



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** FORT GREENE PREPARATORY ACADEMY

**DBN (i.e. 01M001):** 13K691

**Principal:** PAULA LETTIERE

**Principal Email:** PLETTIE2@SCHOOLS.NYC.GOV

**Superintendent:** BARBARA FREEMAN

**Network Leader:** REX BOBBISH

**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
Paula Lettiere	*Principal or Designee	
Joseph Amoako	*UFT Chapter Leader or Designee	
Tedra Collica	*PA/PTA President or Designated Co-President	
Alima Rowley	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	
Eric manson	Member/ PTA	
Ryan Minezzi	Member/ UFT	
John Marro	Member/ UFT	
Selidith Thomas	Member/ PTA	
Kim Moore	Member/ PTA	
Marika Milien	Member/ PTA	
	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	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ 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)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

By June 2014, at least 80% of teachers will demonstrate effective practice in designing coherent instruction and using assessment in instruction as measured by the Danielson Framework for Teaching.

### 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 citywide shift to Common Core Learning Standards aligned curriculum resulted in either newly adopted curriculum or revision of curriculum in every subject area at Fort Greene Prep. 1/3 of this year's teaching staff are either new to teaching or new to the school. 2012-2013 SQR identified assessment aligned to instructional goals as an area of growth for the school.

### 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. Math, ELA, Science, History Departments participate in targeted coaching cycles aligned to the Danielson Rubric.
2. School schedule is designed to allot for Department and Grade Team meetings in which teachers engage in protocols to look at and revise unit and lesson plans and look at student work to inform instructional and assessment decisions.
3. All staff participate in multiple full day sessions of professional development targeted to improving practice as aligned to the Danielson Rubric.
4. 100% of Teacher teams will use protocols to look at student work and tune lesson plans to refine assessment and enhance instructional coherence across disciplines as part of regular team meeting by June 2014.

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

1. Key personnel in professional development and coaching cycles include Math Coach Simone Bingham from AUSSIE, Math Coach Lisa Parziale from CFN 101, ELA Coach Carol Turoff from CITE, History and Literacy Coach Rose Greco from CFN 101, Assistant Principal Annette Schaffer, and Urban Advantage Middle School Science Initiative staff.
2. Grade Team Leaders John Marro, Addae Cox, Emily Matassa, and Latisha Price are key personnel in grade team as well as content team meetings and development.
3. Key personnel for planning include Math Coach Simone Bingham from AUSSIE, Math Coach Lisa Parziale from CFN 101, ELA Coach Carol Turoff from CITE, History and Literacy Coach Rose Greco from CFN 101, Assistant Principal Annette Schaffer. The Principal, Paula Lettiere, works directly with each of these key people in order to set direction and goals, assess progress, and revise as necessary.
4. The schedule has been modified to permit time for team meetings during the school day. Grade team leaders, Administration (Principal/Assistant Principal, Grade Teams (6, 7, 8), Content Teams (History, ELA, Math, Science, SpEd, Elective).

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

1. Coaching cycles in all content areas have various targets, which are individualized to each teacher or teaching partnership. Examples of these targets include incorporating more literacy strategies into history units and lessons, communicating clearly with students, and aligning activities to learning outcomes. The effectiveness of each coaching session is evaluated weekly by the coach and principal. When the coaching has been effective, the coach moves on to a new target. When the teacher(s) continue to need support in that area, the coach continues to work with them until they meet the target.
2. Teacher team targets are set weekly at the Grade Team Leader Meeting. Each team has a goal for the week and reports back on progress the following week.
3. Unit planning targets are set 4 times a year, once at each marking period. Module plans, which run the duration of a marking period, are due for review 2 weeks prior to the start of the marking period. They receive feedback from the administration and coaches, and then teachers revise them in scaffolded planning sessions.
4. Grade team leaders came together in September to revise grading system to align the school's grading policy with the Common Core Learning Standards proficiency expectations, so as to more closely align to the language and grading methodologies presented with the State Exams. Grade teams selected protocols to be used for looking at student work and refining lessons and participated in several training sessions on best practice for using protocols as part of a team. Use of protocols were implemented in October. Grade team leaders meet weekly with the administration to assess team progress and revise team strategies to improve practice and student outcomes. Grade teams meet once a week to do this work. Content teams meet twice a week to do this work. Using the Danielson rubric, teacher progress in designing coherent instruction and using assessment in instruction as a result of these practices will be measured with the goal of 80% of all teachers demonstrating effective practice.

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

1. All three strategies (coaching, team meetings, and planning support) begin in September and continue through June; with the exception that planning for the fall begins in June. Because these are all strategies that tailor support to teachers, the timeline for each is structured but flexible. Coaching happens on a weekly basis, team meetings occur twice weekly, and until planning sessions occur four times per year and on an as-needed basis.

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

1. The largest programmatic resource allocated to supporting these strategies is time. No teacher at Fort Greene Preparatory Academy teaches a full schedule, according to the contract. In fact, our staff of 21 teachers collectively has 100 periods of contracted teaching periods that are used to plan, meet with co-teachers, meet with grade teams, meet with content teams, meet with coaches and push in to each others' classes to do targeted AIS. This significant amount of collaborative time allows teachers to plan, look at student work, create assessments, and receive targeted support. Time is also allocated during Faculty Conferences, Election Day, and Chancellor's Conference Days for staff members to engage deeply in this work. Financial resources are also allocated to pay coaches to support planning, implementing instruction, and using assessment.

