, including ELLS-SWDs. Modifications are made with language level and learning capabilities in mind such as alternative assignments and grade and language level appropriate projects. Instructional strategies and materials are as follows: smaller group size, the presence of a bilingual paraprofessional, specialized modifications and scaffolding materials like graphic organizers, partner work, technological resources, project-based learning and visual support. Materials used are photo libraries for visuals, hands on materials, games for learning, leveled books, maps, globes, and other social studies hands on and visual resources, science related materials such as hands-on experiments, realia, etc., technological resources such as Smart boards, websites like braipop.com and using the internet for learning and research. All materials are grade level curriculum appropriate.

Courses Taught in Languages Other than English 

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

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

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

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

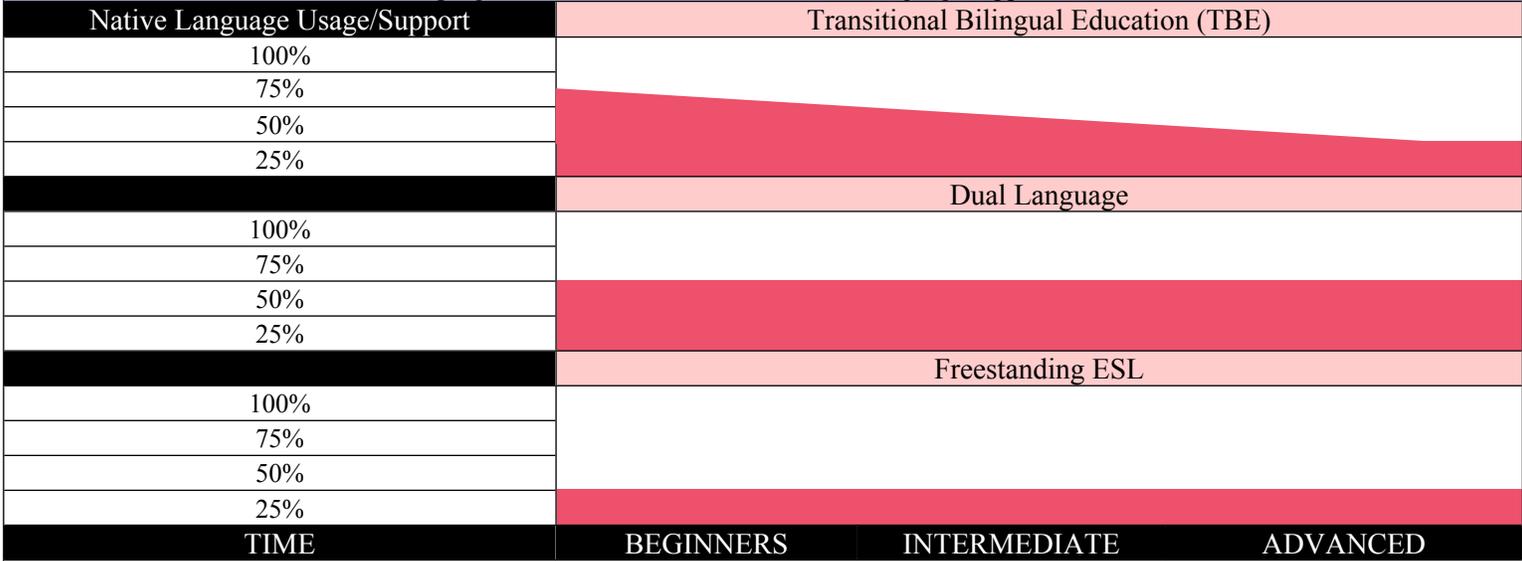
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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.

Academic Intervention Services (AIS)

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

Newcomer ELLs:

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

ELLs with 4-6 years of service:

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

Long-Term ELLs:

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

ELLs in Special Education:

Most of these students are in general education with related services or cooperative team teaching (CTT) classrooms.

