

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

13K287

School Name:

THE DR. BAILEY K. ASHFORD SCHOOL

Principal:

MICHELE RAWLINS

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 13K287
School Type: Public School Grades Served: Pre-K to 5
School Address: 50 Navy Street, Brooklyn NY, 11201
Phone Number: 718-834-4745 Fax: 718-834-6766
School Contact Person: Michele Rawlins Email Address: mrawlin@schools.nyc.gov
Principal: Michele Rawlins
UFT Chapter Leader: Luther Lohr
Parents' Association President: Latisha Washington
SLT Chairperson: Luther Lohr
Student Representative(s): N/A

District Information

District: 13 Superintendent: Barbara Freeman
Superintendent's Office Address: 335 Park Place, Brooklyn, N.Y. 11238
Superintendent's Email Address: Bfreeman6@schools.nyc.gov
Phone Number: 718-636-3284 Fax: 718-636-3266

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: CFN 612 Network Leader: Cynthia Felix

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- a. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- b. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- c. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Michele Rawlins | *Principal or Designee | |
| Luther Lohr | *UFT Chapter Leader or Designee | |
| Latisha Washington | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| N/A | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| N/A | CBO Representative, if applicable | |
| Cathy Demarino | UFT Member/ | |
| Marcy Weintraub | UFT Member/ | |
| Shelly Ann Wright | UFT Member/ | |
| Pamela Berry | Parent Member/ | |
| Deborah Ansley | Parent Member/ | |
| Kim Carson | Parent Member/ | |
| Marjorie Nouseau | Parent Member/ | |
| | Member/ | |
| | Member/ | |
| | Member/ | |
| | Member/ | |

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

| The Six Elements of the Capacity Framework | |
|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a. | Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| b. | Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |
| c. | Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. |
| d. | Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. |
| e. | Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. |
| f. | Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, |

students and administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- g. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- h. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- i. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- j. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- k. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

- ❖ Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- ❖ School strengths, accomplishments, and challenges.
- ❖ The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The P.S.287 Mission Statement

As a responsive community of parents and educators, PS287 recognizes our ethical responsibility to promote learning that ensures the future of our children. We are concerned about how our children are growing up. Therefore, as our children continue to evolve, we will adapt our educational practices in order to give children experiences that will foster student achievement and independence. It is our purpose to expose children to a variety of academic, cultural, artistic, athletic and technological learning experiences. P.S. 287 students will know that we want them to learn, for it will be evident that we have set the stage for exploration beyond the confines of the classroom. **At P.S287 we intend to close the achievement gap by educating our children to become leaders of tomorrow.**

Highlights & Partnerships at PS287 include:

- ❖ Dedicated, Collaborative and Professional Staff
- ❖ Strong Parent Teachers Association
- ❖ Located Downtown Brooklyn across from Newly Renovated Commodore Barry Park
- ❖ Robin Hood Library – School wide enrichment research center with modern technology and online card catalogue funded by the Robin Hood Foundation
- ❖ Extended Robin Hood Library hours on Saturdays
- ❖ Science Research Lab funded by the Annenberg Foundation
- ❖ Newly renovated school play yard with handicap accessible play equipment, outdoor chess tables and painted track
- ❖ Small class sizes with heterogeneous grouping
- ❖ Professional development for teachers built into the school day by way of common planning periods, Laptop Lunch and Learns
- ❖ Monthly community building activities for parents/teachers and students
- ❖ CARE Team- Children Are Reason Enough – Comer Model School
- ❖ Wireless technology in every classroom
- ❖ Cooperative learning classrooms
- ❖ Smart board technology in all Pre-K to 5th grade classes
- ❖ iPad technology in all classrooms
- ❖ Universal Pre-K programs
- ❖ Guiding Principles of Peace and Unity G.P.P.U school-wide character education program
- ❖ G.P.P.U Small group counseling sessions for students in conflict resolution
- ❖ G.P.P.U Individual Mentoring Program
- ❖ G.P.P.U Parent Crystal Awards
- ❖ G.P.P.U I AM student achievement awards
- ❖ Chinese Cultural Studies program & Multi-cultural Studies programs
- ❖ Read Ahead! Reading partnership- Reading Buddies from The Brooklyn Navy Yard & the Brooklyn NETS.
- ❖ Drama, Theater and the Arts Afterschool programs sponsored by TCC International and Black Spectrum Theater

The school made the most improvement on the State English test in the category of All Students tested and the Lowest Performing Students tested.

The area were we need to focus on is demonstrating improvement on the State math test in the category of All Students tested and the Lowest Performing Students tested.

In reviewing the School Snapshot Report we realized that we need to focus this year in the area of math. We realized that while we made progress in student proficiency in ELA we still have to make gains in math specifically the area of mathematical reasoning and multi-step problem solving. Students need more opportunities to express themselves in writing in order to explain their rationales for problem solving. We want to give children more practice expressing their mathematical thinking in writing.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our school uses the Danielson Framework as a tool to help professionally develop our teaching staff. The Danielson Framework is also used as an evaluation tool for the school administration. Teachers have used the Danielson Framework and have endeavored to refine our practice in all 22 areas of the frameworks with an instructional focus in component 3c cognitive engagement, as a means to help assess and support student achievement. The schools' instructional focus is grounded in the belief that children need multiple entry points to access information. By having multiple entry points students will be cognitively engaged in common core aligned learning activities that are differentiated and suited to their individual instructional needs.

Students will be able to think deeply about the learning activities and be able to make their thinking visible as they work through activities and performance tasks that require new and applied learning. When students are allowed to think for themselves then the learning experience is solidified. At P.S.287 we use the Danielson Framework as the underpinning to ensure that the conditions of learning for all students across classrooms are coherent and consistent. We use the Danielson Framework as our shared understanding of effective instruction. All conversations around teaching and learning are grounded in the Danielson Framework.

For the past two years we selected to use the ReadyGen and GoMath curriculum for our reading and math instruction. We selected these programs because we realized that the structure of the lessons and units of study are aligned with the expectations of the Danielson Framework and the Citywide Expectations. Specifically the use of questioning and discussion techniques, rigorous and authentic performance tasks and assessments. Both ReadyGen and Go Math provide the teacher with higher order questions designed to promote thinking and encourage students to explain their thinking to their peers and teachers. This work is also impacting curricular changes in how teachers plan and implement the science and social studies curriculum. Teachers follow the new 2014 scope and sequence for social studies and science. We use the core curriculum materials for all content areas.

In classrooms you will see that teachers follow the workshop model providing time for whole group and small group instruction for students. Classrooms are organized to promote cooperative learning in a safe and orderly environment. Student work containing actionable feedback and rubrics are displayed in and outside classrooms. During instruction students are engaged in:

- ❖ Text Based & Concept Discussions
- ❖ Team Talk & Reading Analysis
- ❖ Close Reading of Texts
- ❖ Problem Solving Strategies
- ❖ Multiple Entry Points/ Differentiated Learning Activities
- ❖ Common Core Standards Driven instruction
- ❖ Student Rubrics with Actionable Feedback
- ❖ iPad & Smart boards technologies in all classrooms
- ❖ Word Work Vocabulary & Writing Conventions
- ❖ Small Group Instruction
- ❖ Independent Practice / Flexible Group Work
- ❖ Student Reflection and Thinking Share Out
- ❖ Reflection Writing Across Content Areas
- ❖ Teachers Assessing for/of Learning using baseline assessments, mid unit & end of unit assessments from the mandated programs, Schoolnet and the NYC performance assessments.
- ❖ Scaffolded Instruction/ Enrichment Activities/ ELL Support/ SWD/ Response to Intervention

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Ensure that tasks fully reflect strategic integration of the instructional shifts. Maximize coherence of instruction to further promote college and career readiness for all students, from grade to grade in all core subject areas. By June of 2015 100% of teachers will design instructional tasks that incorporate the instructional shifts as evidenced by an increase in rigorous common core aligned coherent instruction across all grades and subject areas specifically in the area of mathematics.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust | Target Group(s) Who will be targeted? | Timeline What is the start and end date? | Key Personnel Who is responsible for implementing and overseeing the activity/strategy? |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|----------------------------------------------------|---------------------------------------------------------------------------------------------------|
| The TEN team will continue to support teachers in the planning and preparation of instruction with a specific focus on math. | Teachers | September –June 2015 | Principal TEN Team |
| The school administration will continue to partner with the NYU America Reads and Counts tutoring program. We have at least 15 NYU Tutors in classrooms daily. Our tutors major in Computer Engineering and Computer Science. | Teachers | September –June 2015 | Principal Teachers NYU Tutors |
| Instructional support provided by the Network Achievement Coach to provide more professional development on Response to Intervention and the Instructional Shifts for teachers. This way teachers can ensure that tasks integrate the instructional shifts strategically. | Teachers | September –June 2015 | Principal CFN Coach |
| Teacher will use the routines and protocols outlined by the core curriculum to deepen the level of conversations among students and to expose students to more college and career ready learning tasks and activities. | students | November- June 2015 | Principal TEN Team Teachers |

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

TEN Team , AIS Math Teacher, NYU Tutors, assistive technology and instructional technology

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| | | | | | | | | | |
|---|----------|--|---------------|--|-----------|--|-----------|---|--------|
| X | Tax Levy | | Title I Basic | | Title IIA | | Title III | X | Grants |
|---|----------|--|---------------|--|-----------|--|-----------|---|--------|

List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

December Classroom Observation data 2014

February Mid-Year Conversations

March Classroom Observation data 2015

Part 6b. Complete in **February 2015.**

| | | | | |
|-------------------------------------------------------------------------------|--|-----|--|----|
| 1. Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
|-------------------------------------------------------------------------------|--|-----|--|----|

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The Guiding Principles of Peace and Unity System and the Village Family Group Protocol. The Guiding Principles of Peace and Unity System provide the children of your institution or organization with many resources. One of those resources is our Village Family Group Protocol. Through our supplemental family protocol children receive additional support in their development. The schools caregivers are a trustworthy, caring and determined group of adults who are required to have the best interest of your child at heart.” – Michael West

For the past six years P.S.287 has implemented The Guiding Principles of Peace and Unity System created by former Dean of Academics and Student Support Services, Mr. Michael West. As a school community we endeavored to create a school wide structure to help build the character of our students. We want our students to feel safe and connected to the adults in the school community. Mr. West designed the G.P.P.U system to provide intervention and a different approach to managing discipline issues by teaching our students to strive for positive recognition by living according to the Guiding Principles of Peace and Unity.

Every year we add on to the program with feedback from the teaching staff and caregivers. This program is a way for teachers to encourage a culture of learning in their classrooms and to ensure that the management of student behavior and the social and emotional supports necessary for children to achieve academic success are in place. The G.P.P.U provides professional development linking the expectations of the G.P.P.U program and the Danielson Framework for all administrators and teaching staff. It is our shared belief that when students understand their role as members of a family group within a school community then they will be better able to self correct their behavior against a well structure and articulated set of shared beliefs upheld by the caregivers in the school. When behavior is managed well in classrooms then students are better equipped to cognitively engage with the curriculum.