**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).

Parent workshops will be conducting regarding the new curriculum, expectations of the Common Core Learning Standards, and their child's progress. Parent workshops will support parents to understand how students meet grade level expectations and where their child is in meeting these expectations. The online grading system, Jupitergrades, is accessible to all parents so that they can see their child's progress in real time and communicate directly with teachers via email regarding progress.

**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	x	Set Aside	x	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.

Students at Fort Greene Preparatory will improve academic behaviors and college and career readiness by participating in multiple community building events. This will result in an increase in student achievement, as measured by State test scores, and an increase in positive feedback regarding academic expectations and school safety on the annual survey.

**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.

Students at Fort Greene Preparatory Academy experienced a significant drop in math performance and math progress when they took the Common Core- aligned State exams. As a school, we have multiple strategies in place to support academic growth, but social and emotional support is less institutionalized. It, for the most part, is on a one-on-one as-needed basis. In order for students to make significant academic growth, they need support in developing academic behaviors and a sense of community in addition to academic support.

**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. Cultural Feast the day before Thanksgiving—Classes build the culture of our school, each grade, and each class by engaging in activities that address social and emotional needs and concerns. Then each student brings in food, and they share in a school-wide feast.
2. Career Day in December—Students complete activities in which they take a personality inventory, a career interest inventory, and a college major inventory. 20 career professionals come to the school and meet with classes to discuss what they do, how they got to their career, and what students need to do to get into that line of work.
3. College Dream Day in March—Each class studies a university that takes part in March Madness. At the end of the tournament, college athletes from across New York

City speak to the classes about what they play, what they study, and what it takes to be successful in college. Students engage in activities designed to help them decide what post-high school education they want to pursue and where.

1. Grade-wide assemblies and culture building events about appropriate play, bullying, handling conflict, supporting each other, praising progress, high school articulation, what it means to be successful

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

1. All teachers and many parents participate in the Cultural Feast from planning to serving food.
2. Career Day is organized by all teachers and staff, the PTA, and parent volunteers.
3. College Dream Day is run by all teachers, staff, and parents.
1. The culture-building activities are led by teacher teams and administrative staff.

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

1. The Cultural Feast target is for 95% of students to be in attendance and bring food to share.
2. The Career Day target is for 95% of students to be in attendance and to be able to articulate a possible career interest.
3. The College Dream Day target is for 95% of students to be in attendance and be able to articulate a possible post-high school educational plan.
1. Targets for culture-building are: an increase in students handling conflict appropriately, as measured by the amount and quality of Student Support requests received, a decrease in incidents and suspensions, and an increase in appropriate academic behaviors.

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

1. Cultural Feast—November
2. Career Day—December
3. College Dream Day—March
1. Culture-building activities—September- June

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

1. All events allow for a special schedule on that day or month. The PTA provides funds for events as necessary.

**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).

Parents participate in all of these activities by bringing food, serving food, organizing volunteers, providing funding, letter-writing, networking, and photographing events. Events are planned in partnership with the PTA and SLT.

**Budget and Resource Alignment**

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

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

xPTA funding

**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.

Organize the school to meet the needs of all students--- MATH GOAL-- The median growth percentile for math will increase by at least 10% (from 30% of peer range to 40%), as indicated on the Progress Report. The median growth percentile for the school's lowest third will increase by 15% (from 20% of peer range to 35%).

**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.

From the previous year, Fort Greene Preparatory Academy's Progress Report dropped from a B to a C. While ELA growth results were better than 63% of peer schools and 65% of schools citywide, the area that most impacted this drop was math progress. As a school, our progress was better than only 30% of our peer schools and 35% of schools citywide. Our school's lowest third made more progress than only 20% of our peer school's same subgroup.

**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**

The identified subgroups are the school's lowest third in math performance as well as the school's lowest third in math growth percentile. Strategies for supporting these students include:

1. a full-time ICT partnership in each grade in each section for math
2. adopting a new Common Core-aligned curriculum, CMP 3, with regular cycles of coaching and PD provided by CMP 3
3. twice weekly math coaching from AUSSIE and/or CFN 101
4. teacher teams regularly use meeting time to engage in looking at student work protocols to inform instruction
5. 7:30- 8:15 am math intervention program Scholar Safari 4 days a week
6. daily lunch time tutoring
7. Saturday Program January- April

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

1. Full time ICT partnerships include one content specialist and one special educator on each grade level 6-8..
2. All teachers implement the curriculum and engage in planning as well as PD sessions.
3. Key personnel include all math teachers, Simone Bingham from AUSSIE, and Lisa Parziale from CFN 101, and Beth Werner from Citywide Instructional Support.
4. All math teachers and scheduling allows for this.
5. Two sixth and seventh grade teachers provide Scholar Safari services.
6. All math teachers are scheduled to do math tutoring during student lunch.
7. 3-4 math teachers will teach the math program for Saturday Academy.

