

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: DR. RICHARD R. GREEN
DBN (i.e. 01M001): 18K244
Principal: DEON EDWARDS
Principal Email: DEDWARDS@SCHOOLS.NYC.GOV
Superintendent: BEVERLY WILKINS
Network Leader: CHARLES AMUNDSEN

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
Deon Edwards	*Principal or Designee	
Jeanine Santopietro	*UFT Chapter Leader or Designee	
Akilah Cotttoy-Spencer	*PA/PTA President or Designated Co-President	
	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	
Natalie Mason-Kinsey	Member/ Parent	
Ramona Alfred	Member/ Parent	
Adette Samuel	Member/ Parent	
Samoia Yarofulani	Member/ Parent	
MaryAnn Johnson	Member/ Parent	
Monifa Hinds	Member/ Parent	
Phillip Watt	Member/ SBST & Guidance	
Eric Klein	Member/ Teacher Grade 3	
Jonelle Carter	Member/ Teacher Special Education	
Mourine Thornhill	Member/ Pre-K, K, 1 & 2 Teachers	
Noreen Oliver	Member/ Clusters	
Jennifer Jones	Member/ Teacher Grades 4 & 5	
	Member/	
	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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, 5% of students in Grades 4 and 5 will show an increase in performance from Level 2 to Level 3 on the NYS ELA exam.

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.

1. School administrators and teacher inquiry teams analyzed the 2014 NYS ELA exam results and identified the school's bottom third and students on proficiency levels 1 & 2. Based on analysis of 2014 NYS ELA test scores, only 22.4% of students performed at proficiency levels 3 & 4.
2. All students in Grades 4 and 5 students were assessed in the Fall of 2014 using the I-Ready on-line assessment, ReadyGen diagnostic assessment and Schoolnet baseline assessment. Student performance was consistent with State standardized results as more than 30 percent of students performed below standards.
3. Administrators and teacher inquiry teams reviewed the items skills analysis of the NYS ELA exam results and fall baseline assessments and noted strong areas of deficiencies in CCLS reading standards including RL4.2;

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. During the daily RTI period from 9:00 – 9:30 am, out of classroom teachers work with targeted students, implementing specific instructional strategies to address identified areas of weakness. An academic intervention class has been added to the instructional program to provide additional support to students in Grades 2-5. Intervention focuses primarily on target areas based on baseline and diagnostic assessments and unit exams.
2. Professional development workshops are focused on developing teacher's use of data in order to design lesson tasks and activities differentiated for groups and individual students. Teachers also receive professional development on the use of computer-based program, Imagine Learning, which focuses on English Language Learners and Students with Disabilities, and other instructional tools to further target daily instruction.
3. Low performing students participate in academic recovery afterschool program. Teachers use the data from schoolwide and class assessments to address specific math and reading standards for more targeted instruction.

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

1. Grade 4 and 5 teachers and out of classroom teachers providing RTI services.
2. Grade 4 & 5 Teachers and Academic Intervention Teacher; Network ELA coach; I-Ready and Imagine Learning consultants; UFT Teacher Center Staff Developer; teacher facilitators' assistant principals; principal
3. Afterschool academic recovery teachers; assistant principal; UFT Teacher Center Staff Developer

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

1. Students will demonstrate proficiency as measured by Schoolnet and ReadyGen assessments administered in December, February and May. Teachers maintain weekly RTI logs detailing students' response to intervention services.
2. Administration of end-of- unit tests and computer-based assessments, Imagine Learning and I-Ready will be used to monitor student growth in targeted standards with focus on informational texts.
3. Afterschool academic recovery students will be regularly monitored using Strategies To Achieve Reading Success (STARS) unit tests.

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

1. September 2014 – June 2015
2. September 2014 – June 2015
3. September 2014 – June 2015, November 2014 – May 2015 Afterschool

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

1. Purchase of Wilson's Reading Program, Recipe for Reading, Focus Intervention and Imagine Learning. RTI teachers receive professional development on the intervention programs during the 80-minute PD sessions on Monday.
2. Ready Gen Core Curriculum Materials and purchase of Ready NY ELA for supplementary instructional materials and I-Ready instructional support guides. UFT teacher center staff developer provides workshops during lunch periods twice per month focused on differentiation of instruction, unpacking CCLS and use of

technology in instruction.

3. Purchase of STARS workbooks for academic recovery program. Teacher and Supervisor Per Session (1.5 hours per week) for afterschool program.

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).

1. Series of parent workshops at different times will provide greater understanding of exam content aligned with CCLS with specific emphasis on instructional shifts and strategies for supporting learning. Parent workshops will deepen understanding of State test results provided through ARIS parent link.
2. Teachers on each grade provide monthly newsletter to parents outlining specific topics and skills to be addressed.
3. Report cards and Interim progress report emphasize specific areas of reading strengths and deficiencies. Teachers meet with parents during Parent Engagement period on Tuesdays for further discussion of students' academic performance.
 - A computer is available and dedicated to parent use throughout the school day to provide access to relevant websites.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, 70% of students in Grades 3, 4 and 5 will demonstrate ability to construct organized essays using clear and relevant evidence aligned to the Common Core Learning Standards evidenced by an increase of one or more levels on the NYC Writing Performance Assessment between the baseline and end of year assessment.

Comprehensive Needs Assessment

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

1. Students in grades 3, 4 and 5 were assessed using the NYC Writing Performance Task and rated using a common rubric that includes specific traits of effective writing. Teachers in grade teams analyzed the results of the assessment and identified specific areas for improvement—organization, development and conventions.
2. Teachers and administrators analyzed constructed response scores on NYS ELA Standardized Exam and noted that ratings ranged between 0-1 for more than 50 percent of students.
 - Based on analysis of baseline writing assessments, teachers noted students' inability to use text evidence to support main idea or opinion and to organize information in a structured essay.