This work has impacted our school tremendously. Our school tone is one of respect and students over the last six years who have been with us conduct themselves in a way that reflects these beliefs.

G.P.P.U discourages drug abuse, bullying, promotes a healthy lifestyle, supports family and teamwork and establishes a constructive model for behavior. The G.P.P.U program and our school culture and climate committee support each other to provide school wide assemblies and celebration events throughout the year.

We have found that teachers and students who have been with us over the last six years have incorporated the G.P.P.U program well into the culture of their classrooms. This year we hired several new teachers and we recognize the importance of ongoing professional development in order to acclimate our new teachers to the G.P.P.U positive behavioral intervention support system. In order to do this we must continue to provide ongoing professional development.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

We will continue to build a culture of mutual trust in order for students, teachers and parents to grow professionally and academically. By June of 2015 we will see an increase from 71% to 85% of our teachers reporting that they feel that order and discipline are maintained at the school as evidenced by the New York City School Survey and School Quality Snapshot.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| 3. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 4. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 5. Strategies to increase parent involvement and engagement 6. Activities that address the Capacity Framework element of Trust | | | |
| Monthly professional development for teachers on the GPPU system | All Staff | September –June 2015 | GPPU director Principal |
| Weekly lesson plans focused on character building themes for the Month | Students | September –June 2015 | GPPU director Principal Teachers |
| Bi-monthly Village Family group meetings and community building activities | Teachers | September –June 2015 | GPPU director Principal Teachers |
| Annual Crystal Parenting Awards | Parents | June 2015 | GPPU director Teachers Principal |

Part 4 – Resources Needed

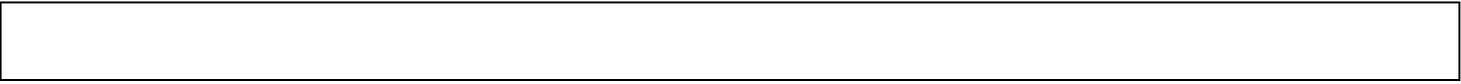
| |
|-----------------------------------------------------------------------------------------------------------------------------------------|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| G.P.P.U data management website Scheduling adjustments to ensure that time is allotted weekly for character development. |

Part 5 – Budget and Resource Alignment

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|--------------------------------------------------------------------------------------------------------------|-----------------|--|----------------------|--|------------------|--|------------------|---|---------------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| | Tax Levy | | Title I Basic | | Title IIA | | Title III | X | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
| TL Parent Coordinator | | | | | | | | | |

Part 6 – Progress Monitoring

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|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--|-----|----|
| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: | | | | |
| 7. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | | |
| 8. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| March review of Office of School and Youth Development online incident reporting data. | | | | |
| Part 6b. Complete in February 2015. | | | | |
| 9. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | No |
| 10. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | |



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

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| <p>5. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).</p> <p>6. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.</p> |
| <ul style="list-style-type: none"> • One of the biggest highlights of our school is the professional development structure supported by the P.S.287 Teacher Effectiveness Network of Teachers. The Teacher Effectiveness Network is a group of diverse educators that come together to assess the needs of the teaching staff and to support them by providing them with focused and differentiated professional development. The data collected by the team is analyzed and shared. Together with the administration, professional development workshops are agreed upon. • Administration and the Teacher Effectiveness Network host Tenure Workshops for District 13 new teachers. The Teacher Effectiveness Network in collaboration with members of the UFT and the Office of the Superintendent align expectations of documenting teacher growth and demonstrating effectiveness as evidenced by Teacher Tenure Portfolios. • The TEN team hosts professional development for teachers on Mondays. The school has seen great improvement in teacher practice as a result of the professional development conducted by the TEN team during Monday professional development. • Additional per session opportunities are available for teachers to plan weekly on inquiry teams. • The QR report for 2013-2014 states that teachers need to shift away from the use of formative/summative state testing data as a sole source of information. Teachers in grades 3-5 will focus on using more student work samples to inform curricula refinements. |

Part 2 – Annual Goal

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> |
| <p>Continue to build a culture of mutual trust in order for teachers to grow professionally. By June of 2015 teachers in grades 3-5 during collaborative inquiry will look at student work products to ensure that refinements of curricula are accurately made for targeted groups of students, such as students with disabilities, English language learners and higher achieving learners resulting in full access to curricula for all students.</p> |

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <p>11. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>12. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>13. Strategies to increase parent involvement and engagement</p> <p>14. Activities that address the Capacity Framework element of Trust</p> | | | |

| | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------|----------------------------------------|
| Teachers will receive on-going professional development on Mondays that address looking at multiple forms of data to drive curricula adjustments. Teachers will use protocols for looking at student work as a lens to help with this inquiry team work. | Teachers in grade 3-5 | November –June 2015 | Principal TEN Team Inquiry Teams |
| Allow teachers to share best practices across grades during Monday professional development. Provide opportunities for teachers to drive their own learning by giving them time and space to proactively discuss and refine their craft. | All Teachers | October – June 2015 | Principal TEN Team Inquiry Teams |
| Provide Inquiry Teams with time to grade MOSL assessments and to identify ways to improve student achievement by looking at student trends. | K-2 Teachers | October – June 2015 | Principal Inquiry Teams |
| | | | |

Part 4 – Resources Needed

| |
|-----------------------------------------------------------------------------------------------------------------------------------------|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| All Teachers, TEN team, Principal |

Part 5 – Budget and Resource Alignment

| | | | | | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---|---------------|--|-----------|--|-----------|--|--------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| X | Tax Levy | X | Title I Basic | | Title IIA | | Title III | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
| TL Citywide Instructional Expectation Funding---Contracted professional development for teachers as per new teacher contract TL ELA/Math Student Support Contract for Excellence FY 09 | | | | | | | | | |

Part 6 – Progress Monitoring

| | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--|-----|----|
| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: | | | | |
| 15. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | | |
| 16. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| December Classroom Observation data 2014 February Mid-Year Conversations March Classroom Observation data 2015 | | | | |
| Part 6b. Complete in February 2015. | | | | |
| 17. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | No |
| 18. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | |
| | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

7. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
8. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The principal supports staff, using classroom observations and the school identifier, a tool which allows teachers to self-reflect on areas which they identified as needs.

The P.S.287 Teacher Effectiveness Network is composed of teacher leaders across grades. The teachers provide mentoring and coaching to their colleagues as it relates to Danielson and other school wide initiatives. The TEN team meets with the Principal to discuss areas of growth for teachers school wide, based on observations and teacher requests as well. The team structures and plans professional development for the school. Instructional decisions are made in collaboration with the TEN team and the Principal.

As per the 2014 Quality Review there is a need to make sure that the school core expectations are evident throughout all classrooms. As a result the principal during frequent cycles of observations is not only looking to see that the citywide expectations are met, but also evaluating whether or not the school wide belief systems about how children learn best are evident in all classrooms.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Ensure that instructional strategies and beliefs are clearly reflected in lesson routines and student work, thus fostering full understanding of how students learn at all grade levels. By March of 2015 100% of teachers will have received feedback on their instructional practice based on the Danielson Framework with specific attention given to the area of designing coherent instruction and cognitive engagement as evidenced by the Advance Teacher Evaluation System.

Part 3 – Action Plan

| Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| 19. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 20. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 21. Strategies to increase parent involvement and engagement 22. Activities that address the Capacity Framework element of Trust | | | |
| Ensure that all teachers receive timely & actionable feedback aligned with the Danielson Framework. | All Teachers | October – March 2015 | Principal Talent Coach |
| Ensure that teachers and support staff receive professional development during contractual Monday professional development | All Teachers And | October – March | Principal TEN Team |

| | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------------|-------------------------------|
| that is relevant to their practice and helps to improve teacher effectiveness. | support staff | 2015 | CFN 612 Achievement Coach |
| Ensure that all new teachers receive mentoring from both the DOE structured mentoring program and contracted services. | New teachers | September-June 2015 | Principal Veteran Teachers |
| Enlisting the support of the Children’s First Network 612 specialists to provide professional development for administrative and teaching staff to ensure that the school is in alignment with the city-wide instructional expectations and initiatives. | Principal | September-June 2015 | Principal CFN 612 Specialists |

Part 4 – Resources Needed

| |
|-----------------------------------------------------------------------------------------------------------------------------------------|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| TEN Team, AIS Math Teacher, assistive technology and instructional technology. |

Part 5 – Budget and Resource Alignment

| | | | | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------|---|---------------|--|-----------|--|-----------|--|--------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| X | Tax Levy | X | Title I Basic | | Title IIA | | Title III | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
| TL Citywide Instructional Expectation Funding TL Network Support ----CFN Support TL ELA/Math Student Support Contract for Excellence FY 09 | | | | | | | | | |

Part 6 – Progress Monitoring

| | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--|-----|----|
| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: | | | | |
| 23. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | | |
| 24. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| <u>Spring 2014 Benchmark Assessments of student Performance MOSL and Measuring Up /Insights online data</u> <u>Quarterly Progress Monitor of Teacher Instructional Practice</u> <u>Monthly Feedback from CFN 612 Achievement Coach & Talent Coach</u> <u>November - December Annual Feedback from the Principals Performance Review 2014-2015</u> <u>January – February Annual Feedback from the Quality Review 2014-2015</u> | | | | |
| Part 6b. Complete in February 2015. | | | | |
| 25. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | No |
| 26. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | |
| | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

9. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
10. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

At PS.287 we do our very best to assist parents in understanding the educational process for their students. With the introduction of the common core standards the requirements and demands have changed rapidly. We try to give parent as much information as possible for them to assist us with the education of their students. Many parents come to us and ask how they can help work with their children. They sign up for extracurricular programs and have been very vocal in requesting the type of assistance they need to support their children academically.

We are most proud of our Annual Parent Crystal Awards in which we recognize parents who go above and beyond in their PTA participation at the school. We know that it is not always easy and we honor those parents who are always supporting their child and helping the school community to improve.

This year we are focused on building relationship in order to continue to establish trust. We host parent Night Outings, participate in the Walks for Breast Cancer and attend community events that pertain to community related concerns together.

We know the there are times when students may need additional services to help them thrive. We have hired a full-time school psychologist who informs the parents about the referral process and ensures that parents are fully informed of their rights. We do our best to connect families with outside family resources that would be of benefit to the family.

As a result 94% of parents feel that the school offers a wide enough variety of courses, extracurricular activities, and services and 95% of parents are satisfied with the education that their child has received

This year we are focused on continuing to build trust with our parents and plan to engage in larger community conversations around increasing student enrollment. There are many families moving into the Downtown Brooklyn area and we want to make sure that P.S.287 is a top option.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Continue to build a culture of mutual trust in order for parents to fully engage in their child’s education and to be better able to assist their children academically. By June 2015 95% of parents will agree that the school keeps them informed about services students, such as tutoring, after-school programs, or workshops at school as evidenced by the NYC School Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

27. Research-based instructional programs, professional development, and/or systems and structures needed to impact change

Target Group(s)
Who will be targeted?

Timeline
What is the start and end date?