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

1. ICT partnerships are evaluated using the Danielson Framework for Teaching rubric
2. Periodic Assessments are the targets that will measure success of implementation of new curriculum.
3. Coaching cycles in all content areas have various targets, which are individualized to each teacher or teaching partnership. Examples of these targets include incorporating more literacy strategies into history units and lessons, communicating clearly with students, and aligning activities to learning outcomes. The effectiveness of each coaching session is evaluated weekly by the coach and principal. When the coaching has been effective, the coach moves on to a new target. When the teacher(s) continue to need support in that area, the coach continues to work with them until they meet the target.
4. Targets for teacher team meetings include continual modification of lessons due to looking at student work and improved student outcomes on classwork and assessments.
5. The targets for this program include each session maintaining the attendance of at least 10 students who are identified as in need of the support and improved student outcomes on assessments.
6. The target for daily lunch time tutoring is for students to receive extra support from the day's lesson if necessary. Effectiveness is gauged by improved performance on homework and classwork.
7. Effectiveness of this program is gauged by improved scores on the math exam.

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

1. Partnerships run from September through June.
2. Curriculum is implemented daily from September though June.
3. September- June
4. September-June
5. October- April
6. September- June
7. January- April

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

1. Teachers have common planning times and meeting times.
2. We purchased the curriculum and materials with Core Curriculum funding
3. The schedule is created to allow time for this PD.
4. The schedule is created to allow time for these meetings.

5. The teachers are paid with Fair Student Funding.
6. The schedule is created to allow for this.
7. The teachers are paid with Fair Student Funding

***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).

To increase parental involvement, during the 2013-2014 school year a parent orientation and series of PTA workshops will be conducted to explain changes and provide strategies for families to use at home to partner with the school in supporting their child's math learning. An online grading system, Jupitergrades, is used to communicate student progress to families and is updated weekly. Teachers also use the Jupitergrade system to email parents to communicate important classroom and school wide information.

***Budget and Resource Alignment***

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

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

**Goal and Action Plan #4**

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

***Annual Goal #4***

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

***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.

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

4.

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

4.

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

4.

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

4.

**E. 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.

<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Set Aside</b>	<b>Grants</b>
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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.

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

1.

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

1.

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

1.

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

1.

#### **E. 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
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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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	ICT in all sections Scholar Safari (AM AIS) Saturday Academy (Test Prep) Lunch Time Tutoring Extended Day AIS	Team teaching in class Before school small group Saturday small group In school one to one and small group Small group	During school day Before school Saturdays During School day After School
<b>Mathematics</b>	ICT in all sections Scholar Safari (AM AIS) Saturday Academy (Test Prep) Lunch Time Tutoring Extended Day AIS	Team teaching in class Before school small group Saturday small group In school one to one and small group Small group	During school day Before school Saturdays During School day After School
<b>Science</b>	AIS push in in all sections 1-2 period a week Scholar Safari (AM AIS) Saturday Academy (Test Prep) Lunch Time Tutoring Extended Day AIS	Push in teaching in class Before school small group Saturday small group In school one to one and small group Small group	During school day Before school Saturdays During School day After School
<b>Social Studies</b>	AIS push in in all sections 1-2 period a week Scholar Safari (AM AIS) Saturday Academy (Test Prep) Lunch Time Tutoring Extended Day AIS	Push in teaching in class Before school small group Saturday small group In school one to one and small group Small group	During school day Before school Saturdays During School day After School
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At risk counseling Mentoring	One to one and small group One to one and small group	During school

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

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 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.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
Currently 100% of teachers are highly qualified. Fort Greene Prep conducts ongoing talent searches to recruit the teachers who will be the best fit for the needs of our school community. To retain quality teachers we create differentiated professional development plans that allow for individual growth aligned to personal goals with a specific focus on developing leadership capacity among the teaching teams. The schedule is designed to focus teacher practice to one specific content area and one specific grade to maximize their planning time toward focused, effective practice. Teachers are fully involved in the decision making of the school in all aspects: curriculum, culture, resources, and professional development.

**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).
Coaching cycles in all content areas have various targets, which are individualized to each teacher or teaching partnership. Key personnel in professional development and coaching cycles include Math Coach Simone Bingham from AUSSIE, Math Coach Lisa Parziale from CFN 101, ELA Coach Carol Turoff from CITE, History and Literacy Coach Rose Greco from CFN 101, Assistant Principal Annette Schaffer, and Urban Advantage Middle School Science Initiative staff Paraprofessionals received training in multiple day-long sessions from the Network.

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Fort Greene Prep is a SWP school. Funds collectively go to support the training and programs listed previously.

**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.).

**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.
Grade teams meet weekly with the administration and participate in the decision making for all adopted materials and assessments.

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

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

- holding an annual Title I Parent Curriculum Conference;
- Using an online grading system, Jupitergrades, so that families can have real time access to their child's progress and be able to communicate directly with teachers regarding that progress.
- 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 including the Annual Cultural Feast, Career Day, Family Science Day, Family Science Night, College Dream Day and Field Day;
- 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;
- Adopting the new Core Curriculum materials of CMP3 Math and Expeditionary Learning in ELA

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;
- Meeting with parents for student data 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 with 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 promptly 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;
- Partnering with the school to implement at risk supports for students who require them either with academics or emotional well-being

## **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
- Set high goals and track your progress toward meeting them.
- Come to school with appropriate supplies necessary for success
- Wear the school uniform daily
- .