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. Teachers on grade teams will craft specific learning objectives aligned with the writing traits identified as growth areas for students and will integrate constructed response questions in all reading lessons with emphasis on textual evidence to support responses.
2. Based on training in looking at student work, teachers will follow an established protocol to look at samples of student work from monthly writing tasks and daily response journals to identify deficiencies and determine specific instructional strategies to address students' weaknesses.
3. Students' daily response journals include informational passages and constructed response questions by teachers and monitored by both teachers and school administrators. Teachers administer monthly writing tasks and adjust curriculum for alignment of instruction based on students' needs.

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

1. Teachers grades 3, 4 and 5,
2. Teachers grades 3, 4 and 5, School Instructional Team, UFT Staff Developer, Administration
3. Teachers grades 3, 4 and 5, UFT Staff Developer, Administration

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

1. Teacher lesson plans and student work products; ReadyGen writing journals.
2. Teachers on grades 3, 4 and 5 will meet during common planning time and use protocol to evaluate samples of student work and determine next steps for instruction.
3. Grade unit writing tasks and student response journals will be evaluated by classroom teachers and administrators using a common rubric.

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

1. September 2014 – June 2015
2. September 2014 – June 2015
3. September 2014 – June 2015

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

1. Teachers are scheduled once per week for collaborative planning of writing lessons that specifically address common areas of weaknesses across each grade and are guided in crafting writing objectives that are clear, measurable and achievable.
2. Ready Gen ELA materials support Common Core Learning Standards in Writing.
3. Professional development on Mondays provided by both UFT staff developer and network ELA coach provide specific strategies to teachers in grades 3, 4 and 5.

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).

1. Administrators and teachers will facilitate Common Core Workshop for Parents and share various reading passages and writing samples that demonstrate the

expected writing standards for each grade level.

2. Parents will receive training on student performance report on ARIS to understand the writing component of the exam and students' performance levels. School will distribute instructional resources for parents to extend writing strategies at home.
3. Teachers will communicate with parents on report card and progress reports about specific writing deficiencies and specific practices to extend at home.

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
----------	-----------------	----------	-----------------	--	------------------	--	------------------	--	------------------	--	---------------

List any additional fund sources your school is using to support the instructional goal below.

--

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015, 5% of students in grades 4 and 5 will show an increase in performance from Level 2 to Level 3 on the NYS Mathematics exam.

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.

1. Administrators and teacher inquiry teams identified students at proficiency levels 1 & 2 and the school's bottom third on the 2014 NYS Mathematics exam. Based on the evaluation of NYS Mathematics test results, 32% of students performed at proficiency levels 3 & 4.
2. Students in grades 4 and 5 students were assessed in the fall of 2014 using Schoolnet, Go Math assessments and I-Ready on-line assessments. Student performance was consistent with State standardized results as more than 30 percent of students performed below standards on key mathematics standards.
3. Administrators and teacher inquiry teams reviewed the items skills analysis of the NYS Mathematics exam results and fall baseline assessments to identify key mathematic standards in which students' demonstrated lowest performance.

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. Teacher teams will analyze item skills analysis of unit tests to identify target standards and design lessons to differentiate instruction for groups of students. Special education teachers receive professional development to modify curriculum in order to align instruction with students' academic goals.
2. Teachers will increase use of CCLS-aligned *Ready* instructional resources to target specific skills and formatively assess student understanding. Teachers will increase use of daily math journals to address constructed response questions and use of rubric for assessment.
3. Low performing students participate in academic recovery afterschool program. Teachers use the data from schoolwide and class assessments to address specific math standards for more targeted instruction.

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

1. Grade 4 and 5 teachers, Administration
2. Grade 4 and 5 teachers, School Instructional Team, RTI Team, Administration
3. After school academic recovery teachers,

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

1. Students will be assessed in December, February and May using School Net assessments, in order to monitor growth and inform instruction.
2. Classroom teachers will administer Go Math end of unit tests and use protocol to look at samples of student work products using rubric
3. Afterschool academic recovery students will be regularly monitored using Strategies To Advance Mathematics Success (STAMS).

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

1. September 2014 – June 2015
2. September 2014 – June 2015
3. September 2014 – June 2015 Extended Day, November 2014 – May 2015 After school

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

1. Regularly scheduled common planning, professional development and afterschool sessions.
2. Purchase of Ready NY CCLS Mathematics and I-Ready instructional resources to assess skills and inform instruction.
3. Purchase of STAMS workbooks for afterschool program. Teacher and Supervisor per session (1.5 hours per week) for an afterschool program

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).

1. Parent workshops will focus on the instructional shifts and mathematical practices to deepen understanding of the CCLS.
2. Parents will receive training on student performance report on ARIS to understand key mathematics standards and skill development to increase student proficiency.
3. Resources from, Engage NY and other educational sites will be shared with parents to support their understanding of math skills in order to extend learning at

home.

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

. By June 2015, 50% of a target group of teachers with ineffective or developing rating in Domain 3 will improve at least one level in Charlotte Danielson's Framework for Teaching Component 3C - Engaging Students in Learning

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.

. In September 2014, after analyzing teacher performance ratings in Component 3c and conferring with teachers around professional growth areas, designing cognitively rigorous tasks differentiated for groups of students was a recurring area of improvement across grades and subjects. While teachers' overall MOTP rating was Effective, observation reports indicate that more than 30 percent of teachers had received more than one Developing rating in component 3c. Further, based on the 2013-2014 Quality Review, the following feedback was noted *"Ensure deliberate integration of multiple entry points into lessons to further engagement in challenging tasks, which fosters critical thinking and promotes participation in rich discussions."*

Instructional Strategies/Activities

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

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

1. . Professional development providing in depth understanding of Danielson's Framework for Teaching and guidance in designing coherent instruction. Teacher-led Intervisitations for observation of specific methodologies and professional development through lesson study.
2. Increased professional development in differentiation of instruction and use of data to inform daily instructional decisions for groups of students. UFT teacher center staff developer conduct monthly workshops focused on targeted topics including, unpacking the CCLS and strategies for integration of technology into instruction.
3. Grade level teacher teams will meet weekly to support data analysis and common planning using strategies from professional articles, video presentations and ReadyGen and GoMath instructional guides.