Key Personnel
Who is responsible for implementing and overseeing the activity/strategy?

| | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-------------------|-----------------------|
| 28. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). | | | |
| 29. Strategies to increase parent involvement and engagement | | | |
| 30. Activities that address the Capacity Framework element of Trust | | | |
| Parent Workshops for parents about the common core, IEP process, afterschool, articulation, attendance, family counseling and women’s services. Family outings and fundraisers. | Parent Members | Sept. – June 2015 | Parent Coordinator |
| Parent Crystal Award Ceremony in which we recognize parents who advocate for their children and have built longstanding relationships with the school community. | Parent Members | June 2015 | GPPU Program Director |
| Daily one –on- one support from the school psychologist. Parents meet with a school psychologist on keeps me informed about services for me or my child, such as tutoring, after-school programs, or workshops at school-site and may elicit the support of the school psychologist for support during unexpected family crisis. | Parent & Child | Sept. – June 2015 | School Psychologist |
| | | | |

Part 4 – Resources Needed

| |
|-----------------------------------------------------------------------------------------------------------------------------------------|
| Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |
| Parent Coordinator GPPU Program Director School Psychologist Teachers and Administration |

Part 5 – Budget and Resource Alignment

| | | | | | | | | | |
|--------------------------------------------------------------------------------------------------------------|----------|--|---------------|--|-----------|--|-----------|--|--------|
| Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | |
| X | Tax Levy | | Title I Basic | | Title IIA | | Title III | | Grants |
| List below any additional funding sources that will be utilized to support achievement of the goal. | | | | | | | | | |
| Parent Coordinator Funding | | | | | | | | | |

Part 6 – Progress Monitoring

| | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--|-----|----|
| Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: | | | | |
| 31. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. | | | | |
| 32. Specify a timeframe for mid-point progress monitoring activities. | | | | |
| <u>NYC School Survey 2015</u> | | | | |
| <u>Parent Coordinator Logs</u> | | | | |
| <u>Kindergarten Enrollment Projections for 2015-2015</u> | | | | |
| Part 6b. Complete in February 2015. | | | | |
| 33. | Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | No |
| 34. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | |
| | | | | |

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | 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.) |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| English Language Arts (ELA) | At-risk | Insights MyQuest | Tutoring | During school & afterschool |
| | | iPad technology | One-to-one | During school |
| | | TCC After school Program | Small group | After school |
| Mathematics | At-risk | Insights MyQuest | Tutoring | During school & afterschool |
| | | iPad technology | One-to-one | During school |
| | | AIS Teacher | | |
| | | TCC After school Program | Small Group | After school |
| Science | At-risk | Intervention By Design | Small group | During the day |
| Social Studies | At-risk | Intervention By Design | Small group | During the day |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | School Psychologist | At-risk counseling | One-on-one | During school |
| | Guidance Counselor | Woodwind Family Services | Family | Afterschool |

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

| |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| <p>90% of the teaching staff at PS 287 is comprised of NYS certified and Tenured teachers. Newly hired teachers become part of our highly professional staff and are provided an extremely successful mentoring program and receive professional development in all curriculum areas throughout the year. New teachers receive ongoing assistance with organizing their classrooms to create an effective environment, classroom management, developing lesson plans, engaging students in learning and assessing student learning. Our model/lead teachers provide guidance, support and training for new teachers utilizing model classrooms as lab sites for developing teaching methodology. Teachers are taught a common language through the use of Danielson's framework. Demonstration lessons are provided so that new teachers can implement successful techniques and practices in their classrooms. All teachers in PS 287 are supported with high quality professional development workshops which are differentiated to address the needs of both new and experienced staff, directing their attention to individual strengths and weaknesses, grade level needs, content area focus and teacher learning styles. Teachers providing AIS are given an opportunity to meet and share ideas with teachers whose students they service. Throughout the year, we work on our curriculum mapping in all curriculum areas. This provides our teachers and administrators time to collaboratively reflect, assess, plan and provide a focus throughout the year. These meetings also provide administrators an opportunity to encourage and support staff in renewing and refining their craft regularly. Frequent cycles of observation and feedback drive our professional development programs. Our goal is to ensure the gradual and incremental learning for all of our students. The ongoing learning of our professional staff will support us in attaining our goal of improving our students' performance in both mathematics and ELA. PS 287 structured and targeted mentoring program is a major element of the support and professional development for new teachers. This will ensure high quality teaching to ascertain that all students including students with disabilities and English language learners receive sound instruction by highly qualified teachers.</p> |

2b. High Quality and Ongoing Professional Development

| |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). |
| <p>We have devoted sessions this year toward Common Core Learning Standards and instructional shifts to further implement the CCSS and designing units of study in both ELA and Math. The administration, staff developer, Talent Coach, and CFN Support Staff will contribute toward this high quality professional development. Staff members and school principal attend conferences, workshops and training sessions at the CFN. In addition to professional development sessions, we weekly planning meetings to discuss and implement instructional strategies that meet each grade's specific goal(s).</p> |

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

3b. 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).

N/A

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Our students in Pre-Kindergarten are held to the Common Core State Standards. Pre-Kindergarten teachers are expected to plan curriculum that is aligned to the Common Core. Students are expected to know all of their letters and sounds by the end of Pre-Kindergarten. Teachers expose their students to pre-literacy skills, mathematical concepts, social studies and science units of study. Such rigorous instruction ensures our students are prepared for the elementary school program. We use the Creative Curriculum as a resource for the Pre-K program.

4b. 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.

In order to decide upon the Measures of Teacher Practice Local and State assessments we had to comprise a team of teachers to inform the Principal on the Local measures that teachers would be evaluated on. This team meets regularly to advise the Principal and the larger teacher community. The team is also responsible for professional development and is vital in the decision making process of the school.

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 (CEP) 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 | Funding Amount: | Place an (X) in <u>Column A</u> below to verify that |
|--------------|-------------|-----------------|------------------------------------------------------|
|--------------|-------------|-----------------|------------------------------------------------------|

| | (i.e. Federal, State or Local) | Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.) | 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 | \$181,316 | X | Pages 9-19 |
| Title I School Improvement 1003(a) | Federal | N/A | | |
| Title I Priority and Focus School Improvement Funds | Federal | N/A | | |
| Title II, Part A | Federal | \$36,324 | X | Pages 9-19 |
| Title III, Part A | Federal | N/A | | |
| Title III, Immigrant | Federal | N/A | | |
| Tax Levy (FSF) | Local | \$1,064,006 | X | Pages 9-19 |

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:

- A.** 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.
- B.** 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:

- C. 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).

- D. 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.
- E. Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- F. 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.
- G. 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.
- H. 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:

- I. 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.
- J. 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.
- K. IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- L. 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.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

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 the school. **[P.S.287]**, 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 the school and the families. The 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 the school community. **[P.S.287]** will support parents and families of Title I students by:

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

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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 (SPC)

[P.S.287], 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:

- strive to live according to the Guiding Principles of Peace and Unity character education program
- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

M. School Information [i](#)

| | | |
|------------------------------------------|-------------------------|--------------------------|
| District 13 | Borough Brooklyn | School Number 287 |
| School Name Dr. Bailey K. Ashford | | |

N. 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 Michele Rawlins- Brown | Assistant Principal type here |
| Coach | Coach |
| ESL Teacher Joanna Wizner | Guidance Counselor |
| Teacher/Subject Area | Parent |
| Teacher/Subject Area | Parent Coordinator Denise Evans |
| Related Service Provider | Other |
| Network Leader(Only if working with the LAP team) Nilda I.Pabon-Kraft | 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) | 200 | Total number of ELLs | 8 | ELLs as share of total student population (%) | 4.00% |
|------------------------------------------------------|------------|----------------------|----------|-----------------------------------------------|--------------|

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 |
| Dual Language <small>(50%:50%)</small> | | | | | | | | | | | | | | 0 |
| Freestanding ESL | | | | | | | | | | | | | | |
| Push-In | | 1 | | | | 2 | | | | | | | | 3 |
| Pull-out | 2 | 1 | | | 2 | | | | | | | | | 5 |
| Total | 2 | 2 | 0 | 0 | 2 | 2 | 0 | 8 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|---|----------------------------------------------|---|--------------------------------|---|
| All ELLs | 8 | Newcomers (ELLs receiving service 0-3 years) | 6 | ELL Students with Disabilities | 1 |
| SIFE | 0 | ELLs receiving service 4-6 years | 2 | 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 | 6 | | | 2 | | | 0 | | | | 8 |

| 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 | 6 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 8 |
| Number of ELLs who have an alternate placement paraprofessional: <u>0</u> | | | | | | | | | | |

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 | | 2 | | | | 2 | | | | | | | | 4 |
| Chinese | 1 | | | | 1 | | | | | | | | | 2 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | 1 | | | 1 | | | | | | | | | 2 |
| TOTAL | 1 | 3 | 0 | 0 | 2 | 2 | 0 | 8 |

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) | | | | | 1 | | | | | | | | | 1 |
| Intermediate(I) | | 2 | | | | | | | | | | | | 2 |
| Advanced (A) | 1 | 1 | | | 1 | 2 | | | | | | | | 5 |
| Total | 1 | 3 | 0 | 0 | 2 | 2 | 0 | 8 |

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 | 1 | | | | 1 |
| 4 | 2 | | | | 2 |
| 5 | | 1 | | | 1 |
| 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 | 1 | | | | | | | | 1 |
| 4 | 1 | | 1 | | | | | | 2 |
| 5 | | 2 | | | 1 | | | | 3 |
| 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 | | | | | 2 | | | | 2 |
| 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.
In order to access the early literacy skills of all of our students, including ELLs, PS 287 uses MOSL- Measurement of Student Learning i.e.Fountas &Pinnell . This assessment tool is our baseline and provides insights regarding individual strengths and weaknesses of the students. Running Records inform the teachers on what and how to teach and help students with comprehension, pronunciation, spelling ,

and reading fluency. We also administered CCLSAigned Baseline Mathematics which will be followed by the Fall and Spring Benchmark ELA & Mathematics exams. Additionally, the teachers assess the students in a standard based grading and conferencing system on a daily basis. We use this data to constantly analyze the trends. Our ELL students are mostly on the Advanced level of the language acquisition but every year we receive a steady influx of newcomers as well therefore, in the effort to bridge the gap the students need to focus more on higher-order thinking skills, vocabulary development, and reading/writing skills. The data serves in aiding instruction and setting teacher/student goals to meet the linguistic, cultural and educational needs of all ELLs.

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

The NYSESLAT and LAB-R provide us with a great amount of information about ELLs. The NYSESLAT results from the Spring 2013 and LAB-R results from the Fall indicate that there is one ESL student at the Beginning level, two students at the Intermediate level, and five at the Advanced level at PS 287 this year. According to this data, we have more of our Advanced students every year. They are spread across the grades, and quickly become Proficient in Listening and Speaking (social language- BICS). Majority of them are usually in the upper grades and they successfully graduate and transfer to the middle schools. The patterns across the proficiency level reveal that our ELLs are making steady gains on the assessments by moving from one to the next proficiency level in order to become language proficient. The students who is at the beginning level is the newcomer in the fourth grade who scored B on the Lab-R test, the other newcomer is a kindergartener who reveals many English language skills already and was placed in the Advanced students group. The other newcomers tested out of the Lab-R and they are not eligible for ESL services. This year many from the Intermediate students moved up one level of the English proficiency and became Advanced after taking the NYSESLAT last year. The reports show that the performance of English language learners on the NYSESLAT is a strong predictor of whether they will meet the standards on the State ELA exam. We strive that the Beginner, Intermediate and Advanced students receive a quality instruction and rigorous, curriculum specific tasks targeting their reading and writing skills (academic language-CALP).