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

Students with Interrupted Formal Education (SIFE):

PS 247 does not currently have any ELLs who have been identified as SIFE. If we were to have SIFE students, we would use the following interventions strategies: AIS math, reading and science, extended day, resource room if necessary, Saturday Academy,

Title III after school, and additional academic strategies, accommodations, and modifications that can be made in the classroom such as using graphic organizers, visual support, hands on activities, illustrated vocabulary charts, group and partner work, group discussion, bilingual libraries, technological resources, leveled books, etc.

Description of reading and math intervention services:

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

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

The ESL program at PS 247 is very effective. The program is a pull-out program in grades K-5, with 1 self-contained ESL program. The ESL curriculum used at PS 247 focuses primarily on language and literacy development, and incorporates content area studies as well. During the 2012-13 and 2013-14 school year we have increased our focus on literacy for ELLs in order to support students in their language development as well as their classroom and content area studies. With an increased presence of balanced literacy practice, including read aloud, shared reading, and guided reading in the ESL classroom, students have made growth in literacy, reading level, and language. On the 2013 NYSESLAT, many students in each grade tested proficient (16% in Kindergarten, 44% in 1st grade, 30% in 2nd grade, 38% in 3rd grade, 57% in 4th grade, and 36% in 5th grade) with every grade other than Kindergarten with more than 30% testing proficient, and some grades approaching or over 50% of students. The vast majority of students made progress, moving up a level or within a level on the 2013 NYSESLAT, but specific percentages are not yet available (AMAO estimator and data broken down by proficiency level are not available at this time.)

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

For the 2012-2013 and 2013-2014 school year and beyond, we have adapted our ESL curriculum to align to the new NYS Common Core Standards. We are maintaining our curriculum which integrates language, literacy, and content areas, and are enhancing it with a stronger focus on literacy development, a greater presence of balanced literacy practices, particularly in the areas of read aloud, shared reading, and guided reading, and the integration of more rigorous higher-order and critical thinking development. ESL teachers will continue to closely consult with classroom teachers in order to be aware of student needs, and work towards helping ELLs to reach the high demands of the common core standards.

During the 2013-2014 school year, we will be developing a plan for implementing a family literacy program during the 2014-2015 school year. The plan will include outreach to parent volunteers to join a committee to plan for a family literacy program for children and their caregivers. We will first identify bilingual parent volunteers who can help us with outreach, building relationships and connections with diverse parents, school based translation and interpretation, identifying family literacy needs and desires, and planning meetings and events. Next, we will disperse a needs assessment survey to families within the school community in order to assess the areas in which parents and families feel they need support, current home literacy practices, and their availability to attend meetings and events at the school, etc. Next, we will identify and train staff interested in helping to carry out the family literacy program. We will conduct meetings, provide professional development on working with diverse families, meeting the needs of ELLs, creating a welcoming environment in the school for everyone in our school community, and on carrying out a family literacy program in a linguistically diverse environment. The family literacy program may utilize bilingual materials and foster bilingualism and biliteracy, familiarize families with the literacy practices in the school, recognize and celebrate family literacy practices that are already in place at home that may be culturally specific, exhibit student's literacy work in the classroom, and provide children and families with take-home resources to continue to build literacy at home.

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

No programs or services for ELLs will be discontinued for the 2013-2015 school years.

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

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

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

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

In addition to special, extra curricular activities, ELLs are also provided access to and support from all AIS services in the building.

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

The after school program will be taught by 3 fully certified ESL teachers for 4 hours a week teaching small groups from November through early Spring. Each day will consist of two 2-hour sessions.