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

1. Teachers Grades K-5, Administration, Teacher Center Teacher Leader
2. Teachers Grades K-5, School Instructional Team; instructional leads in Math and ELA; UFT Teacher Center Specialists, Outside Consultants
3. Teachers Grades K-5, Teacher Center Teacher Leader

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

1. Regular observations of teachers with timely feedback, including next steps by the administration. Administrators will observe the specific use of technology in instruction beginning with designated days for each grade.
2. Feedback conferences with administrators include looking at student work products and data to determine impact of teaching on student learning.
3. Teacher teams provide written and verbal feedback to administrators explaining how information will be integrated or implemented in daily instruction. Teachers complete feedback surveys on the relevance of the workshops and additional support needed.

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

1. September 2014 – June 2015
2. September 2014 – June 2015
3. September 2014 – June 2015

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

1. Planned professional development session for 80 minutes per week; common planning periods for each grade
2. Teacher per session (1.5 hours per month) for the School Instructional Team
3. Title I Highly Qualified Teacher funding to purchase professional development consultants .Use of 85 professional development hours provided by CFN531 to provide strategies for differentiating instruction.

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).

1. During PA meetings, SLT meetings and parent workshops, administrators provide further explanation of classroom instructional strategies geared towards developing students' proficiency in CCLS.
2. Parent Newsletters include instructional topics and key strategies for extension at home.
3. Family night activity programs to strengthen the home/school connection and to provide parents with opportunities for networking

Budget and Resource Alignment

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

X	Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	---	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #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.

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

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
--	----------	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Wilson Reading Program 3-5 • Recipe for Reading K-3 • Focused Reading Intervention 2-5 • Imagine Learning K-5 (Bottom Third, ELLs & SDWs) • IReady online Program 1-5 • STARS 3-5 • Ready New York CCLS. K-5 • Teacher Made Activities K-5 • Ready Tool Box 	<ul style="list-style-type: none"> • Small group/ one on one • Small group instruction • Small group instruction • One on one • Small group • Small group • Small group • Small group 	<ul style="list-style-type: none"> • During the school day • During the school day and After School • During school day • During school day • During the school day • After school program • During Extended Day
Mathematics	<ul style="list-style-type: none"> • STAMS 3-5 	<ul style="list-style-type: none"> • Small Group 	<ul style="list-style-type: none"> • During After School Program
Science	<ul style="list-style-type: none"> • Science Libraries 2-5 • Little Readers Comprehension Plus 2-5 	<ul style="list-style-type: none"> • Small group instruction • Small group instruction 	<ul style="list-style-type: none"> • During the school day • During the school day
Social Studies	<ul style="list-style-type: none"> • Scholastic News 	<ul style="list-style-type: none"> • Small group instruction 	<ul style="list-style-type: none"> • During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • At risk counseling by school guidance counselors • At risk speech therapy by speech pathologists 	<ul style="list-style-type: none"> • Individual and small group • Individual and small group 	<ul style="list-style-type: none"> • During the school day • During the school day

**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 *TA Schools Only* section

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Newly hired teachers are vetted through an interview process with administration, staff developer and exemplary teachers on similar assignments. • Newly hired teachers are assigned mentors. Non-tenured and new teachers work closely with staff developer, consultant from the Office of Teacher Effectiveness and administrators. • UFT Teacher Center Staff provides professional development, support and resources to develop and promote the Common Core Learning Standards and strategies to enhance teachers' professional learning. • School staff works closely with CFN 531 Human Resources personnel to ensure that all teachers have the required documentation and assessment. • All teaching staff, including newly hired teachers, participates in high quality professional development which focuses on the development of rigorous instruction for all students. • Highly Effective and Effective teachers facilitate professional development workshops and host intervisitations.

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).
<ul style="list-style-type: none"> • Differentiated professional development is prepared and disseminated at the school for teachers, paraprofessionals and support staff. • Teachers, staff developers, and administrators participate in NYC professional development relating to the Core Curriculum • Teachers attend professional development sessions provided by UFT Teacher center. They then turnkey their training to other staff members. • Teacher teams attend CCLS professional development sessions provided by CFN531. Opportunities to turnkey information are provided. • Ongoing weekly professional development for all teachers in order to endow them with a deeper understanding of Teaching Framework which will provide them with the tools needed to enable their students to meet the CCLS.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Through conceptual consolidation, all funds are integrated to support the needs of all of the students. Decisions are made aligning the funding to the intended purpose and for the maximum benefit to the school populations with supports all the sub groups.

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.).
Pre Kindergarten curriculum is aligned to the CCLS. Prekindergarten teachers receive CCLS professional development pertaining to their population in addition to school wide professional development in Danielson's Framework for Teaching. Parent involvement activities are planned to include and inform Pre-kindergarten parents.

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.

A committee was formed to evaluate the Methods of Student Learning (MOSL) and to come to consensus on the use of assessment measures. Extensive professional development is provided to teachers in the use of assessments to inform and differentiate instruction. Grade level teams and an instructional team that encompasses all grades are an integral part of the decision making process determining the selection of 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).

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Night events;
- annual parent-involvement events that includes *Parents as Reading Partners* and *College and Career Week*
- establishing a Parent Resource Center/Area and providing CCLS-aligned instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

DBN: 18K244

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes

of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$516,321.63	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	\$241,100.00	X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$3,027,755.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 18	Borough Brooklyn	School Number 244
School Name Richard R. Green		

B. Language Allocation Policy Team Composition [i](#) 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 Deon Edwards, IA	Assistant Principal Leona Shapiro
Coach Chantal Numa	Coach
ESL Teacher Eric Smith	Guidance Counselor Stacey Solomon
Teacher/Subject Area Danielle Pontrello/Science	Parent Akilah Cottoy-Spencer
Teacher/Subject Area Lelia Awwad/ 2nd Grade	Parent Coordinator Gail Wright
Related Service Provider Zahava Fischbein/ Speech	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	774	Total number of ELLs	18	ELLs as share of total student population (%)	2.33%
--	------------	----------------------	-----------	---	--------------