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

At this time we do not have the NYSESLAT modalities results because the ATS reports that give us this insight were not provided this year.

Our school is held responsible for making adequate Annual Yearly Progress to make sure that all ELL meet the states' proficient level of achievement on the state academic assessment. In addition, students need to make the Annual Measurable Achievement Objectives (AMAO). Our ELLs are part of the entire school system, apart from being in the ESL program, they receive a content area instruction in the general classroom where high-expectations are set. The students go through the proper identification process and formative and summative assessment to provide for individual needs and to guide instruction. The school keeps the complete data for each student in order to calculate growth in language proficiency from year to year and as for the year 2013-14 the results show that our student make small but steady gains. The progress of all ELLs and the former ELLs is being monitored in order to provide additional help and support if necessary.

4. For each program, answer the following:

- d. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- e. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- f. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. As for the patterns across the grades, our Kindergarten students usually move up quickly with the language proficiency levels from the Beginning level to Intermediate. This year one of our former Kindergarten students, one from the third grade and one from the fourth moved to the Advanced level this year. Two students from Kindergarten moved to Intermediate level. One of them is a Special Education student and needs extra vocabulary, reading and writing instruction. Our Beginner students are usually represented in the Kindergarten, and this year we have also one Beginner in the fourth grade who only recently arrived to the U.S. Therefore, this year most of our students are at the Advanced levels.

b. After receiving the results from the baseline assessment, the school leadership and the teachers learned from the data about the strengths and weaknesses of the ESL students, share the results among the staff and plan future rigorous instruction.

c. This year our school will be administering the ELL Periodic Assessments, and usually the patterns show that there are insufficient reading and writing skills that hold our students back from achieving the language proficiency level. Listening and Speaking language modalities belong to those that the students score the highest points. Additional support in Reading and Writing is offered in the ESL and general education classrooms.

At PS 287 we include native language support in the classrooms. In most of cases our beginning students use their native language when necessary to express more abstract ideas or show understanding, that way it is possible for them to take part in every classroom task or project. If possible, they are paired with native language speaking peer to work together. We also have some books available in different languages for the students to take home, bilingual glossaries, picture dictionaries to support instruction. Bilingual dictionaries are also used as part of the testing accommodations during the State exams, and Department of Education provides the translated editions of

some of the tests.

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](#).)

Our school is using Response to Intervention (RTI) model to provide or ELLs with rigorous, culturally responsive instruction. All the teachers, instructional leaders, and ELL support services understand and implement Tier 1, 2, and 3 interventions and are aware of wrongful decisions that are sometimes made by putting the ELL students into Special Education classroom as the result of misinterpreting language acquisition process for language or learning disability. RTI implementation guides them into effective and supportive service. All students at P.S. 287, including the ELLs, undergo the universal screening assessment that identifies students who may be at risk of not meeting the standards through benchmarks and set criteria. The first one is the Home Language Identification Survey (HLIS) that informs the teachers about the linguistic factors and educational background that could be influencing the student and their teaching instruction. When students is in need for ESL services, the literacy skills are also assessed so that the students could also receive high-quality instructional support in the general classroom. If, in spite of strong core instruction, the student is not showing much progress, the data is used to identify the areas that need more intensive, targeted intervention. The progress is constantly monitored and used to inform the instruction, and possibly, if the rate is still much lower than the peers from the same background, make educational decision about the additional special education services.

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

In order to ensure that the student's second language development is included in instructional decisions, we place our ELLs in appropriate groups according to their language proficiency level established by LAB-R and the NYSESLAT. ESL program is making sure that the students develop their language but also skills related to language literacy and academic subjects. ELLs are held to the same rigorous state and city grade-level standards as their English speaking peers so that they excell academically. Teachers match the curriculum with the student's assesment data, background experience, oral language and vocabulary. They use language during the instruction that is comprehensive and meaningful to ELLs, using slower but natural rate of speech and often rephrase and repeat instruction while using pictures, conctere objects and videos in order to support student's learning. Teachers also make sure that they build on the student's background knowledge, provide the opportunities to work with the peers who speak the native language. During the lesson teachers make sure to explicitly teach the key vocabulary, and to review main points and ideas suportred with graphic organizers, charts, videos and other visuals to support comprehension.

7. For dual language programs, answer the following:

- l. How are the English-proficient students (EPs) assessed in the second (target) language?
- m. What is the level of language proficiency in the second (target) language for EPs?
- n. How are EPs performing on State and City Assessments?

At this time P.S. 287 does not offer dual language programs.

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

At PS 287 the success of our ELL program will be evaluated by looking at the student Fountas & Pinnell assessment results throughout the year, scores for the standardized tests including the NYSESLAT, state Math and ELA exams in addition with monitoring classroom grades and assessments/portfolios.

Our school is held responsible for making adequate Annual Yearly Progress to make sure that all ELL meet the states'proficient level of achievement on the state academic assessment. In addition, students need to make the Annual Measurable Achievement Objectives (AMAO). Our ELLs are part of the entire school system, apart from being in the ESL program, they receive a content area instruction in the general classroom where high-expectations are set. The students go through the proper identification process and formative and summative assessment to provide for individual needs and to guide instruction.The school keeps the complete data for each student in order to calculate growth in language proficiency from year to year. Also the progress of the former ELLs is being monitored in order to provide additional help and support if necessary.

Every year the NYSESLAT provides an insight about our students making gains and moving up from one proficiency level to other but also by measuring the percentage of gain of the NYSESLAT result. Those results are strongly connected with the ELLs academic achievement in content area subjects as well as their performance on the NTS standarized tests. This year one of our Kindergarten students tested Advanced on the Lab-R test, we also have one advanced student in the 1st grade, 4th garde and two in the fifth. The rest of our ELL population consists of the first grade intermediate level students and a newcomer who needs some additional time and support to develop his skills and also move up from the Beginning level. Apart from the state standarized tests, the teachers use also the informal assessments to track the success of ELLs in the classroom. The most common practices are performance-based assessment and portfolio assessment.

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

4. 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](#).)

In order to ensure the identification, the appropriate placement and educational services for the children, on the day of registration, all of the newly registering parents are initially interviewed one-on-one, and given a Home Language Survey (HLIS) by the Principal, Ms. Brown, always present in the office and Ms. Wizner, the licensed ESL teacher, who assist the parents during the whole process and completion of the documents. In case of the language barrier, school staff pedagogues serve as translators of Polish or Spanish language, in case of other languages, the Translation and Interpretation Unit is called. HLIS are distributed according to home languages of the parents. After the informal oral interview with Ms. Brown or Ms. Wizner, initial screening and HLIS administration, if the child is identified as an eligible candidate for ESL instructional services, the ESL teacher gives the child the Language Battery Assessment (LAB-R) test to identify the child as an English Language Learner or English Proficient. The child that scores at or below proficiency level becomes eligible for ESL services. The scores are first written down and assessed by the ESL teacher, and are later confirmed with the ATS report (RLAT). Students who speak Spanish at home and score at or below proficiency level are also administered Spanish LAB to determine language dominance. Spanish LAB is administered by Spanish speaking pedagogue, Para or other qualified pedagogue who is proficient in the language.

The ELL Identification process is completed within 10 days after child's enrollment as per CR Part 154.

Every year, the English language development of ESL students in Reading, Writing, Listening and Speaking, is being evaluated with the NYSESLAT test. In order to make sure that all of ESL students who are eligible receive the test, NYSESLAT Eligibility Roster (RLER) is generated from the ATS and carefully reviewed by Ms. Wizner, the ESL teacher. (RLAT) function shows all of the eligible students as well as their Home Language and years of service. With that, once the testing window is opened, the students are administered four parts of the NYSESLAT test which is divided into four modalities of the language. Each day the attendance is taken to ensure that all of the students receive the tests. In case of the student's absence, there is the make up session provided within the testing window.

Moreover, the results of the ESL students who took the NYSESLAT the previous year are printed out from the ATS (RLAT) every year, in September. With the report, Ms. Wizner determines the students who achieved proficiency receive the achievement diploma Their parents are informed by the Non- Entitlement letter. Those, who have not tested out, are put into the groups according to their age and English proficiency levels: Beginning, Intermediate, Advanced or Proficient. The NYSESLAT results are broken down into four language modes: listening, speaking, reading and writing. Those results enable the ESL teacher to see the area of strengths and weaknesses of each individual student in order to plan the instructional goals for the coming school year, and determine how much instructional time should be spent in ESL classroom. Beginner and Intermediate students receive 360 minutes of ESL instruction per week, and advanced students receive 180 minutes. All of the above is also included in the Continued Entitlement letters sent to the ELL parents.
5. 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.

Every time the student is admitted to the NYC school system, parents are actively involved in the decision making process. This multistep process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system. During the first two weeks after the beginning of a school year or the registration of the child, the parents of an ELL are informed, via formal letter, by phone or individually by person, about their child's language assessment results, and invited to the Parent Orientation meeting. There, the entitlement and non-entitlement letters are distributed to all of the parents whose children had been administered LAB-R. In addition, the parents of the children who scored below the cut off scores receive the ELL Parent Brochure and view the informational video in their native languages that describe and explain all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL). They also receive Parent Survey and Program selection form. All of the forms are provided in the parents' home languages, and are collected at the end of the meeting. If the forms are sent home, they are required to be returned to the ESL teacher, and if not available, to the Parent coordinator or the classroom teacher who in return, give it back to the ESL teacher.

Ms. Wizner, the ESL teacher and during her absence, Ms. Evans, the Parent Coordinator both make sure that parents' preferences regarding the three program choices are met. During the orientation or later, at the individual meetings or during the make-up orientation session, they discuss all of the options with the parents who have previously chosen a TBE or Dual Language Program,

which are not available at our school at this time. Ms. Wizner keeps the record to track of all data regarding the parents program choice. After reviewing the Parent Survey and Program Selection forms for the past two years, the trend program choices reveal that majority of them decided to have their children enrolled in a Freestanding ESL program. Again, with the other programs not being available at our school at this time, due to low ELL students numbers, the parents are fully informed of the other options outside of our building. However, in most cases they reject the possibility for the transfer of their child. In case one of the programs becomes available at our school, the parents will be immediately informed via informal letter or by phone, and again, assisted with their decision and possible student's transfer.

In case of any language communication issues, the multilingual staff available at school serves as translators between the teacher and the parent. In other instances the Parent Coordinator or ESL teacher use the services of Translation and Interpretation Unit provided by NYC Department of Education.

6. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Entitlement, Placement letter are first mailed home and later, together with Program Selection Forms distributed again during the Parent Orientation meeting. The Continued Entitlement letters are usually distributed by ESL teacher, and set home via ESL student or mailed from the office at the beginning of a school year. All the letters are translated into the parents language. Their copies are retained in the ESL cabinet file.

During the Parent Orientation Ms. Wizner, the ESL teacher, at some occasions together with Ms. Evans, the Parent Coordinator, provides the parents with the information regarding NYS mandates of eligibility for ESL programs. The parents have the chance to view the NYC Chancellor's informational DVD which is available in many different languages on the NYC programs options (Transitional Bilingual Education, Dual language, Freestanding ESL). Parents are also provided with the information on the State Standards, assessments, school expectations and the general program requirements of our ESL program. They have the opportunity to ask questions and discuss any concerns and the choices, and finally, fill-out and sign (or return) the Program Selection forms, all in their native languages and with the assistance of Ms. Wizner. At the end of the orientation, Ms. Wizner collects Parent Surveys and Program Selection forms which, after careful reviewing, are stored in the proper file in the cabinet of the ESL classroom together with all of the copies of Entitlement and Placement letters that were distributed. Children are placed as per parents' choice. If the Program Selection form is never returned, the default program for ELLs is the Transitional Bilingual Education however, in our school, the default program is ESL, and every child is placed in the appropriate program within 10 days from enrollment. Those parents who cannot attend the session are given the option to reschedule an appointment and come for the make-up parent orientation session. Parents of newly enrolled ELLs are also invited to two additional informational meetings as required under Part 154, they meet with with an ELL teacher during the School Open Night, Parent-Teacher Conferences.

7. 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.

There are many criteria and procedures followed in order to place identified ELL students in bilingual or ESL instructional programs. During the orientation meeting and after watching the information video, the teachers and the administrators communicate with the parents and assist them in deciding about the proper placement. Most selection forms are returned at the Orientation or via children returning them to the classroom teacher who gives them back to Ms. Wizner, the ESL teacher. If the parents are not present during the Orientation and Program Selection form has not been handed in or returned, the ESL teacher meets them on a make-up day, follows up with a personal mailing (sends the Program Selection form home), makes phone calls if necessary. All to assure the proper placement for the students that would be the most beneficial to the child and would be honoring the parents choice reflected in the Program Parental Choice forms. The forms are secured in the ESL cabinet file. Moreover, ELPC screen on ATS, the ELL Parent Choice Update for all new admits is completed within 20 days from enrollment. If the children is placed in the ESL program, he or she is placed according to their proficiency level, the results from the Lab-R test and the NYSESLAT exam.

During the whole process any communication or consultation activities with the parents are also in their native language. The translations are available through Para or an on-site pedagogue who speaks the particular language. PS 287 has also the possibility to use the over-the-phone translation and interpretation services. In the same time, translated materials and brochures are also offered by Translation and Interpretation Unit.

8. 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.

Every year, there are many steps taken to ensure that our ELL students receive and are properly evaluated using New York State English as a Second Language Achievement test (NYSESLAT). It is a test developed by the New York State Department. The NYSESLAT test is administered each year in the Spring, to all Language Learners in grades K-5. The results of this test are used to monitor the progress of the students in their English language development and their English Language Arts (ELA) proficiency to determine the students' level (beginning, intermediate, advanced, proficient). The NYSESLAT is the only approved test used to

determine if the student is to continue his or her ESL services.

At the beginning of a school year, Ms. Wizner, the ESL teacher, using the ATS and RLAT screen, prints out the results of the NYSESLAT taken in Spring of the previous year and carefully analyzes the student's data. By reviewing their proficiency levels in reading, writing, listening and speaking, Ms. Wizner is able to see the areas of strengths and weaknesses of each individual student in order to plan instructional goals for the coming school year. She also makes sure that all of the students receive the mandated hours of ESL service. The students who achieved proficiency on NYSESLAT are awarded with the achievement diploma and they transition to all-English monolingual classes but still receive testing accommodations and, if necessary, the ESL support for next two years in accordance with CR Part 154. Their parents are informed of that transition by the Non-Entitlement letter from the ESL teacher.

Those students who have not tested out are usually put into the ESL groups ideally according to their age and English proficiency levels: beginning, intermediate or advanced. During the entire school year, the students are being prepared academically to take NYSESLAT, and also, few times a year, are given the periodic assessment tests to show their progress.

The ESL teacher ensures that all ESL students receive the NYSESLAT and uses the ATS reports (RLAT) to determine NYSESLAT (or LAB-R) eligibility. She also checks the Home Language codes in RPOB to ensure there is no mistake and all language codes are correct, the REHX (Exam History Report) and the list of ELLs to ensure that all the ESL students are identified. Also, she puts the parent information choice on ELPC in ATS and makes sure that all students are entered correctly in BESIS every year.

For the NYSESLAT, the school selects the dates within the administration window. Before the test is administered, the testing coordinator keeps it in a secure, locked room, and releases the booklets to test administrator on the first day of the test. The booklets are later returned to the same secured room. The school usually administers the subtests in a following sequence: Speaking, Listening, Reading, and Writing. All parts of the NYSESLAT are administered by the ESL teacher however, the same teacher does not score any one of them. For the Speaking subtest, another teacher is present in the room while the test is being administered, listens and scores the student's responses. For the Writing subtest, the group of teachers score the constructive response questions, and one teacher scores no more than half of the test booklet. The rest of the test, the Listening and Reading part are sent and submitted for the machine scoring to the Borough Assessment Office.

9. 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. 
- In order to build alignment between parent choice and program offerings we give them thorough information about the programs and explain the benefits of each and every one of them. Our ELL parents fill out the Parent Selection form and P.S. 287 always honors their choices. After reviewing the Parent Survey and Program Selection forms by Ms. Wizner, the ESL teacher, from the past three years, the results of the paperwork indicate that most parents choose the Freestanding ESL program. The documents are stored in the ESL file cabinet and the numbers regularly reviewed by Ms. Wizner in order to detect any trends or possibility to open another program at PS 287.
- Because of the low number of ELL population at our school, a Freestanding ESL is the only program offered. The parents are usually very content with their children's final placement.
- It becomes apparent that only in few instances, the parents of the upper grade students were considering the bilingual program but declined the transfer of the child to another school where such programs were available. This year two of the newcomer parents again chose the Freestanding English as a second language program. Because of the low number of ELL population at PS 287, as of now, the English as a Second Language is the only program offered.

Part V: ELL Programming

A. Programming and Scheduling Information

11. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
- What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - 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])?
- a) P.S. 287 implements a Pull- Out and Push-In organizational model for a Freestanding English as a Second Language Program (ESL). The language of instruction is English. The program services the children as part of their language and academic instruction. In this program the ESL teacher provides instruction in and out of the classroom setting. For the pull-out model, the students who spend majority of the day in all English speaking and content instruction classroom are brought together from various classes for English acquisition focused instruction.
- b) Students are mostly grouped by language fluency within the age parameters therefore, the program most often follows the homogenous model (same proficiency level in one class). However, because of the time and schedule constrictions, there is one heterogenous group of the fourth graders, and one ungraded group where Kindergarten and first grade students are together in one class and their language proficiency levels are mixed so that the more proficient students could provide support to those who need extra help.
- The program helps ESL students to achieve proficiency and attain the standards established for all students for a grade promotion and graduation. Therefore, the students are working on achieving the English Language proficiency and on their literacy and academic skills. The ESL teacher incorporates recognized and researched based ESL instructional strategies across content subject areas in order to give students the skills to perform at city and state level at all subject areas. The school makes referrals and provides appropriate support services that ELL students may need to maintain satisfactory level of academic performance.
12. 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)?
- How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
- PS 287 and organization of our staff makes sure that the mandated number of instructional minutes is provided according to the proficiency minutes in our ESL classes. In 2013-2014, there are 8 ESL students in K-5 grades at our school. They range from the Beginners to Advanced levels, and according to their language proficiency level, they receive from 180 minutes to 360 minutes a week of the ESL service. The ESL program is run by our certified ESL teacher, Ms. Wizner and its purpose is to amplify the literacy and academic skills, to incorporate ESL instructional strategies across content subject areas to give students skills needed to succeed. In compliance with CR Part 154 our Beginner and Intermediate students receive 360 minutes of ESL instruction per week, and Advanced students receive 180 minutes. The ESL teacher services the students for 2.5 days per week and due to the low number of students and by combining the ESL groups she is able to provide all of the mandated minutes. For the first half of Wednesday, she provides an ESL service to the Advanced Kindergarten students and 3 first grade beginning students by having them in a pull out setting for exactly 60 minutes and then by pushing into the first grade classroom for 120 minutes till lunch. The remaining 180 minutes the ESL teacher provides on Thursday and Friday in 90 minutes long blocks of instruction for each day. During those 90 minutes Ms. Wizner is also servicing the newcomer 4th grade student. His level of language acquisition allows for combining the groups while differentiated instruction and requirements plays a major role delivering the content area to all of the students. During that Thursday and Friday the time allows also for one 60 minute classroom time for the 4th grade beginning and advanced students to work on grade classroom materials together, and also for 90 minutes push-in block that takes place in the students classroom. The two Advanced students are serviced in 90 minutes push-in setting per two days, where the ESL teacher provides them with strategies to develop required to comprehend and master the skills and knowledge necessary to successfully

complete the grade and graduate.

At PS 287, program for ELLs adheres to the Children First Initiative's uniform curriculum. Programs use a balanced approach to literacy, including high-quality instructional practices that facilitate academic excellence for ELLs. Also, ELL program adheres to state common core standards. ELLs in the advanced level of English proficiency also receive ELA instruction.

In addition, at P.S. 287 ELL students attend Reading and Writing Workshops which totals 600 minutes per week. According to the grade, all P.S 287 students receive either one period of Math everyday(Go Math! program) or two periods (90 min.) a day for upper grades. All students receive at least two periods of Science and Social Studies a week (90 min.). They receive at least one Physical Education and Art/Music classes a week which are based on teachers-led activities. Technology is also utilized within the classrooms and during the Library period. The school directly provides or makes referrals to appropriate support services, and instructional methods that may be needed by ELL students in order to achieve and maintain satisfactory level of academic performance.

Also, the ReadyGen and Go Math! programs used in K-5 grades at PS 287 have ESL specific components which help ESL teacher align the ESL and general education class curricula. All English Language Learners (ELLs) are instructed in English using Total Physical Response, Cooperative Learning and Cognitive Academic Language Learning Approach. In the ESL classroom, many different practices are utilized such as: Scaffolding, Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition. The teacher uses informal assessments and running records.

13. 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.