**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 <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>691</b>
School Name <b>Fort Greene Preparatory Academy</b>		

### 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 <b>Paula Lettiere</b>	Assistant Principal <b>Annette Schaffer</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Tina Giambastiani</b>	Guidance Counselor <b>Shellae Washington</b>
Teacher/Subject Area <b>Ryan Minezzi</b>	Parent <b>Tedra Collica</b>
Teacher/Subject Area <b>Joseph Amoako</b>	Parent Coordinator <b>Alima Rowley</b>
Related Service Provider	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>253</b>	Total number of ELLs	<b>14</b>	ELLs as share of total student population (%)	<b>5.53%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In							4	5	5					14
Pull-out														0
<b>Total</b>	0	0	0	0	0	0	4	5	5	0	0	0	0	14

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	9	ELL Students with Disabilities	1
SIFE	2	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	2

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	9	1	1	3			2			14
Total	9	1	1	3	0	0	2	0	0	14

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
Spanish														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## 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)								4	2					6

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)									3					3
Advanced (A)							4	1						5
Total	0	0	0	0	0	0	4	5	5	0	0	0	0	14

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					0
4					0
5					0
6	3	1			4
7	3				3
8	3				3
NYSAA Bilingual (SWD)					0

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

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

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

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

## After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

All incoming students, including ELLs, complete benchmark literacy and math assessments during the first weeks of instruction. This data is supplemental to ELA, Math, and LAB-R, and NYSESLAT assessment results from the prior spring administration, and forms a current picture of our incoming students. Analysis of these assessment tools forms the basis for classroom assignment, ESL push-in instructional schedules, and in-class instructional grouping. The data suggest that many of our long-term ELLs are literate in English but do struggle with reading comprehension and writing. Out new arrivals need support in decoding and comprehension.

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

LAB-R data across our school indicate that our students, who are new to the country, do not yet read, write, or speak any English. They need intensive support in gaining Basic Interpersonal Communication Skills and academic language. NYSESLAT data reveal that the ELLs at FGPA range from new arrivals with no English language acquisition to advanced ELLs who have been in the NYC school system for their entire educational career and need support in literacy and academic language. The data highlight the need for intensive, needs-based instructional strategies to facilitate proficiency attainment, while addressing additional needs of ELLs receiving special education and resource services.

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](#))

In general, our students perform better on listening and speaking than reading and writing. The data strongly indicates that our students require more needs-based instruction in reading and writing. It also highlights the need for the ESL, content, and Special Education teachers to work together in consultation with students to set literacy goals and targeted instruction plans that support literacy in each content area classroom. The staff members most involved in this process are the ESL teacher and ELA department.

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?

4a)

The patterns show that our long-term ELLs are all in the sixth grade, and our newest arrivals are in seventh and 8<sup>th</sup> grade. The new arrivals all performed at a high level on the Spanish LAB and are literate in their native language. However, they scored 0 on the LAB-R in English. They also scored a level 0 on the Science and History benchmark exams, and an average of 25% on the math benchmark, of all which are in their native language.

b) The first ELL Periodic Assessment will be administered later in the fall. Results will be compared to current NYSESLAT and LAB-R results, and used to gauge student and progress. Based on our findings, instruction strategies and group work will be restructured to address student needs and focus efforts towards language progress and proficiency. Results will be disseminated to teachers, students, and parents as follows:

- Teachers will use results in conjunction with in-class assessments and observations, to target instruction based on student needs in four language domain areas.
- Students will receive results and incorporate them into student portfolios for self-assessment and goal-setting. These portfolios will contain assessment data and contain self-selected samples of student work demonstrating progress and achievement in the four domain areas.
- Parents will receive the results and view student portfolios during Parent-Teacher conferences, to facilitate parent-teacher-student collaboration in language development.

c) Our first school-wide periodic assessments are in progress, and data will be analyzed for student performance in all subject areas.

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](#).)  
5. Not applicable.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Second language development is considered when determining instructional groupings and materials. It is a key element of classroom observations, as the language in the Danielson Framework clearly states that all students, including ELLs and IEPs, are considered in planning, supported during the lesson, and successful. Data used to inform decisions include LAB-R, ELL Periodic, and curriculum-based assessment results. Additionally, social history information gathered at the parent interview is considered such as amount of time in English instruction, years of school completed, and how much English is spoken at home or with family and friends.
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?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
In the ESL program, success will be gauged by progress on state assessments and student performance, and achievement of AMAOs, as follows: 1) annual increases in the number or percentage of LEP/ELLs making progress in learning English (increasing at least 43 total scaled score points, or increasing a proficiency level, on each annual NYSESLAT administration); 2) annual increases in the number or percentage of LEP/ELLs attaining English language proficiency; and 3) adequate yearly progress (AYP) for LEP/ELL subgroup in meeting grade-level academic achievement standards in English Language Arts (ELA) and mathematics.