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Push-in	4	3	2	1	2	3								15
Pull-out	2	1												3
Total	6	4	2	1	2	3	0	18						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	17	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	1	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	17		3	1		1	0			18

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	17	0	3	1	0	1	0	0	0	18
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	1	1			1								6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	3	3	1	1	2	2								12
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	6	4	2	1	2	3	0	18						

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)	2	1												3
Intermediate(I)		2	1		2									5
Advanced (A)	4	1	1	1		3								10
Total	6	4	2	1	2	3	0	18						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			3						3
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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:

- 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.
 - P.S. 244 uses Fountas and Pinell to assess the early-literacy skills of ELLs. This information is then put into ARIS. It's useful to be able to disaggregate the specific phonemic skills. Knowing a student's reading level helps the ESL teacher to shoot for

the Zone of Proximal Development when giving reading instruction in English. This information can also help guide the differentiated instruction that the ESL teacher provides to the students during the push-in ELA periods.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
In looking at the data patterns across proficiency levels, one can see that as students have more and more time in E.S.L. at our school their English proficiency improves. Generally, they move up a level each year, from Beginner to Intermediate the first year, and usually from intermediate to advanced the next year.
There's also a pattern to how most students acquire English. Generally, the initial areas of improvement are in speaking and listening. This is backed up by literature on ELLs, especially the work of Jim Cummins, who writes on the social skills (BICS) being the first domain acquired. An initial focus for newcomer ELLs will be the acquisition of oral skills in English (oracy), although of course reading and writing are also taught from the get-go. However, as the ELL becomes more and more proficient in the spoken aspect of English, the focus turns to the written aspect, and specifically the academic language which he will need for further success in English-language classrooms.
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 [AMAQ tool](#))
n/a data not release for 2013
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?
 - a) n/a
 - b) n/a
 - c) n/a
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#))
All ELLs will benefit from strong classroom instruction, which under the RtI framework is considered the "instructional core". Universal screening is administered to all of our students, and this applies to ELLs as well. In addition to the LAB-R English and Spanish, the ELLs receive an RtI screening, in their native language if possible.
There is then intensive, targeted intervention based on the data (including Spanish Lab-R results, screening results, and E-Clas results) for the at-risk ELLs. This happens in the students' classroom with a push-in ESL teacher giving guided support during Tiers 2 and 3 interventions.
6. How do you make sure that a child's second language development is considered in instructional decisions?
ELL status indicates that a child has a fully developed first language other than English. It's repeatedly emphasized to the classroom and cooperating teachers that an ELL is not a student with a disability. A language difference is not to be seen as a language disorder. Informed by this knowledge, we then strive to make decisions about the delivery of instruction with this in mind. We use the first language to scaffold acquisition of English. We ensure that directions for tasks are read more than once, and in the simplest manner possible.
We also make sure to let the child know that his home language is a resource he can lean on. During meetings with parents, it's emphasized that the home language is a valuable tool. Our school orders many picture dictionaries in Haitian-Creole and in Spanish which are then lent out to families for the duration of the school year. If a student is a newcomer and monolingual in a language other than English, we take into consideration which teachers speak or have familiarity with the home language in order to facilitate a smooth school entrance.
For ELLs, their English development is supported by constant conferencing with the classroom and cluster teachers about their progress in class.
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.).
The main evaluation of success for ELLs is the NYSESLAT. We expect that an ELL who is not a SWD will level up each year on the NYSESLAT until they pass out of ESL. Additionally, for upper-grade ELLs we look for improvements on the ELA and Math exams. For

lower grade ELLs, we look to see that their Fountas and Pinnell reading levels have moved up accordingly.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

The HLIS determines whether a student is to take a LAB-R or NYSITELL exam.

The HLIS component has an interview.

Translators are available at intake, forms are also available in the translated languages.

The LAB or NYSITELL follows the identification of an ELL.

The administration of the Spanish LAB-R is determined by cut scores on the NYSITELL (eng LAB).

Narrative details follow:

The first step to identifying possible ELLs is to administer the Home Language Identification Survey (HLIS). HLIS surveys are filled in only by first time registrants into the New York City school system. We use the newer form at P.S. 244, and we have it in a variety of languages including English, Haitian Creole, Spanish, and French. The form is part of the registration packet given to new parents. A translator is provided if the parent speaks a language other than English. An informal interview about the student's home language and previous school experience is conducted.

Ms. Leona Shapiro, A.P. is in charge of the language aspect of the enrollment process. Interviews are conducted by licensed teachers who speak the parent's languages including Mr. Joseph, and Mr. Smith. Questions are asked of the parents regarding the child's educational experience. During the informal interview, basic questions in English are also directed in a friendly manner to the child. This informal interview is simply to verify what is being entered into the HLIS during admission to the school.

After the HLIS is administered and the interview conducted. Mr. Eric Smith, the E.S.L. teacher, reviews all the HLIS forms for all the new admits.

HLIS forms are carefully scrutinized. If the parents have chosen a language other than English for one question in numbers 1-4 and two questions for questions 5-8 the child is considered to have a language other than English at home. This does not make her an ELL, however, as a diagnostic test to determine English language proficiency must now be administered. This test is the Language Assessment Battery, Revised, Form B. (LAB-R). Starting in February of 2014 we will use the NYSITELL exam.

The LABs are administered within ten days of the child's registration. LABs are administered in a separate setting (usually the ESL room-- 401A) and are immediately hand-scored to determine the child's ELL status. If the child's HLIS indicates that Spanish is spoken at home, and the child scores below proficient on the LAB-R, then a Spanish LAB is also administered. Mr. Eric Smith, the E.S.L. teacher, administers both the English LAB-R and the Spanish LAB.

Students are thus classified as ELLs, or not, if they score proficient on the LAB-R (or NYSITELL). The next step is to inform the parents of their legal choices and responsibilities as the parent of an ELL in the NYC public school system. That process will be described below.

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.