In order to help ESL students to achieve proficiency in language and academics so that they could attain the same standards established for all students at each grade level, the Articulation Forms are filled out monthly by the classroom teachers, and common core curriculum is shared via online resources . The Articulation Forms serve as communication between ESL teacher and content area teachers to plan ESL curriculum and activities for each grade level. All English Language Learners (ELLs) are instructed in English using Total Physical Response, Cooperative Learning and Cognitive Academic Language Learning Approach. In the classroom many different practices are utilized such as: Scaffolding, Modeling, Bridging, Schema Building, Contextualization, Text Representation. The ESL classroom materials include Scott Foresman ESL book series that follow the principles of CALLA: the Cognitive Academic Language Approach. It teaches grade-level topics from the major curriculum areas, and Prentice Hall Regents ESL which is literature- based language acquisition program that incorporates Science, Social studies and Math altogether. With regards to native language support in the ESL program, the word wall often includes word native language translations and cognates. The students also use dictionaries and glossaries, same language speaking peer support, native language library books, and international websites. The teacher uses informal assessments and running records.

Beyond explicit ESL, General Education teachers are concerned with the language needs of ELLs. Therefore, they constantly monitor students' understanding of linguistically challenging material, and utilize the ELL targeted parts of the ReadyGen program, and Go Math! program. They use a shared reading module, a variety of phrasings and synonyms to clarify meaning, and scaffold the instruction with visual aids such as maps, illustrations, and graphic organizers to increase comprehension. If possible, the students are paired-up with an English proficient student who can assist with language translation, and help with the classroom activities during the day.

In order to maximize English language acquisition for ELLs, and to make content comprehensible to foster language development and meet the demands of Common Core learning Standards, the ESL teacher and the classroom teachers work closely to deliver literacy instruction as well as tailor additional content instruction to meet the needs of ELLs. Instruction is modified for newcomers by focusing on building vocabulary, developing listening comprehension, modeling reading and writing using visuals, realia, and providing active contextualized engagement activities. A combination of different second language acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce the students to school routines and to basic English language skills. Differentiation strategies include focussed discussion on key content vocabulary terms; use of graphic organizers to support the analysis of the text and pre-writing graphic organizers to support text development and organization, guided and shared reading to support text comprehension. The students have frequent assesments and conferences to access their progress and individual strengths and needs so the teacher can develop instructional goals and strategies. Also, in the testing grades the students utilize translated glossaries for Mathematics, Social Studies and Science, available also on the ALBETAC website.

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

At the beginning of their first year at school, students and their parents are informally interviewed to gather information about the students' background. The level of literacy in the first language, the time of the arrival to the U.S. , home literacy and culture, years of formal education, immigration status, disability status, these are all the important factors that are taken into consideration when evaluating the ELL student's diverse needs. Those students who speak Spanish at home and score at or below proficiency level on the English LAB-R are also administered Spanish LAB-R to determine language dominance. In regards to language, all ESL students use picture dictionaries in different languages and native language books in their ESL classroom. They are also provided with the

testing accommodations such as bilingual dictionaries and glossaries, the use of English and alternate language editions of the test or the oral test translation whenever the translated edition provided by the Department of Education is not available. Throughout the year the ESL and other teacher are using also some of the paras who speak different languages for the oral translation between the students and their parents as well as the over-the-phone translation unit if it is necessary.

15. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs are appropriately evaluated throughout the school year in four modalities in English acquisition: reading, writing, speaking and listening. At the beginning of the school year, after the NYSESLAT test is taken the ESL teacher analyzes the students' data and their proficiency levels in the 4 modalities reading, writing, speaking and listening, so that the ESL teacher is able to see the area of strengths and weaknesses of each individual student in order to plan the instructional goals for the coming school year. In the ESL classroom the classroom centers: reading center - library, writing center, word wall, math center, listening center (Reading A-Z, cd player with radio) are used so the students can develop their language proficiency in all those modalities. Furthermore, the NYSESLAT Periodic Assessments administered twice a year, in the Fall and in the Spring, all the formal as well as informal assessments of ELLs indicate the concentration of the instructional attention to different modalities in English acquisition. All activities and additional support offered to our ELL population is focused on their acquisition of language proficiency and academic progress. The evaluation of the students is closely connected to the patterns across NYSESLAT modalities -reading/writing and listening/speaking affect instructional instruction. According to the data report ESL students need less instructional support in speaking and listening and more in reading and writing therefore, an ESL teacher and school staff concentrate on the reading and writing skills and academic intervention is focused on those areas. There is a focus on the improvement of the Reading and Writing skills especially for the students on Advanced levels and Intermediate levels.
16. 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).

Our goal for the school's LAP is to ensure that instruction is designed to mediate the learning of various proficiency classifications: newcomers, SIFE, long-termed ELLs, and beginner, intermediate and advanced. We have compiled assessment data from ARIS, LAB-R, NYSESLAT and State Assessments results to analyze the strengths and weaknesses of our ELLs in specific modalities. In order to determine number of years of ESL service for ELLs, school administrators we use RYOS code on ATS.

a) This year P.S. 287 has no SIFE student (Student with Interrupted Formal Education) but once SIFE students are identified, P.S. 287 would make the individual needs assessment with the attention to their learning gaps in the instruction, monitor the progress of those students and their scores on the NYSESLAT, ELA and Math assessments, and provide support in all content areas to differentiate instruction for literacy needs. One of the options is to place such a student in a lower grade. This would be done on a case by case basis and with informed parental consent.

Also, P.S. 287 would make available all existing support structures such as Extended Day, or Speech which could benefit the student.

b) Newcomers are students who are being serviced 0-3 years, very often have recently immigrated and have very limited English language skills. They are usually at the Pre-Production and Early Production stage of Second Language Acquisition. When a new ELL student is registered in our school, we provide an informal student orientation. An informal assessment is provided to identify possible Academic Intervention programs. There is an ongoing home- school communication. If possible, the student is paired-up with the student who can assist with language translation and help with the classroom activities during the day.

Instruction is modified for newcomers by focusing on building vocabulary, developing listening comprehension, modeling reading and writing using visuals, realia, and providing active contextualized engagement activities. A combination of different second language acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce the students to school routines and to basic English language skills. At this stage, our teachers may utilize visuals and hands-on activities to ensure the student's understanding of content area subjects while the student is acquiring English. The newcomers who have been in the US schools for less than three years are provided with a variety of strategies and materials are used to aid their instruction: scaffolding, picture dictionaries, photo cards, realia, manipulatives. Newcomers have access to computer assisted language learning software (CharlesBridge Reading program, Kidspirations, FunPhonics) that provides them with the basic reading and comprehension skills. All ELLs have access to web-based programs (Fun Brain, and Starfall). We also provide a small collection of bilingual/native language reading books in the classrooms with ELLs and in the ESL library that newcomers can check out to take home.

Additionally, because NCLB requires ELA testing for ELLs after one year, the instructional plan is used to maximize opportunities for ELLs to acquire language and concepts, and differentiating instruction by a variety of scaffolding techniques to meet the needs of students. Teachers encourage ELLs to use bilingual dictionaries for native language support during reading and writing activities in order to clarify meaning and to develop their writing skills in their native language so they can transfer these skills when they are writing in English.

Beginners are paired with more dominate English speakers who can provide good modeling during the Small Group Instruction students are learning and practicing reading comprehension strategies (summarizing, sequencing, inferring, comparing and contrasting, drawing conclusions, self-questioning, problem solving, relating background knowledge, distinguishing between fact and opinion, finding the main idea).

c) ELLs receiving service from 4-6 years are mostly at the Intermediate or Advanced language proficiency level. Instruction for those students will focus on activities that are designed to develop higher level of language use in the content areas, expanding vocabulary, explicating teaching reading comprehension strategies, scaffolding academic language, modeling a think aloud verbalizing a confusing point. The writing process is broken down into stages. This process always starts with brainstorming activities that are visually displayed via graphic organizers. Grammar, spelling and punctuation rules are taught, as well as, the format for writing essays, reports, poetry and letters.

d) The instruction for students who completed 6 years of ESL (Long term Students) is especially focused on immersing them in a print-filled environment, providing context-enriching activities, engaging students in small group activities, providing multiple opportunities for students to learn.

In addition to the support received in ESL class, those students are required to participate in Extended Day program and Small Group Instruction. They are provided with the support that prepares them to participate in NYS assessments (e.g. ELA, Math, Science, Social Studies). Students work in small groups with their classroom teachers targeting specific areas of need. In addition, word to word dictionaries and glossaries are in place to support them during the tests.

Same support structures are provided.

e) Our four, special needs ELLs receive services from our licensed ESL pull-out teacher, support services as per their IEP and RTI services.

This enables us to meet the needs of this specific population by allowing for a majority of instruction to occur in small groups. Based on the individual, ESL strategies and instructional methods are utilized. Lessons for students with special needs are modified to address different learning styles, incorporating assistive technology and using a variety of scaffolding techniques and modifying lessons to address different learning styles.

As a policy for special needs students we ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates. The ESL teacher converses and collaborates with the IEP contact person. In addition, all the newcomers and SIFE students are constantly monitored for possible special needs status. P.S. 287 students with special needs are integrated in the mainstream ESL program and put under the supervision of the teacher and school Health Coordinator.

ESL students who achieved English language proficiency continue receiving transitional support and are permitted to have testing accommodations for up to two years after testing out on the NYSESLAT.

17. 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?

Our school uses the comprehensive researched based programs for grades K-5, Ready Gen and Go Math! Both of the programs use collaborative work formats such as daily multiple student shares, learning groups, peer revision and editing which support ELL-SWDs English language acquisition by providing them with immersive, developmentally appropriate native language models and feedback. ELL-SWDs participate in frequent one-to-one learning conferences with content area teachers and the ESL teacher. That is where the teachers get the chance to evaluate if the student receives all the support as mandated on their IEP, they also explore the language and concepts that cause learning difficulties, and teach the student appropriate strategies. Together, they have the opportunity to revise and edit student's work for language accuracy and content.

Ready Gen program contains precisely leveled, print-based learning and teaching resources combined with many additional materials, like "Scaffolded Strategies" handbook with Spanish cognates that support language and literacy proficiency for ELLs. It also provides an ELL component that supports the class curriculum and provides ELLs with scaffolding instruction. All the grades are using also Go Math! program. Teachers use differentiated instruction and utilize visuals, different garaphic organizers and hands-on activities to ensure the students' understanding of content area subjects while acquiring English. Everyday there is small class instruction and writing activities. Students also use technology support with Smart Boards, laptops and online resources.

ESL teacher, Ms. Wizner uses small group instruction, scaffolding techniques, word walls with native words and pictures, text-rich environment, content area glossaries in many home languages and leveled books, including native language literature, al to ensure an access to academic content areas and to accelerate their English language development.

18. 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?

The ESL teacher uses the Articulation Forms as the means of communication with classroom teachers in an effort to maintain alignment of curricula across the grades with the ESL instruction. The teachers use and share their curriculum maps which include modifications for ELL, and meet during the common preps four times a week. The goal is to plan on their instructional and educational strategies as a grade team and to collaborate with auxiliary staff members. Vertical groups meet across a grade

once a week to look at students' work. Inquiry team works on compiling the students' data and using them to target the students showing deficiencies in their learning. In order to ensure that flexible programming is used to maximize time of ELL students with disabilities (SWDs) spent with their non-disabled peers the Integrated Co-Teaching classrooms are opened, and all school curricular and extracurricular programs are available to all students including SWDs.