## 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](#).)  
Upon enrollment, potential ELLs are identified by conducting an informal oral interview, in English and/or native language, to complete the HLIS survey--surveying the language that is spoken in the home. The HLIS survey and interview will be conducted by the ESL pedagogue, Tina Giambastiani, or Principal Paula Lettiere or Assitant Principal Annette Schaffer within 10 days of enrollment. The interview is conducted by ESL pedagogue in English and Spanish, and NYDOE translation services are called if translation services are needed for other native languages. Initial student class placement is based on this interview, and confirmed after LAB-R testing by ESL pedagogy within 10 days of enrollment. Upon confirmation of ELL status, parental notification explaining placement and procedures are sent in the native language. If a student's native language is Spanish and they do not pass the LAB-R according to informal results, the Spanish teacher, Tina Giambastiani, administers the Spanish LAB also within 10 days of enrollment. All ELLs complete the annual NYSESLAT assessment to measure progress towards English language proficiency. Testing is scheduled and coordinated by the school testing coordinator with assistance from the ESL coordinator.
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.  
Parent orientation is conducted by state certified ESL teacher Tina Giambastiani at the time of first enrollment, in the native language by staff or NYDOE translation. At this time, parent choices are explained, information is provided in the native language, parents watch the informational video online, and ask questions regarding the program and instruction. The parent

survey and program choice form is completed at the time of enrollment, with parents notified that students will complete the LAB-R within 10 days to verify ELL status.

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](#)].)

Entitlement letters are given to parents and students when they enroll by ESL teacher Tina Giambastiani. To ensure that parents complete and return the Parent Survey and Program Selection forms, parent orientations are conducted at time of enrollment by ESL staff. If a parent chooses not to complete the forms during the orientation, the ESL coordinator will contact parents by phone to ensure the forms are returned within 10 days of enrollment. Entitlement letters are mailed upon completion of LAB-R assessment, which is administered within 10 days of student enrollment. Records are kept on file in the main office.

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.

At time of enrollment and based on the findings from the parent interview and the HLIS form, new ELLs are placed in the requested program based on availability. If a program is not available because there are not enough students enrolled to create a program, parents will be informed that we will open the program as soon as we have 15 students enrolled in that program among 2 consecutive grades. Once 15 students are enrolled, parents will be contacted via phone and letter in the appropriately translated language. Initial placement is provisional; contingent on hand-scored results of the LAB-R assessment, conducted within 10 days of enrollment. If, after taking the LAB-R, students' initial placement is not supported by their LAB-R results (i.e. tested proficient), parents are informed of their child's proficiency. Continued entitlement letters are distributed after NYSESLAT results become available. Records are maintained in the main office.

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.

The NYSESLAT is given to all eligible students, according to ATS report RLER. The speaking section is administered first one-on-one by the ESL teacher, Tina Giambastiani. Each grade then takes the Listening, Reading, and Writing sections in that order in small groups. Records are maintained throughout the process to ensure that each student takes each section of the exam, even if they are absent on the initial day of administration.

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. [①](#)  
The trend in parent selection of program choices is for ESL. All ELL parents have selected that their child be placed in ESL. The programs offered at FGPA (ESL) are based on NYS research-proven successful program models and staff resources. Our students have demonstrated success in English language acquisition using this model according to NYSESLAT results.

## 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])?

The organizational models used in the ESL program are push-in and pull-out. ESL pull-out instruction is provided to one group of students, who are transitioned to a push-in model as their proficiency increases to intermediate and advanced levels.

The ESL program model is push-in and pull-out and uses heterogeneous grouping. ELLs in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade who receive ESL instruction remain with their home class for content instruction with pull-out and push in support ESL support.

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)?

Staff organization for mandated ESL instructional minutes is arranged to ensure standard, varied, grade-level instruction for students in heterogeneous class settings push-in ESL, and pull-out ESL class. Students in ESL programs receive ESL instruction from a certified ESL instructor. Content courses are taught by certified content teachers (math, science, history) with push-in ESL support.

All of our students receive the mandated ESL/ELA allotted instruction time based on student proficiency levels, 360 minutes for Beginners, 360 minutes for Intermediate, and 180 minutes for Advanced. In compliance with the New York City Department of Education's Division of Assessment and Accountability, all modifications for ELLs are implemented for city and state examinations. Explicit instruction is delivered by a certified ESL teacher to students. Students testing advanced on the NYSESLAT are programmed for at least 180 minutes of English Language Arts. The ESL teacher, Tina Gimabastiani, has 14 classes and 600 minutes of ESL throughout the week that are divided among each group of students so as to meet their allotted instructional time.

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.

Content areas of math, science, and humanities/history include standard, varied, grade-level instruction for students in the ESL push-in/ pull out programs. All content courses are provided by instructors certified in their area, using native language where possible to make content comprehensible and ESL scaffolding strategies to enhance language development. ESL teacher plans collaboratively with content area teachers twice a week for 45 minutes and supports all content areas with differentiation. Materials used in each content area align to their curriculum-- CMP3 in math, Expeditionary Learning in ELA, and science and history units aligned to the Common Core Learning Standards. All content area units of study focus on authentic learning tasks including science labs, non-fiction reading and writing, and making connections across multiple texts or contexts.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Newcomer ELLs take the Spanish LAB and the math baseline in Spanish. They also receive State exams in their native

language when appropriate

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? ELLs take the LAB-R at the time of initial enrollment. They also take the ELL Periodic Assessment twice during the year and the NSYESLAT in the spring. All of these formal exams, along with informal assessment, allow us to track and monitor language development across modalities.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a) SIFE Students: Teachers provide additional instruction support and analyze data to target areas of weakness. Lessons are scaffolded to activate prior knowledge of the students and allow access to the content. In groups of 5 or less SIFE students are provided with targeted reading development, and basic math skill building for 100 minutes a week, in addition to language services. They also participate in Scholar Safari, our morning support program and Saturday School, where they receive small group, targeted instruction.