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

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

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

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

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

We use many different materials both in the ESL and mainstream classrooms to meet the needs of ELLs. We use the Rigby On Our Way to English ESL series as well as Rigby guided reading books and some Into English materials with all subgroups of ELLs within the ESL program. On Our Way to English provides students with exposure to oral language and literacy development, comprehensible input and standards based content area information. The entire curriculum is aligned with each grade represented (K-5). Materials and units are organized into content area themes. The units feature many different methods of teaching such as chants, songs, and language games as well as shared reading, guided reading, independent writing, hands on

materials, and content area activities. The materials are also multicultural and help to connect ELLs prior knowledge with new learning. Classroom teachers also use Rigby On Our Way to English guided reading books. We have an ESL classroom library, multicultural literature, bilingual libraries, fiction and non-fiction big books, picture and bilingual dictionaries, and magazines & other authentic texts. These materials are used with newcomer ELLs, students in their 4th, 5th, and 6th year of service, as well as ELLs in special education. We also utilize online reading resources such as RAZ Kids and Person Success Net.

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

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

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

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

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

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

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

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

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

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

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

glossaries and bilingual word-to-word dictionaries for additional support during the school day, on homework, and on in class assessments and state exams.

Various people in the ESL program support ELLs. In addition to the 4 fully certified ESL teachers, some ELLs in special education are also supported by bilingual paraprofessionals. We have 1 Cantonese speaking paraprofessional (Lynn Cung) that accompanies a Cantonese speaking ELL who also receives special education services. We have 1 Albanian speaking paraprofessional (Mirije Cinari) that accompanies an Albanian speaking ELL as a health para. These paraprofessionals provide support to these ELLs during mini-lessons, group work, independent work, and share time. They provide both English language and translation, interpretation, and native language support when needed. These paraprofessionals also provide help in communicating with these children's parents when necessary.

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

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

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

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

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

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

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

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

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.

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

curricular expectations of kindergarten. ELL parents are always invited to attend.

18. What language electives are offered to ELLs?

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

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)?

PS 247 does not currently have a dual language program.

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.

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

ESL teachers and administrators provide professional development for all personnel who work with ELLs during select faculty conferences, admin periods, instructional team meetings, and one-on-one with teachers. Additional dates will be added to the calendar below as they are selected. Our instructional team's focuses this year are Danielson's and the implementation of the Common Core Standards. Throughout these meetings, we will also be exploring, discussing, and brainstorming ideas about the application of these standards with our ELL population. The professional development received at these instructional team meetings is always turn-keyed to classroom teachers and paraprofessionals. Classroom and ESL teachers also meet with the school's literacy coaches and administrators multiple times per month for grade conferences and admin meetings. During these meetings, topics such as Danielson's and the Universal Design for Learning are discussed in great detail. Teachers, coaches, and administrators are always exploring ways to utilize the UDL concept for English Language Learners in order to make the Common Core Standards accessible to English Language Learners.

Additional Professional Development for ESL and Coordinators will include UFT ESL/Bilingual Committee Workshops, ELL Literacy Workshops offered by Lisa Lin and the NYCDOE Office of ELLs, and the NYS TESOL Conference.

Contracted Professional Development for classroom teachers K-5 also covers ELL topics. Professional Development at PS 247 for the 2013-2014 school year will be provided by Ann Marie Lattieri, Carl Anderson, and Deborah Armitage.

Please see a tentative calendar of all PD below.

Month: September

Professional Development Topic:

Danielson's Evaluation

Workshop Provider:

Ann Marie Lattieri

Timeline:

1 date per month

Audience:

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

Month: October

Professional Development Topic:

Language Leaders Expectations/Choosing Language Leaders

Workshop Provider:

Training and Guidance offered by ESL teachers

Timeline:

Various dates throughout the month

Audience:

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

Month: November

Professional Development Topic:

Writing Curriculum for ELLs

Workshop Provider:

Carl Anderson

Timeline:
TBD
Audience:
General Education Classroom Teachers

Month: November
Professional Development Topic:
Unpacking the NYSESLAT, ELLs & The Common Core
Workshop Provider:
NYCDOE Office of ELLs & Lisa Lin
Date:
November 1, 2013
Audience:
ESL Coordinator