It's very important that the parents of ELLs are made aware of the possible routes their child's language learning could take. It is the school's responsibility to explain these choices to the parents. We do this at P.S. 244 in a linguistically diverse and thorough way.

As soon as the child is identified as an ELL, an entitlement letter is sent or handed to the parent. The entitlement letter is in the language in which the parent has indicated she would like to receive notices and documents.

A date for a parent meeting is given in the Entitlement Letter, as well as in a more succinct invitation to orientation. These dates are pre-arranged with the in-house translators so that the parents will not need to bring English-speaking friends or relatives with

them when attending the meeting. This is also explained in the letter.

The parent meetings occur within the first twenty days of the child's registration, shortly after they've been designated an ELL by the LAB-R (or NYSITELL).

We accommodate the parents if they cannot make the first meeting, a second and sometimes third date is offered. Additionally, we reference the website where the parent orientation video for parents of ELLs can be found, and suggest that if the parents need to they can view the video at home and fill out the parent choice survey there. If a letter or invitation is not being returned, a phone call is made.

During the meeting the parent orientation video is viewed on a Smartboard. After the viewing, the parents are given the option to ask questions about the three program choices. They are then aided in filling out the Program Choice Selection form and indicating which program they choose.

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

Parent survey and program selection forms are distributed as soon as a student is determined to be an ELL.

The forms are given in the parents' preferred language.

Details follow:

A few key important letters are distributed to parents from the ESL teacher. As soon as a child is identified as having another language at home (using the HLIS and interview at admission), a LAB-R exam (or NYSITELL exam) is given. Based on the results of the LAB-R, the student is either entitled to LEP services or not entitled to LEP services. There are standard letters for entitlement and non-entitlement.

The entitlement letters are given in the parents preferred written language, along with a copy of the program selection form. The entitlement letter includes a date for the first parent orientation. The letters and forms are packaged together in a welcome package. If possible, the package is handed to the parent at dismissal and the letters explained in their preferred language. This helps to ensure that the letters are read and returned.

Entitlement letters (both new and continuing entitlement) are copied and kept in a secure location in the ESL office as well as in the child's cumulative record card.

The parent surveys (copies) are stored in a binder in the ESL classroom. The originals are in the student's cumulative record card.

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.

Parents are notified of orientations with letters and personal communication in their preferred language. Many parents attend the orientation, those who do not are invited to attend a second, and then a third. Also, parents are given the option of watching the orientation video at home and filling out the program choice and selection forms there.

Once parents have viewed the video in their native language, they are offered an opportunity to ask questions in their native language about the program (interpreters provided as necessary).
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.

All sections of the NYSESLAT are administered to English Language Learners every year. The first step is to print out an RLER report from ATS to determine who is eligible for the NYSESLAT. Tests are then ordered.

When the tests arrive along with the school administrator's guide, the ESL teacher sits down with the A.P. and the testing coordinator to draft a schedule for administering all four sections (including the speaking, administered individually) within the testing window.

Students and parents are then notified of when the test is to take place. Arrangements are made for the ESL teacher to administer the speaking section to the students one-by-one. As per the new regulations, a third party (the AP or reading coach) is also present during these sessions and participates in the on-site scoring of the speaking section.

The listening, reading, and writing sections are given to the different grade bands in separate settings. Finally, the writing portions of the tests are scored by a team that does not include any of the students teachers.
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](#)

Most parents, after viewing the orientation video, choose to enroll their children in the free-standing ESL classes that we offer here as a push-in and pull-out class. This year we had seven new ELLs. All seven of the parents chose ESL after viewing the video. Our program model is aligned with parent requests.

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])?

Our school has one ESL teacher. He splits his time between pull-out for the newcomers, and push-in for the intermediate and advanced ELLs. He co-plans with the cooperating teachers to ensure that he's able to provide scaffolding supports for the ELLs when he pushes in.

The morning pull-out group is a small mix of heterogenous students, including newcomer beginners and intermediate newcomers. The morning group allows paired groups with students of different proficiency levels.

The afternoon pull-out group is a mix of all the kindergarten and first grade students. It's a heterogenous mix on Mondays when the advanced kindergarten students join the group, and then becomes less of a mix Tuesday-Thursday when the students are beginner and intermediate kindergarten and first grade students.
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)?

Beginners and intermediate ELLs receive 8 units (360) minutes of ESL a week, delivered through a mix of push-in and pull-out. Advanced students receive 4 units (180) minutes of ESL a week.
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.

Instruction for ELLs at P.S. 244 is delivered in a way to ensure that content is taught as much as possible while the students learn English. Both push-in and pull-out classes are held in the school. All pull-out sessions involve small groups of fewer than ten children. The emphasis on content instruction (through utilization of the SIOP model for co-teaching and pull-out) is the way the we meet the demands of the Common Core Learning Standards.

Pull-out groups are roughly heterogeneous, with several ages and proficiency levels in each group. For example, an afternoon pull-out group includes advanced ELLs from the fourth grade, one newcomer beginner ELL from the fifth and intermediate, advanced and beginner ELLs from the third grades. Differentiated instruction takes place within this group; the E.S.L. teacher utilizes the more English-proficient ELLs as buddies for the newer ELLs during paired activities.

Another example of a pull-out group is the "advanced writers' workshop". This is a group of advanced ELLs and proficient ELLs from the fifth grade. Here, specific writing strategies are taught to students who have scored proficient on the listening and speaking portions of the NYSESLAT. For many ELLs, the last step towards proficiency is the ability to write cogent and organized pieces.

Another pull-out class involves all the new kindergarten ELLs with the existing first-grade ELLs. This mixed grade and mixed proficiency group meets four times a week in the school's computer lab where a smart board is used to augment speaking and listening activities.

Push-in periods are utilized whenever possible. When ELLs on the same grade level are all in the same class, the push-in (co-teaching) model can be an effective way of ensuring that ELLs receive scaffolded support (and their mandated minutes) without missing the important content that's being taught in their classes. Push-in can also facilitate one-on-one instructional support with one student and the ESL teacher.