Courses Taught in Languages Other than English

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

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

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

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

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

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

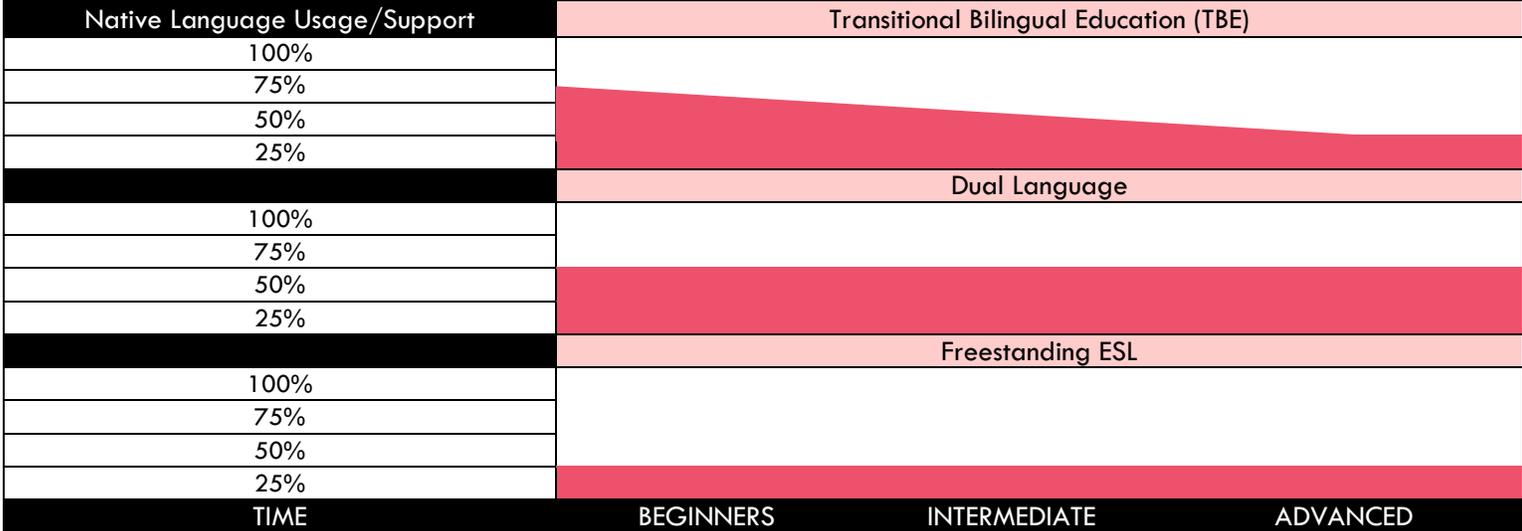
| | Beginning | Intermediate | Advanced |
|-------------------------------------------------------------------|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 540 minutes per week | 360 minutes per week | 180 minutes per week |

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

| | Beginning | Intermediate | Advanced |
|-------------------------------------------------------------------|--------------------|---------------------|----------------------|
| 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

19. 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.
- The Freestanding ESL program follows the balanced literacy model, the school's curriculum frameworks and ESL curriculum guides. The school uses the Ready Gen program which also includes a specific ESL component, and Go Math! program with all their supports.
- Cluster teachers also serve as Academic Intervention Specialists to help classroom teachers as well as students in all areas that need improvements. Tier II interventions include ESL teacher, Resource Room teacher, and Speech Therapist. The language of instruction is English. The translators over the phone or our bilingual paras are used for translations if necessary. IEP evaluations and parent teachers meetings are conducted for our students with special needs. Apart from ESL program and other intervention programs the classroom teachers are concerned with the language needs of ELLs, constantly monitor students' understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning, and scaffold the instruction with visual aids such as maps, and illustrations to increase comprehension. We use Guided reading, and vocabulary quizzes to make instruction more involving and effective. Instruction is modified for newcomers by focusing on building vocabulary, developing listening comprehension, modeling reading and writing using visuals, realia, and providing active contextualized engagement activities. A combination of different second language acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce the students to school routines and to basic English language skills. In the testing grades the students utilize translated glossaries for Mathematics, Social Studies and Science, available also on the ALBETAC website. All of the intervention programs for ELA, Math and other content areas are offered in English but with the native language support whenever needed. For the state tests in Math and Science, the translated versions and glossaries are available.
20. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The ESL program at P.S. 287 is devoted to meet the needs of all ELL students and help them achieve proficiency in language as well as in all content areas. Starting from the very first years the students are involved in developing their phonemic awareness, phonic skills, basic and complex vocabulary, fluency and comprehension so that they could become successful readers and writers, all while using the materials that are content based, including Social Studies and Science. They also receive instruction in Mathematics, this year especially using the Go Math! program curriculum and lesson plans making use of its manipulatives and intervention activities.
- The effectiveness of our current program is measured by the ELL students results in the formal assessment, ELA tests, Math tests, Science tests, Social Studies Tests, NYSESLAT tests and with other informal assessments in the ESL class as well as in the content area classes. ELLs are making steady gains on the assessment and in both content and their language development by moving from one to the next proficiency level in order to become language proficient. For example, the general patterns across proficiency and grades in the years before have shown that many ELL students who were Intermediate or Beginner, after taking NYSESLAT went up one level of English proficiency and are now advanced ELL students.
- It is often noticeable that ELLs who are taking the ELA after one year, are mostly scoring low on ELA, and making better progress in Math area. However, those students are making steady gains, and are expected to perform much better this year. In addition, the performance data in Math, Science and Social studies shows that ELL population needs to work on their academic language skills as well as on their reading comprehension, writing and test taking strategies. Therefore, the ESL teacher is focusing on these areas in the classroom instruction. The performance on standardized tests, classroom grades, observations and conferences with teachers, informs ESL teacher for the future planning.
21. What new programs or improvements will be considered for the upcoming school year?
- This school year the ESL teacher is aligning the ESL curriculum with the literacy curriculum of the ReadyGen program and math from the GoMath! ESL students will also be a part of the Reading A-Z, the online leveled reading program that is using many fiction and non-fiction books and materials that are correlated with Common Core Standards, and teach guided reading, reading proficiency and comprehension.
22. What programs/services for ELLs will be discontinued and why?
- There are no programs/services that will be discontinued for ELLs at PS 287. The only difference are the core programs, ReadyGen and Go Math! that are being introduced this year.
23. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs at P.S. 287 participate in curricular ReadyGen and Go Math! programs. They have an equal access to all afterschool programs and supplemental services offered in our building. Also, Tier III intervention specialists who serve all the students and their parents include guidance counselor, family worker, parent coordinator, occupational therapist, physical therapist, speech and

language therapist, social worker, and psychologist. ELLs at PS 287 have equal access to all afterschool programs and supplemental services offered in our building. All students take part in the Music Residency for Brooklyn Philharmonic program, and the Marquis Studio which includes Visual Arts for Pre-K and Kindergarten children and Architecture classes for 3rd, 4th, and 5th graders, all once a week. They have at least two periods a week of Physical Education class which is provided by classroom teachers. Afterschool programs for lower grades consists of dance/drama periods also provided by Marquis Studio 4 times for one hour. PS 287 has its own basketball team program, and BELL afterschool program for upper grades. There is a Saturday Academy twice a month for those students who need to improve their skills in Math and Writing.

Translation and Interpretation Services are offered to increase the involvement of parents, also some additional funding is available to translate important policy documents. Interpretation services and bilingual paras are a daily help in communication between staff and the parents.

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

The freestanding ESL program does not have any particular text but it is using a literacy instruction as an element to foster language development and meet the demands of Common Core Learning Standards. Materials that are used in ESL classroom to familiarize students with the state assessments include: Attanasio and Associates Getting Ready for the New NYSESLAT, New York State Coach: ELA, New York State Coach: Mathematics. Moreover, students are provided with prentice Hall regents ESL, Scott Foresman ESL, Spin by Longman, American English Today and Voyager Expanded Learning Program, Amazing English books, and the classroom library books. With the assistance of the stationary computer programs (Charlesbridge Reading Fluency, Kidspirations, FunPhonics), Internet sources (Reading A-Z, Starfall), and listening tapes, the students develop their skills in phonics, reading, vocabulary, listening, writing and math. Therefore, the students are provided not only with the instructional materials, content area books for Math, ELA, social studies and science, but also with high interest/low leveled texts and leveled library. Bilingual books, large print books, bilingual glossaries and picture dictionaries, are available. Students also use manipulatives, math and language educational games and activities as well as cd player to listen to songs and stories that are frequently used by the teacher or individually, by the students themselves during small group instructional time. Newcomers/beginners are provided with an access to electronic native language translations of key vocabulary and texts (when instructionally appropriate) and independent reading materials (when available). Bilingual dictionaries are also available for the student during content-area classes.

Because of the low number of ELL population at our school, we don't receive Title III funding.

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

In our Freestanding ESL program, the newcomers/beginners are provided with native language support whenever it is instructionally appropriate. This includes verbal and written translation and explanation of a key vocabulary and texts, and access to dictionaries and electronic translation resources (Google translator, bilingual translation websites). Students are allowed to use their native language with the teacher or the peers in order to express understanding or to ask for clarification. In order to deliver native language support, reading levels labeled language books, the picture dictionaries, Webster dictionaries as well as Bilingual dictionaries are often used in the ESL instruction. We also provide a small collection of bilingual/native language reading books in the ESL classroom library that students can check out to take home. This year the teacher is to use her tablet with the online translations application so that it may serve better communication between the teacher and newcomers. The bilingual dictionaries and translated glossaries are available as a classroom resource, and may be provided as an accomodation when taking State examinations, and also, the Department of Education may provide them with the translated editions of some tests.

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

The required services support, and resources correspond to ELL's ages and grade levels. The services provide support needed by ESL students to achieve and maintain a satisfactory level of academic performance. ELL acquire and develop English language skills while meeting their grade and age level standards in core subjects. ELL students are assessed on an ongoing basis with the help of Periodic Assessments and the Reading A-Z program to drive teaching goals and instruction.

27. 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.

Our ELL population is quite small, not enough to make a subgroup population. This year we have 8 ESL students in grades K,1,,4, and 5. Only one of them is the Beginning level student. As such, we conduct orientations with the parents as soon as they enroll their children and after the child is identified as an eligible candidate for ESL instructional services. In order to ensure the identification, the appropriate placement and educational services for the children, on the day of registration, all of the parents are initially interviewed one-on-one, and given a Home Language Survey (HLIS) by the licensed pedagogue, the teacher with an ESL license. In case of the language barrier, school staff members serve as translators or Translation and Interpretation Unit is called. HLIS are distributed according to home languages of the parents. After the informal interview, initial screening and HLIS administration, the child is or is not identified as an eligible candidate for ESL instructional services.

28. What language electives are offered to ELLs?

There are no language electives offered at our school.

29. 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)?

At this time P.S. 287 is not offering any Dual Language programs.