Month: November
Professional Development Topic:
ELL Literacy
Workshop Provider:
NYCDOE Office of ELLs & Lisa Lin
Timeline:
November 5th, 2013
Audience:
ESL teachers & Coordinator

Month: November
Professional Development Topic:
ELLs & The Common Core
Workshop Provider:
NYS TESOL
Date:
11/15, 11/16
Audience:
ESL Teachers & Coordinator

Month: December
Professional Development Topic:
Writer's Workshop Curriculum & ELLs
Workshop Provider:
Carl Anderson
Timeline:
TBD
Audience:
General Education Classroom Teachers

Month: January
Professional Development Topic:
ELL Topic, TBD
Workshop Provider:
UFT ESL/Bilingual Committee
Date:

TBD

Audience:

ESL Teachers & ESL Coordinator

Month: February

Professional Development Topic:

Writer's Workshop Curriculum & ELLs

Workshop Provider:

Carl Anderson

Timeline:

TBD

Audience:

General Education Classroom Teachers

Month: March

Professional Development Topic:

TBD

Workshop Provider:

UFT ESL/Bilingual Committee

Date:

TBD

Audience:

ESL Teachers & ESL Coordinator

Month: April

Professional Development Topic:

Writer's Workshop Curriculum & ELLs

Workshop Provider:

Carl Anderson

Timeline:

TBD

Audience:

General Education Classroom Teachers

Month: April

Professional Development Topic:

TBD

Workshop Provider:

UFT ESL/Bilingual Committee

Date:

TBD

Audience:

ESL Teachers & ESL Coordinator

Month: May

Professional Development Topic:

Writer's Workshop Curriculum & ELLs

Workshop Provider:

Carl Anderson

Timeline:

TBD

Audience:

General Education Classroom Teachers

Month: May

Professional Development Topic:

TBD

Workshop Provider:

UFT ESL/Bilingual Committee

Date:

TBD

Audience:

ESL Teachers & ESL Coordinator

Month: TBD

Professional Development Topic:

Differentiated Math Problem Solving

Workshop Provider:

Deborah Armitage

Date:

TBD

Audience:

Classroom Teachers

2. Throughout the year, classroom teachers, ESL teachers, literacy coaches and administrators meet multiple times per month for in-house professional development during common preps, administrative meetings, and the instructional team meetings to discuss the implementation of the Common Core, the Danielson's rubric, and Universal Design for Learning. During these sessions, how to make the Common Core Standards accessible to English Language Learners is always discussed, particularly in the context of Response to Intervention and the Universal Design for Learning.

Additionally, contracted professional development for classroom teachers as well as ESL teachers also focuses on the common core and always covers topics relating to ELL accessibility to the common core state standards. Professional development this year will be provided for classroom teachers by Carl Anderson (Writer's Workshop, the Common Core, and ELLs) and Deborah Armitage (Differentiating Math Problem Solving). Professional Development for ESL teachers and coordinator will be provided by the UFT Bilingual/ESL Committee (Some examples of topics are the Danielson's Rubric and ELLs, The common core and ELLs [Geography and the common core], the NYCDOE Office of ELLs (NYSESLAT Testing and Literacy Instruction, The ELL Literacy Institute), and the NYS TESOL Conference (focusing on using thinking maps in ELL instruction, close reading, and administrative changes in ESL). Each of these workshops focus on the relation of the Common Core Learning Standards and English Language Learners.

3. ESL teachers provide support and are available to staff, students, and parents to assist ELLs as they transition from elementary to middle school. ESL teachers consult with parents, teachers, and students on issues related to transitioning to middle school and the social aspects of coming into a new country or new school. ESL teachers, administrators, and parent coordinators also provide information to parents, teachers, and other school staff about ESL programs in middle schools, exam information, the general transition period, and creating support networks in their new school. Parent Coordinator and 5th grade teachers guide all 5th grade families (including the families of ELLs) through the middle school selection process, provide them with information about special testing for middle school admission, etc. In addition to this, our school holds multiple informational assemblies for students hosted by neighborhood middle schools. ESL teachers and the parent coordinator reach out to parents about any issues/questions they may have regarding their child's future. As students grow up and work through middle school and transition to High School, the PS 247 staff continues to maintain relationships with families and provide support where they can as their children grow.