The ESL teacher has in years past pushed into the science cluster room. This year there are not enough fourth-grade ELLs to warrant this service, but as it's been a valuable collaboration, he's planning on continuing it for next year's fourth graders. When this occurs, the ESL teacher delivers one period of instructional support to the same class of fourth-graders once a week. Science vocabulary is explicitly taught in advance, and scaffolding for lab experiments is given as needed. Often the realia is on hand (measuring cup, beaker) but the process words (mix, measure, combine) are the words that give the ELLs pause. As the science teacher Ms. Pontrello shares her lessons in advance with the ESL teacher Mr. Smith, they are able to jointly highlight such process words for pre-teaching.

The first priority of any ESL schedule is ensuring that the mandated number of minutes per week (180 for advanced, 360 for intermediate and beginners) is hit or exceeded for each ELL. This is the guiding principle for the creation of an ESL schedule, which happens in early September as the new ELLs are being tested.

Whenever possible, ELLs are clustered together in the same class on a grade level. The principal and ESL teacher work together at the end of the school year to plan ahead for the next year's class groupings. This year (2013-2014), the general education third graders and the general-education fifth graders are in the same class on their grade.

Beginner and intermediate ELLs receive 360 minutes a week of ESL in addition to the required minutes of ELA. Native language support is given through pull-outs and during push-ins. Advanced English language learners receive 180 minutes of ESL a week.

Often, an ESL schedule will provide slightly more mandated minutes per week per ELL. This is usually done for newcomers who could benefit from as much ESL as possible. However, for advanced students on the cusp of proficiency, ESL is limited to the mandated minutes. For advanced students this works out to 180 minutes a week (four 45-minute periods).

There is also a general understanding among the administrators in the school about how important it is for the ELLs to receive their mandated minutes. To that end, the ESL teacher is allowed to teach and not required to do "coverages" or any non-ESL related task.

Our program for ELLs is freestanding- ESL. In this program, the native languages (mostly Haitian Creole and Spanish) are used to supplement English acquisition.

Students who are at the beginning or intermediate level are pulled-out during the time that their class is doing ELA. However, whenever possible, the ESL-teacher pushes in during ELA and the students are thus able to get their ESL minutes at the same time as their classes are doing ELA.

Advanced ELLs receive ELA from their classroom teachers and are pulled out at other times (when their classes are doing independent reading, for example) for ESL work.

Native-language support is always available no matter the model or language proficiency of the student. Our school is a mix of Haitian Creole speakers and Spanish speakers. Spanish and Haitian Creole are often spoken in the ESL classroom and used on ESL class posters. One example is the "wh-" question word wall which includes "who, what, where, when, why and how" translated into Creole, French and Spanish.

There are bilingual dictionaries and glossaries readily available. Students negotiate meaning with each other through use of the native language. Students also get to play the role of "language ambassador", explaining to the class (and the teacher)

how to say a particular word in their native language. The first language is implicitly and explicitly valued through these types of explorations, and this valuation pays dividends in lowering the affective filter and in English acquisition.

Content is delivered to the ELLs mainly in their own classrooms or in the cluster classrooms. There are also content lessons in the ESL pullout classroom, although most of the time there is spent on language-building activities.

The ability for an ELL to comprehensively receive content-area instruction in her own classroom is a benefit of the push-in model. Push-in periods are specifically designed to happen during such times as math, science, and social studies, as well as during ELA as mentioned above. The ESL teacher prepares ahead of time with the classroom teacher and is given time to scaffold instruction in the classroom itself.

A push-in period during math often looks like this: the classroom teacher will lead the class in the mini-lesson. The ESL teacher will then introduce a few key vocabulary words for the math lesson (process words or comparison words such as per, fewer, less than). This very short presentation happens in front of the whole class and non-ELLs are often called on to demonstrate the principles. The words are then posted and the activity begins.

During the activity, or practice, the ESL teacher circulates while the class is performing the task. He will assist and rephrase directions to any group, not just that of the ELLs. When he reaches the ELLs, he will once again highlight the vocabulary, and ask the ELLs to identify the vocabulary in the task at hand, and then make up their own problem using the vocabulary. Finally, if the ELLs are not able to complete the task at hand (perhaps it hasn't been well-scaffolded enough, perhaps it's too linguistically complex), the ESL teacher will sit with them in the classroom and have them rephrase the question or activity as they understand it. They will work together to figure out what is being asked and how to solve the problem, which are of more importance than the correct answer alone.

The SIOP method of presenting the vocabulary at the top and reviewing it at the end, while making sure to include a lot of the key process words (as well as nouns), is utilized. This idea draws on the SIOP ELL best-practices book "Making Content Comprehensible for English Learners, the SIOP Model" by Jana L. Echevarria, MaryEllen J. Vogt, and Deborah J. Short.

Occasionally the first-language will be used as an easy means or translating a particularly tricky word or concept. We have specific Haitian Creole science dictionaries for this purpose, as well as Spanish dictionaries

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

n/a

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Informal and formal assessment of ELLs happen throughout the year. In addition, there are classroom specific assessments that can aid the ESL teacher in making decisions based on data and modality.

The daily informal writing assessment is the morning writing sheet, which is based on the concept of the dialogue journal. Each student receives an individualized sheet with several questions or prompts for him to respond to. Later, the ESL teacher examines this writing carefully.

For oral language, the best way to evaluate the students' language is to have on hand a checklist with different features. For a set amount of time, the teacher will record the utterances of a student, either naturally occurring or for a presentation (noting which kind of utterance is recorded), and then check off certain items as they appear or don't appear on his list.

Reading evaluation is done in the ESL classroom as well as in the students' classroom.

6. How do you differentiate instruction for ELL subgroups?

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

a) SIFE students will be identified and given a welcome kit, consisting of: books in the home language, an entry-level English workbook, color photographs of the inside of the school, and welcome letters from fellow ESL students. We place the SIFE students in an age-appropriate class, with the understanding that the ESL teacher, reading coach, and classroom teacher will closely collaborate to scaffold all content material for the student. Additionally, the student will receive the same newcomer attention as described below.

b) Newcomers are given a school tour, a buddy who speaks their home language if possible, and a one-week orientation to our school. The orientation segues into what will become an intensive pull-out ESL program for the first few months. Additionally, in their classrooms they are given a classroom buddy who can help them get accustomed to the teacher and the routines.