6b) Newcomers in US schools less than 3 years: Newcomers, when their home language is Spanish, receive native language instruction through the ESL program, use and have access to native language materials in all classes, and receive native language support from Spanish-speaking teachers and staff. We have the capacity to provide additional pull-out intensive instruction and structured ESL instruction through computer technology 4 periods a day to new arrivals whose home language is not Spanish.

6c) ELLs in US schools 4-6 years: Administrators and teachers analyze available and current test data (NYSESLAT, ELA, Math, period content assessments) to determine instructional areas of greatest need and target instruction accordingly to promote language acquisition in all four domains. In-class instructional grouping allows targeted intervention to promote progress and challenge.

6d) Long-term ELLs (more than 6 years): Administrators and teachers will available and current test data (NYSESLAT, ELA, Math, periodic content assessments) to determine instructional areas of greatest need and target instruction accordingly to promote language acquisition in all four domains, with an emphasis on academic language building and application. A heavy instructional focus is put on literacy in all content areas, and students attend Extended Day for additional support.

6 e) ELLs with special needs: Multiple needs students receive ESL instruction as specified in their IEPs, in addition to mandated services in self-contained or collaborative team teaching settings. ESL instructors work with certified special educators and therapists to build language in accordance with the students' other instructional and learning needs, and with mandated accommodations for individual students.6. Scaffolding and visual graphic organizers are used in every class to support language acquisition. Students are organized into flexible groups so that they may work with their peers to support learning. Bilingual dictionaries and online programs are used to assist learning in the regular classroom. In Language Arts and Mathematics, students have two teachers to support smaller teacher to student ratios and small targeted group learning.

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?

Scaffolding and visual graphic organizers are used in every class to support language acquisition. Realia and laboratory materials are used in all science classes, and manipulatives are used in math classes. These materials help with language acquisition as well as content understanding. Students are organized into flexible groups so that they may work with their peers to support learning. Bilingual dictionaries and online programs are used to assist learning in the regular classroom. In Language Arts and Mathematics, students have two teachers to support smaller teacher to student ratios and small targeted group learning.

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?

ELLs receive the majority of their support services during the Advisory period, which allows them to attend all major courses in the least restrictive environment and learn amongst their peers. All of our classes have general education students and Students with Disabilities. We flexibly schedule support so that all students have access to the general education curriculum and interaction with students of diverse backgrounds. ELLs and SWDs are placed in their program according to their IEPs.

Technology is used to support language development in class through the use of online bilingual dictionaries and language building programs such as BrainPop.

**Courses Taught in Languages Other than English [i](#)**

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

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

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

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

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

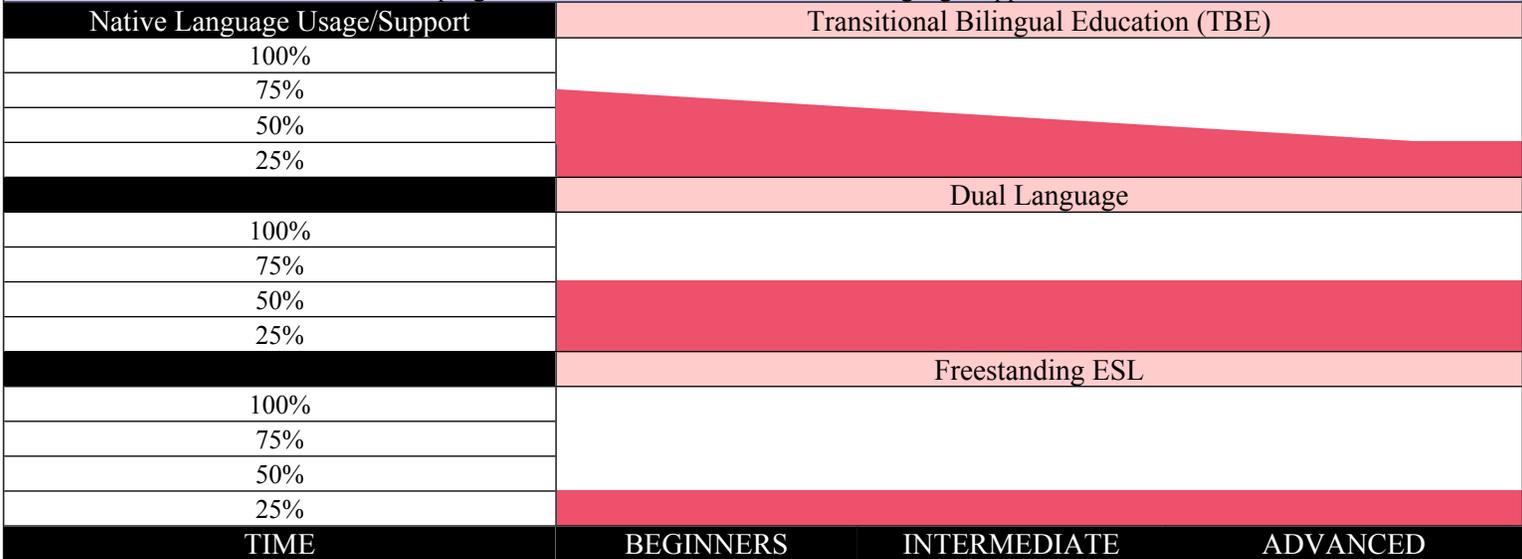
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**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.