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 team includes the ESL teacher, Ms. Wizner, and the content- area teachers who work with ELLs. They work corrobolatively on a weekly basis to discuss the current curriculum demands and materials, consult which ESL strategies are the most suitable for particular ELL student. Professional development is provided by school staff and Community Learning Support personnel organization. They focus on: scaffolding in the content areas, differentiation in the ESL classroom, ESL in the Mathematics classroom. Academic Intervention Specialists and ESL teacher go in the classrooms and provide professional support to the teachers of ELLs. ESL teacher participates in Regional Professional Development sessions, Office of English Language Learners PDs, Technical support sessions (LAP, BESIS). All of those PD's are later conferred with the school ESL team as Ms. Wizner's turnkeys all of the important information. Monthly faculty and grade conferences which include ELL teacher, provide information on Danielson Framework instruction and implementation, and differentiated instruction among others. E.x. on October 9, 2013, our school provided the workshop regarding the guidelines for implementing testing accommodations for our SWD's and ELLs.

2. Office of English Language Learners (OELL) shares many ELL -related professional development opportunities and educational resources that support ELL teachers as they engage in the Common Core learning Standards. Additionally, Pearson Ready Gen and Go Math! programs offer workshops and training sessions. One took place during the Summer and they will continue during the school year so that the teachers become more familiar with the new curricula and methodologies that are being implemented. All of the content-area teachers are informaed and invited to those workshops in order to provide them with additional opportunities for expanding their knowledge and expertese regarding the ELLs.

3. ESL teacher and the guidance counselor provide teachers, parents, and the students with information about different schools, helping make the proper placement decision of those ELL students who transfer from elementary to junior- high school. The Guidance Counselor attends the workshops and turnkeys the information that he has learned to the teachers and administrators who in turn educate students about different choices by supplying them with the materials and resources. Together with Parent Coordinator, the Guidance Counselor organizes workshops for the parents, distribute the fliers and brochures informing about the open school days at various locations. There are links with Community based Organizations, and our Social Worker who represents the Woodwind Foundation helps the parents, students and the Guidance Counselor communicate and work with each other in assisting he ELLs in transition from one school level to another. Our school makes sure that the correct data regarding the ELLs and their accomodations status are correct and updated in the system so that they could benefit from them when they transfer to another school.

4. The ESL teacher and the ELL Specialist from the 432 Network will make presentations on effective learning and teaching strategies for ELLs at a Faculty Conference and grade meetings to fulfill the requirement of 7.5 hours of ELL training for staff. The attendance is taken and the records are keptn in the teacher's files. The teachers are also informed about the professional development evens and trainings provided by the Office of Language learners (OELL). The power point presentation and information is shared dealing with ELL student specific characteristics, instructional approaches and types of scaffolding for ELL population. The ELL Specialist will also present to staff and support teachers throughout the year. The records will be maintained by keeping the meetings' agendas and the attendance sheets.

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. At P.S. 287 parents of newly enrolled students are provided with an orientation session on the State Standards, assessments, school expectations and the general program requirements of our ESL program. Also, all ELLs are invited to two informational meetings as required under Part 154; they meet with an ELL teacher during the School Open Night, Parent- Teacher Conferences. These meetings provide information on ELA/ ESL and Math Standards and Assessment, and later in the school year on NYSESLAT Assessment and Promotional Policy.

Whenever needed, ELL parents are provided with an access to the Translation and Interpretation Services, and the documents in their native languages. Interpretation services are a daily help in communication between school staff and parents. The Parent Coordinator, Ms. Evans, also plays a vital role in assisting parents of children who have services with an ELL teacher. She attends CARE TEAM meeting bi-monthly at P.S 287, where principal, school psychologist, guidance counselor, ELL teacher, occupational therapist, speech teacher, and social worker, all come together to discuss these students. She contacts those parents and develops a relationship with them; they discuss any personal concerns that they have.

2. Our school is always open to the support of our school community and has several community partnerships. At this time none of our partnerships are specifically targeted to parents of English Language Learners. However, the Department of Education holds several workshops throughout the school year. These workshops are posted on the "Parent Coordinators Bulletin Board and flyers are distributed to those students receiving ELL services. In our school community, nearby "Ingersoll Community Center" located at 177 Myrtle Ave., also gives several workshops. Parents of students receiving ELL services are encouraged to attend morning classes in English and other languages. We do support and encourage attendance at the workshops for ELL parents held by the Department of Education and other organizations.

3. Parents are formally surveyed and informally assessed when there is opportunity for face to face interaction. They are invited to come, call or email with any issues that may impede their child's educational progress. Surveys about their interests and needs, feedback forms from workshops and the Learning Environment Survey are also used to evaluate parent needs. Parent Coordinator provides a warm, welcoming environment to all ELL parents, and lets them know they are always welcomed and important to our school community no matter the language or cultural differences. Weekly phone calls to parents from the parent coordinator are done, and questions are asked about student's progress. Parents that attend classes in English and other languages are asked about their progress and if they have any needs or concerns so that our school could address any problems or issues they may be having. The onsite interpreters and over the phone Translation and Interpretation service are always available.

4. Since the parents are an important part of our school community, our school makes an effort to address their needs by parental involvement activities. Parents at PS 287 are involved in a Leadership program, and the Paraluch which is a community based literacy program. Three times a week people from outside, business men and women, come in to read to students. PTA works alongside. The parent coordinator greets every parent each morning and afternoon at dismissal and reminds parents that she is available daily to address all needs pertaining parent and their children. PTA's monthly meetings are attended by parents who contribute their ideas to the board. In the new year, workshops will be given to help parents with several needs, Common Core Workshops, Healthily Eating Habits, Exercise Classes, Self Esteem, and Parent Book Clubs. Our parents will be exposed to those many different workshops that will help encourage and strengthen the parent-child relationship which overflows to a happier and healthier student.

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: 287

School DBN: 13K287

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|------------------------|----------------------|-----------|-----------------|
| Michele Rawlins- Brown | Principal | | 10/31/13 |
| | Assistant Principal | | 1/1/01 |
| Denise Evans | Parent Coordinator | | 10/31/13 |
| Joanna Wizner | ESL Teacher | | 10/31/13 |
| | Parent | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Teacher/Subject Area | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| | Guidance Counselor | | 1/1/01 |
| Nilda I. Pabon- Kraft | Network Leader | | 1/1/01 |
| | Other _____ | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 13K287

School Name: The Dr. Bailey K. Ashford School

Cluster: CFN

Network: 412

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

Part A: Needs Assessment Findings

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

Schools' written translation and oral interpretation needs are assessed to all parents with appropriate and timely fashion in a language they can understand. Language Translation and Interpretation is based on parents preferred language of oral and written communication whether or not the students are ELLs.

Home language indicators are available on the ATS (RHLA report) and our school uses also parent conversations during the PTA meetings, school conferences and school-wide events or other meetings with parents to determine written translation and interpretation needs. Out of 200 parents in PS 287, we have 5 that speak Bengali language 3 Cantonese speakers, 5 Chinese, 2 French-Haitian Creole, 2 Fulani, 10 Spanish and 22 speak the languages that are not specified. All of them require written translation and interpretation and the data is shared with our school community during the PTA meetings, school conferences, and school-wide events. The school's written translation and oral interpretation needs are conducted by on-site volunteers (paras or teachers) who speak Spanish and Polish. Furthermore, the Translation and Interpretation Unit provides our school with internal resources for accessing oral translation, written translation, on-site Interpretation and over-the-phone interpretation services. The Home Language Identification Survey (HLIS) is provided to all of our parents upon the registration at the school. Right there, in the office, parents are notified about all the translation services available: the DOE's Translation and Interpretation Unit, and Over-the-Phone Interpretation Services, and also our multi-speaking staff. During the process of registration the interview is conducted by one of our pedagogues as for the parent language preference and choice. The Home Language Identification Survey itself, contains a question informing the administration, and school staff about the parents' communication language preference. This information can later be accessed in the ATS system using the Home Language report (RHLA), and on the blue emergency cards located in the main office.

The ELL Parent Information Kit (EPIC) which contains documents available in several languages is placed in a designated cabinet in ESL classroom, and it is also available at the DOE website:

<http://schools.nyc.gov/Academics/ELL/EducatorResources/Parent+Information.htm>

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.

Based on tall the ATS data, we found out that we have 166 students that use English language only, 5 that speak Bengali, 3 speak Cantonese, 5 Chinese, 2 French-Haitian Creole, 2 Fulani, 10 Spanish, and 22 students speak the languages that were not named specifically. Also, at P.S. 287, we noticed that there is a growing population of students who speak the Chinese language almost every year. The staff and parents have been informed about our slowly changing population at faculty conferences and at PTA meetings. All this data means that any correspondence will have to be translated for those parents.

Part B: Strategies and Activities

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

The Home Language Identification Survey (HLIS) will be provided upon the registration at the school. Parents will be notified in timely fashion whether their child has or not been eligible for LAB-R testing, informed about the LAB-R results, and the Parent-Teacher Orientation session for the parents of the newly enrolled students. At the orientation, parents will be provided with information and choice regarding ELL programs available in New York School System. Moreover, parents will be informed about the upcoming, citywide tests, the NYSESLAT results, and all the documents containing critical information about their child's education.

8. 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.

Whenever there is a need, the oral interpretation services will be provided by in-house volunteers (teacher/para that is the speaker of the other language), the relative, or Over the Phone Interpretation Services. The Translation and Interpretation Unit provides NYCDOE schools and offices with the resource also for accessing oral interpretation services as well as on-site interpretation services for different events. The school's written translation and oral interpretation needs are conducted by on-site volunteers such as paras or teachers who speak Spanish and Polish. Moreover, the Translation and Interpretation Unit provides the school with any translations of the documents that our school is requesting providing that the Translation and Interpretation funds are there to be used. In addition, the Office of ELLs will provide city wide conferences for the parents of current and former English Language Learners (ELLs).

9. 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>.

Every year our school is assigned a certain budget resources to fulfill the needs of the parents. Whenever there is a need, the oral interpretation services will be provided by in-house staff (teacher or para that is the speaker of the other language). If the in-house staff is unavailable for oral translation, the school uses the over-the phone Translation and Interpretation Unit services for oral translation for parents. Occasionally, P.S. 287 will use the Translation and Interpretation Unit for translating to the ESL students during the State tests if necessary or during school events. Translation services are available for any parent that has another language other than English. The ESL teacher has an access to The ELL Parent Information Kit (EPIC) which includes: The Home Language Identification Survey, The ELL Parent Brochure, Parent Survey and program selection Form, Parent notifications (Entitlement, Non-entitlement, Continued Entitlement, Placement, and Transition letters).

All of the above are available in several languages, and at the DOE website:

<http://schools.nyc.gov/Academics/ELL/EducatorResources/Parent+Information.htm>.

In accordance with the Chancellor's Regulations A-663, at the entrance to PS 305 there will be signs placed to inform all of the parents about the language interpretation services being available. The signs will be made in the most prominent covered languages. At present we are working on accommodating our main office, so that the parents will be provided with a copy of the translated versions of Bill Of Rights which informs them about their translation and interpretation services rights. In order to ensure that the language barrier does not prevent the ELL parents from reaching the school administration, the school safety plan will contain procedures to provide them with the most appropriate translation and interpretation services.