Newcomers are welcomed as full members of the school community from the start. A first unit is often "getting to know the school" and the newcomers are tasked with photographing the inside of our school and finding out what function the different places serve. In addition, the Newcomers use the BrainPopESL computer learning software to learn the fundamentals of English.

c) ELLs who have been receiving services for 4 to 6 years are generally served in their classrooms through push-in ESL. For the vast majority of these ELLs, the final modality that they need to tackle is writing. So an intensive focus on writing is given through targeted instruction that builds on what's already happening in their classroom.

d) Because we are a K-5 school, it is very unlikely that we will have LTELLS, who are defined as receiving services for more than 6 years. Should one of our ELLs be held back and also continue as an ELL, there would probably be some serious questions raised about the progress of the student. At this point, the question is not about English acquisition but about what possible impediments to performance on the NYSELSAT exist. Is there a learning disability? Is there a cognitive delay? We ask those questions and find out where the ESL teacher fits into the solution. Generally, the student will be served through push-in ESL with a focus on literacy.

e) We are very proud when a student attains "Proficient" on the NYSESLAT. But he isn't necessarily done with his English journey yet! To continue serving his needs, we make sure that he stays in the same class with other entitled ELLs. This way, when push-in service is provided to the entitled ELLs, the proficient ELL can receive services as needed.

This year, for example, we have several proficient ELLs clustered in one fifth grade class with two entitled (advanced) ELLs. The ESL teacher does a mix of push-in and pull out with this group. The proficient ELLs were given the choice of whether or not they would skip their art prep to join the entitled ELLs for a pull-out writers block, and they chose to join the writing group and forgo their art prep. There's a focus on writing and writing styles with this group as we transition them towards middle school.

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?

The ESL teacher conferences closely with teachers of ELL-SWDs to make sure that they take their students' language levels into account. He also counsils these teachers to be aware of the students' proficiency in their native language, and to leverage this proficiency towards academic achievement. If a teacher or a paraprofessional is bilingual, it's emphasized that translation of content area materials for ELL-SWDs is an appropriate instructional strategy.

Beyond the awareness of how the home language is an asset, the ESL teacher counsils the teachers of ELL-SWDs on generally accepted best practices for ELLs including: slower rate of speech, allowing greater wait time for responses, including visuals in all lessons, and the SIOP method.

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?

Many of the ELL-SWD also receive other services such as speech and language, and SETTS. The ESL teacher conferences weekly with the related services provider to ensure that their schedules are not clashing. Flexibility in scheduling is a must. The ESL teacher must keep speech, OT/PT, and SETTS in mind when making his push-in/pull-out schedule.

Courses Taught in Languages Other than English ⓘ

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

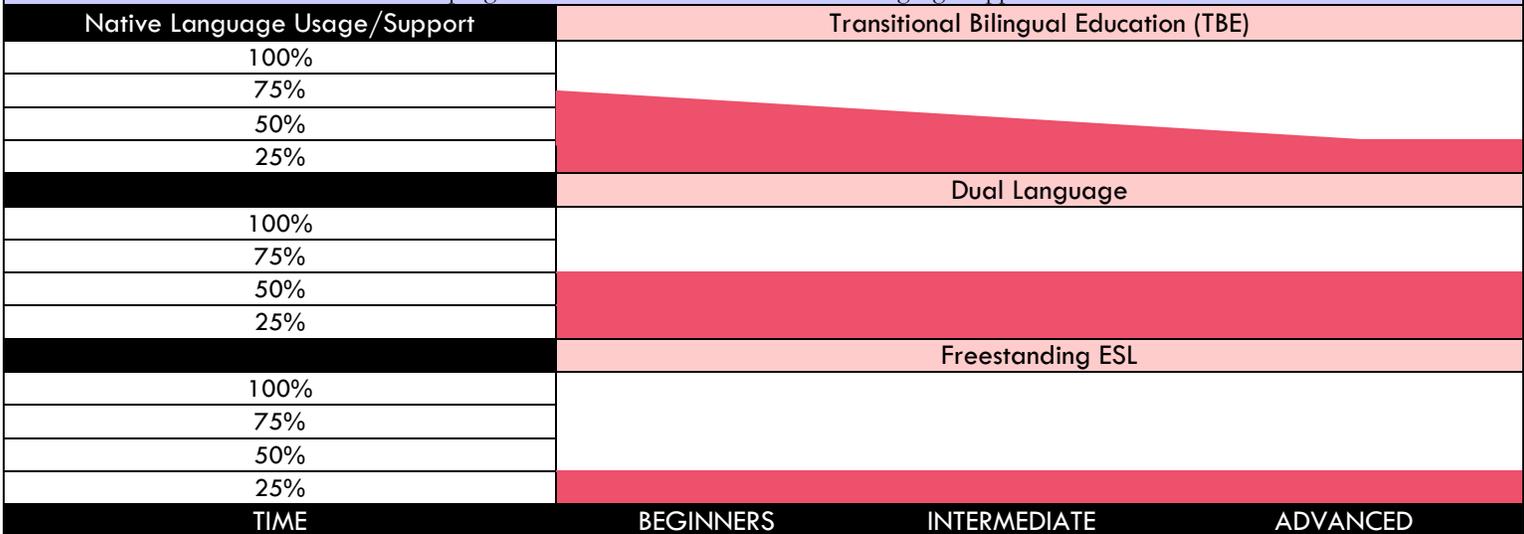
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- ELA: sheltered instruction through push-out and push-in.
RTI; Ready-Gen
Math: sheltered instruction through push-out and push-in.
Go-Math; RTI
Offered in English.
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 current program is adequate for the needs of our ELLs. Careful attention to the schedule, as well as to whether or not push-in or pull-out is to take place, ensures that the students are present in their classrooms when important content is being covered. Additionally the ESL teacher is present for scaffolding purposes during content instruction and co-plans with the teacher.
11. What new programs or improvements will be considered for the upcoming school year?
- We would like the ready-gen program to have a greater ESL component; this needs to be developed. In addition, the successes and failures of the program itself will be addressed at the end of the year when we decide how to ramp-up the ESL component. If there are sufficient numbers of interested parents, we may use funding to implement a parent-English course.
12. What programs/services for ELLs will be discontinued and why?
- No services will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded access to all programs equally. Translation invitations go out to all afterschool and supplemental programs so that the parents can be made aware of these. ELLs are routinely invited to the Tuesday/ Wednesday extended day program for extra support. In addition, a Monday after-school group is open to all students (including upper-level ELLs) who received a 1 or 2 on the state exam last spring.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- There are listening stations in the ESL classroom for newcomer ELLs. Newcomers are encouraged to listen to books on tape in English, and these are loaned to parents at the parent orientation and parent teacher night.
- BrainpopESL is a fully audio and visual program that's used with the newcomers on the smartboard in the smartboard classroom.
- Books used specifically for ELLs include the Scott Foresman ELL textbook and workbook packages as well as Newcomer book A and Newcomer book B.
- Pearson Longman picture dictionaries are available to all students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered in ESL. Students have native-language picture dictionaries at hand. Students are encouraged to discuss ideas and answers to questions with each other in their first language. More experienced students are appointed translators throughout the semesters.
- The ESL teacher is also a source of support for the students' native languages. He speaks Spanish fluently, and has acquired simple phrases and vocabulary items in Haitian Creole. Conveniently there are also many adults in the building-- paraprofessionals, teachers, aides -- who are fluent and able translators of Haitian Creole.
- There is a small collection of bilingual Haitian Creole storybooks and a small collection of bilingual Spanish storybooks available in the ESL library. Students take these on loan, or read them during independent reading time.
- Most importantly, the fact the student is an emerging bilingual is celebrated. Students are never made to feel like their home language is a deficit. It's an advantage to know more than one language fluently, and the students are encouraged to develop their home language in parallel to their English development.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The required services support the ELLs by helping them to acquire English. They receive age-appropriate supports no matter what their English level.
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.
- There is no program for newly enrolled ELLs during the summer.