ELA: FGPA uses differentiated lesson planning and targeted literacy instruction based on the Expeditionary Learning curriculum to build literacy levels. In addition, ELLs will attend the extended day program four days a week focusing on ELA, including reading comprehension and writing skills. Computer technology and online literacy programs enhance learning throughout all subject levels.

Math: FGPA uses differentiated lesson planning and targeted instruction based on the CMP3 baseline assessment data. ELLs will attend the early morning program (commencing in November) for an additional hour of instruction twice weekly in math, including computation and grade-level concept skills.

Science and Social Studies: FGPA uses differentiated lesson planning and targeted instruction in Science and Social Studies. ELL students also attend Extended Day and tutoring, where they gain individualized instruction based on their needs.

In all subject areas, native language is used to support student understanding through identifying cognates and utilizing bilingual glossaries and google translate.

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

Our ESL program is effective in moving students from one level of proficiency to another, and multiple students are passing the NYSESLAT each year. In terms of content development, our ELLs perform better in math and science than ELA and history, as they are developing literacy skills over time.

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

Due to an increase in ELLs who are brand new to the country, we will work with an ESL coach to provide additional professional development to teachers. ELLs achieving proficiency on NYSESLAT will have continuing transitional support within classes from content teachers who meet regularly with ESL instructor to learn and apply ESL teaching methodologies to support continued language support and development. All teachers at FGPA participate in weekly group team meetings, at which individual student needs and instructional strategies are discussed. Teachers will also receive regularly scheduled professional development on differentiation instructional strategies for ELLs and Students with Disabilities during the year by outside coaches.

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

At this point we have no plans to discontinue any ELL programs, but will make changes as data indicates which instructional models are most effective in meeting the language development needs of all ELL subgroups.

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

All ELLs at FGPA have equal access to all school programs, including service learning roles, after school clubs, extended day instructional programs like Scholar Safari and 37 1/2 Minutes, and off-campus learning trips. Some of these activities include soccer, flag football, basketball, track, step team, drama club, music club, and robotics. ELLs are invited to sign up for all of these activities and participate in any of them. Trips include but are not limited to The Metropolitan Museum of Art, The Museum of Modern Art, the Hall of Science, and Lincoln Center.

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

Instructional materials for ELLs include a range of bilingual Spanish texts and leveled readers in the content areas. Computer literacy programs such as BrainPop ESL are used to boost student learning.

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

Currently there are five languages represented in our ELL population, and we have staff members who speak 9 languages. Whenever possible, we connect ELLs with staff members who speak their native language to provide both linguistic and emotional support as they transition to our school. Spanish-speaking ELLs in the ESL program receive instructional support from

the ESL instructor who speaks Spanish, and other teachers who also speak Spanish. This includes translation at times, giving directions in the native language and identifying key words in the native language in order to support comprehension. Additionally, we have texts for students to read in their native language.

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

As students enter the country, they are placed in the appropriate grade level according to their age. All instruction is linked to and guided by NYS 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade standards for content, ESL and ELA. When students' academic level is not at their grade level, we put age appropriate supports in place to help them access the curriculum. This is often small group instruction and differentiation. Additionally, students participate in early morning, after school, and Saturday programs to support their learning and increase the amount of instruction they receive as well as the time they spend with native English speakers who are the same age as them.

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.

FGPA conducts a summer orientation session for all students in September. In this orientation, all students (including new ELLs) and their parents meet teachers, learn about class expectations and requirements, tour the school, and engage in team building activities to build friendships and school culture. A translator is provided to parents who speak a language other than English.

18. What language electives are offered to ELLs?

All 6<sup>th</sup> and 7<sup>th</sup> grade all students including ELLs, have a Spanish elective, and some students continue in 8<sup>th</sup> grade. All students receive electives in Art and Technology.

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)?

n/a

## 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. All instructors including ESL instructors are participating in a continuous cycle of observation, feedback, and planning that focuses on the creation of tasks that are authentic, engaging, comprehensive and worthwhile. ESL and content teachers will attend additional workshops to support their growth in providing differentiated instruction in the content areas throughout the year. In addition, all teachers, including ESL teachers and content teachers, participate in weekly group team meetings to discuss student needs and instructional strategies, analyze lesson plans and intervisit classrooms across all content areas. Office staff including guidance counselors, parent coordinator, school secretary and other support staff are trained in welcoming all families and how to use the DOE translation services when necessary.

The PD plan also varies by department. The math team participates in regular cycles of professional development with two math coaches, one from our network and one from AUSSIE. They also attend multiple day-long sessions for implementing CMP3, their curriculum. The ELA department participates in weekly cycles of planning, observation, and feedback with a contracted literacy coach in addition to curriculum sessions for Expeditionary Learning. They also attend PD at Columbia University for a variety of topics, including De-Escalating Student Behaviors and Universal Design for Learning. Additionally, they are part of a PD cycle with our network around planning and implementing lessons. The history department works closely with our network coach as well, also in planning and executing Common Core-aligned units and lessons. The science department works with Urban Advantage to create investigations and an after school program.