4. All ELL and non-ELL staff has received or are working towards the minimum of 7.5 hours of ELL training. In recent years, ESL/ELL professional development has been contracted through Accelerating minds, St. John's University, America's Choice, Catherine Brown, the Center for Integrated Teacher Education (CITE) as well as in-house workshops, lectures, presentations, modeled

lessons, reading groups, and administrative meetings. Ongoing professional development will be offered to current staff as well as new teachers. New teachers are identified are provided with professional development and extra support in working with ELLs. Teachers are also made aware of various professional development opportunities available outside of the regular school day, such as the UFT Bilingual/ESL Committee Meetings, State TESOL conferene, and office of ELL trainings and professional development sessions. Documentation of the 7.5 hours of training will be placed in the personal file of all participating teachers and staff.

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?

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

Also, parents are involved in various activities such as:

*Monthly workshops with guest speakers on various topics

*Lending Library where parents can borrow books

*Games, bingo and karaoke nights

*Field trips

*PTA activities

*Fundraising activities

*Parents as Reading Partners

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

2. PS 247 partners with other agencies like the Neighborhood Improvement Association and the Federation of Italian Americans to offer after school programs for adults and children. Also, our school is in partnership with colleges and universities throughout greater New York state in order to prepare parents and students for college. In addition to this we partner with the Asian American Association which has volunteer translation services available, as well as the Federation of Italian Americans, and we also occasionally use parent volunteers from the community for translation services of an appropriate nature.

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

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

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

Teachers are also aware of and sensitive to needs of parents and families. Teachers keep an "open door" policy with children and their families. If teachers are made aware of a family's need, they are mindful about referring them to school staff or community organizations that can help parents to meet their needs.

Translation and interpretation are also used in order to address parents' language needs. Based on the Language Preference Survey we are able to determine a parent's preferred language of communication. We utilize the DOE Over the phone translation service or use in-house staff for written and oral translation and interpretation when meeting with parents, communicating with parents over the phone, or sending information home.

We hope to offer a family literacy program and/or additional parent workshops with appropriate interpretation and translated

materials for the upcoming school year in response to an assessed parent and school community need.

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: <u>NYC College Partnership Elemen</u>		School DBN: <u>20K247</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Christopher E. Ogno	Principal		10/25/13
Erin O'Hanlon	Assistant Principal		10/25/13
Carmela Longo	Parent Coordinator		10/25/13
Alison DuBois-Eker	ESL Teacher		10/25/13
	Parent		10/25/13
Joann Liang/K ESL	Teacher/Subject Area		10/25/13
Maureen Morisano/Sp. Ed.	Teacher/Subject Area		10/25/13
Mary Toner	Coach		10/25/13
Terri Fazzolari	Coach		10/25/13
Sue Z. Meyerson	Guidance Counselor		10/25/13
	Network Leader		10/25/13
Diana Olsen	Other <u>Assistant Principal</u>		10/25/13
Dina Napolitano	Other <u>ESL Teacher</u>		10/25/13
Loredana Torelli	Other <u>ESL Teacher</u>		10/25/13
	Other		10/25/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 20K247 School Name: NYC College Partnership Elementary

Cluster: 4 Network: CFN 409

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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

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

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:

<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

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

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

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

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

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

Materials used in instruction are the following:

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

Part B: Direct Instruction Supplemental Program Information

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

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

Part C: Professional Development

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

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

Begin description here:

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

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

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

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

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

Part C: Professional Development

times feature a focus on working with ELLs.

Part D: Parental Engagement Activities

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

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

Begin description here:

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

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

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

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits)		

Part E: Budget

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

Allocation Amount: \$

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