During the school year, newly enrolled ELLs will receive an orientation to the building, given in the home language by a student translator. They are invited to share their stories from their previous school in their first language, and using an interpreter commonalities between their previous school and our school are highlighted. New ELLs are given classroom buddies, ideally ones who speak their language, but certainly helpful students to aid them for the first week or two in following directions and finding key locations throughout the building.

18. What language electives are offered to ELLs?

n/a

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) The ESL teacher attends the network meetings.

The ESL teacher periodically attends enrichment workshops.

When possible, teachers of ELLs attend ELL workshops.

When possible, the ESL teacher organizes small ELL workshops in house.

2) Professional Development on the new Curricula has been given to the ESL teacher through the regularly held network meetings.

3) 5th grade ELLs and their parents are given time with a social worker and translator to help explain and decipher the middle-school application process.

4) Jose P. refers to the 7.5 or 10 hours of ELL related training that all staff must receive. Many of the staff members have already received this training, for those who have not, the ESL teacher regularly forwards emails from the OELL making staff members aware of PD opportunities for teachers on ELL-related items.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 - 1) Parent orientations are held at the beginning of the year, and as new entrants arrive. This is a great opportunity to get to know the parents, and have the parents become acculturated to the way our schools function. Subsequently, parents are invited to the "teas" in their child's class. This is when they become aware of the activities their students will be participating in.
 - 2) n/a
 - 3) Parent surveys and informal conversations are how we evaluate the needs of parents.
 - 4) Our monthly family night programs highlight educational activities that the parents can engage with with their children. The ESL teacher is the organizer of the Family Night program, he informally tailors the activities to the needs of the ELL 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: P.S. 244

School DBN: 18K244

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Deon Edwards, IA	Principal		
Leona Shapiro	Assistant Principal		
Gail Wright	Parent Coordinator		
Eric Smith	ESL Teacher		
Akilah Cottoy-Spencer	Parent		
Danelle Pontrello/Science	Teacher/Subject Area		
Lelia Awwad/ Second Gr.	Teacher/Subject Area		
Chantal Numa	Coach		
	Coach		
Stacey Solomon	Guidance Counselor		
	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **18K244** School Name: **Dr. Richard R. Green**

Cluster: Network: **531**

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

Part A: Needs Assessment Findings

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

Parent surveys, teacher surveys, recommendations from the ESL teacher and interviews with office staff indicate that translation is needed in Spanish and Haitian Creole. Parents whose primary language is not English receive translated documents in addition to those in English.

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.

It has been found that the majority of translation, both written and orally, is needed in Spanish and Haitian Creole. These findings were discussed at a meeting of the School Leadership Team and disseminated through team members at Parents Association meetings.

Part B: Strategies and Activities

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

Memorandums dealing with such topics as testing administration, Parents Association meetings, open school days, evening parent teacher conferences, schedule changes and school wide events will be translated for those in need. This translation will be done by in-house staff members. The languages that are represented in the ELL population of thirty students are Spanish and Haitian Creole. Staff members who have the abilities to provide translations have been identified and their names are on file with the ESL teacher. A listing of these staff members has been shared at a School Leadership Team meeting.

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

Oral interpretation services will be provided as needed. Staff members who have fluency in Spanish and Haitian Creole have been identified. Teachers of ELL students, administration, the School Leadership Team and office staff have been made aware of the staff members with the ability to translate into these languages. In addition, parent translators will be used as needed and available in order to ensure that the needs of the parents/guardians of our population are being met. We keep in mind that parents of non-ELLs and former ELLs may also need translation. Finally, as a fail-safe, we will call the DOE's office of Translation for over-the-phone translation as necessary.

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

The school will contract out written interpretations in Spanish and Haitian Creole when required.