2. Professional development is currently underway for all staff in their content areas as we continue to build curricula that are Common Core-aligned. Each department meets regularly with coaches, who support their planning and lesson implementation. The ELA department uses the Expeditionary Learning curriculum, and the math department uses CMP3. Both departments attend PD provided by these organizations. The science department works with Urban Advantage, and the Technology department has a partnership with NYU Polytech.

3. ELLs who are transitioning to middle school participate in twice weekly advisory classes designed to support them through the transition and learn how to manage materials, relationships, and stress. ELLs who will transition to high school meet with the ESL teacher and guidance counselor to decide which high schools to apply to. They also attend parent workshops and trips to aid in the selection process. Our guidance counselor attends a series of workshops about bullying and supporting students who need additional emotional support.

4. Our staff will work directly with an ESL consultant starting at our October Faculty Conference to get strategies to support newly arrived ELLs. The main focus was identifying key vocabulary for understanding a passage and how to teach it in order to promote comprehension. This training will continue throughout the year and be provided by our ESL teacher and assistant principal, who also has an ESL license. The ESL teacher is regularly a part of grade and content team meetings, in which she supports teachers in implementing strategies to support ELLs. Whole staff PD records are maintained by the assistant principal in a PD log and PD binder, and team meeting PDs records are maintained in a binder by Grade Team Leaders and Content Team Leaders.

## 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?

### PARENTAL INVOLVEMENT ACTIVITIES

#### >>>FALL<<<

Parent Orientation

Jupitergrades online grading parent workshop

Parent brunch

PTA meetings

SLT meetings

Thanksgiving Cultural Feast

#### >>>WINTER<<<

High School preparedness workshop

Holiday Party

PTA meetings

SLT meetings

Valentine's Party

#### >>>SPRING<<<

PTA meetings

SLT meetings

Parent workshop preparing for Exam time

#### >>>SUMMER<<<

PTA meetings

SLT meetings

These activities build community among the parents and help parents become more involved in their student's success. They are organized based on parent feedback from past years as well as parent input during the planning period. When requested or necessary, translation services are available for parents.

### 2. SCHOOL PARTNERSHIPS

The school partners with Team First, University Settlement and Irondale Theater Ensemble to provide workshops and services to parents of ELLs. When requested or necessary, translation services are available for parents.

### 3 and 4. PARENTS' NEEDS

Parents are provided with various opportunities to inform the school of their needs and concerns. For example, we provide parent surveys from the Department of Education, and we dialogue with the parents during meetings. The Parent Coordinator evaluates the needs of the parents by reading feedback written by parents in surveys, conversing with parents during meetings, SLT gatherings, and PTA gatherings on what they would like to see. In order to address their needs, the school organizes parental workshops based on the requests of the parents.

### **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: Fort Greene Preparatory Academ**

**School DBN: 13K691**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Paula Lettiere	Principal		
Annette Schaffer	Assistant Principal		
Alima Rowley	Parent Coordinator		
Tina Giambastiani	ESL Teacher		
Tedra Collica	Parent		
Ryan Minezzi/ art	Teacher/Subject Area		
Joseph Amoako/ science	Teacher/Subject Area		
	Coach		
	Coach		
Shellae Washington	Guidance Counselor		
	Network Leader		
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015**

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

DBN: **13K691** School Name: **Fort Greene Preparatory Academy**

Cluster: **1** Network: **101**

**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**

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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.

Fort Greene Prep analyzes ATS and ARIS data to determine the variety and frequency of languages other than English used at home with our families. Parents are surveyed at PTA events to determine the language needs of the community.

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.

Currently, there are 7 languages other than English used by the families of students: Bengali, Arabic, Hatian-Creole, Fulani, French, French-Hatian Creole, and Spanish. 27% of our population speaks Spanish at home. Less than %1 of our population speaks Arabic, Hatian-Creole, Fulani, French, or French-Hatian Creole at home. At the PTA meetings, parents were informed that communication with the school community would be provided in multiple languages based on the need through interpreters and translated document.

## Part B: Strategies and Activities

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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.

Translated copies of school documents will be printed from the DOE website. Internal school documents will be created by school staff and distributed at the same time. Autodialer messages and website information (using echalk) will be translated instantly as part of the system at the time of delivery. In the event that parents speak a language that is not part of the automatic translation and not a language spoken by the staff, the DOE interpretation unit will be contacted by the parent coordinator to translated documents and messages one week prior to the general distribution. All parents will be informed in their home language of how to request a translated copy when in need. Signs are posted in the school office in each non-English home language and on the school website, as well as sent home with students. Oral interpretation will be provided by in house personel for Spanish, Arabic, and Farsi speakers, and the DOE translation unit for all other home languages.

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.

The school currently employs multiple team members who are fluent in Spanish, Arabic, and Farsi to communicate with families who speak those languages during regular school hours. The DOE translation services are used as necessary to communicate with our Bengali, and Hatian speaking families. The school's autodialer system translates all school messages into these languages to further support communication with these families.

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>.

Notification of the availability of translation services will be posted in the main office and on the school's website. The parent's Bill of Rights and information regarding requesting of translation services in multiple languages is sent home with all students at the beginning of the school year.

