

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

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

**13K691**

**School Name:**

**FORT GREENE PREPARATORY ACADEMY**

**Principal:**

**PAULA LETTIERE**

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Level: Middle School School Number (DBN): 13K691  
School Type: Public Grades Served: 6-8  
School Address: 100 Clermont Avenue  
Phone Number: 718 254 9401 Fax: 718 254 9407  
School Contact Person: Paula Lettiere Email Address: Plettie2@schools.nyc.gov  
Principal: Paula Lettiere  
UFT Chapter Leader: Joseph Amoako  
Parents' Association President: Eric Manson  
SLT Chairperson: Alima Rowley  
Student Representative(s): \_\_\_\_\_

**District Information**

District: 13 Superintendent: Barbara Freeman  
Superintendent's Office Address: 355 Park Place, room 116, Brooklyn, NY 11238  
Superintendent's Email Address: Bfreeman6@schools.nyc.gov  
Phone Number: 718 636 3284 Fax: 718 636 3266

**Cluster and Network Information**

Cluster Number: 1 Cluster Leader: Chris Groll  
Network Number: 101 Network Leader: Cristina Solis

## 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:

- 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\*.
- 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.\*\*
- 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)
Paula Lettiere	*Principal or Designee	
Joseph Amoako	*UFT Chapter Leader or Designee	
Eric Manson	*PA/PTA President or Designated Co-President	
Alima Rowley	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Ryan Minezzi	Member/ UFT	
Ade Cox	Member/ UFT	
Trevor Green	Member/ Parent	
Shakeera Jones	Member/ Parent	
Abdul Pedro	Member/ Parent	
Kim Moore	Member/ Parent	
	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
<ul style="list-style-type: none"> <li>• <b>Rigorous Instruction:</b> 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.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Collaborative Teachers:</b> 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.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Effective School Leadership:</b> 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.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Trust:</b> 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</li> </ul>

## 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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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:

- **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.
- **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.
- **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.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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.

Fort Greene Preparatory Academy is a progressive middle school that is in its fifth year. Fort Green Preparatory Academy is a college preparatory school committed to providing an education of excellence that allows each student to develop intellectual independence, self-confidence and a sense of responsibility towards others both within the school and throughout the larger community.

Our school will graduate future leaders, decision-makers and innovators empowered to solve the problems of the 21st Century. To meet this challenge, a rigorous inquiry-based curriculum will push students from foundational knowledge towards the problem solving and critical thinking necessary for success in college and beyond.

Our school community has a diverse set of needs. Within our population of 250 students, 6% are English Language Learners, 72% are eligible for free and reduced lunch, 10% receive counseling services, 24% are students with disabilities, and 3% are student within temporary housing.

The ethnic make of the school is diverse. 24% of students are Hispanic, 69% of students are Black, 2% are white, 2% are Asian/Pacific Islander, 1% American Indian/Alaskan Native, 1% Native Hawaiian, 1% multi-racial.

The school has developed strategic partnerships with University Settlement, who are the acting CBO for the Compass after school program that is offered in partnership with the Mayor's initiative. University Settlement is an organization deeply invested within the community whose programs and services have been support our students for years. It was a logical next step for the school to bring their successful work to the school to offer as after school programming.

The school is also part of the Learning Partners Program Chancellor's initiative. As part of a triad of school that includes Metropolitan Expeditionary Learning School and Hunter's Point Community School, we are studying positive school culture and implementing initiatives designed as a result of this learning to promote a positive school community.

The school has made strong progress in Science and steady progress in Language Arts. We have developed a solid technology program with partners that include NYUPoly and NYU providing resources, training and graduate engineering students to work with our students in developing a solid foundation in STEM. We have implemented a full inclusion model for our students with disabilities which has positively benefitted the learning of that population.

Our community struggles in the area of math and strategic coaching support and the development of teaching practice aligned to the Common Core Curriculum is a key focus for development this year. In order to promote positive school culture around high academic expectations, the school has shifted its focus to portfolio and performance based grading to cultivate student independence in their learning and a deeper understanding and investment in the quality of both thinking about the work and the work product itself. In order to foster a better understanding by both students and their families of Common Core Aligned work products that are at or above grade level and each student's individual progress toward those goals the school will be implementing the following:

The launch of Student-led Conferencing as a means to have students reflect on and communicate about their learning with families

Curriculum Night and Family workshops to educate families as to the curriculum of the school and progress toward those expectations

Small group Advisories with a specific focus on student reflection regarding portfolio reviews

Quarterly learning celebrations where honor roll scholars are celebrated.

## 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.

There is a discrepancy between course pass rates and performance on the state exam in both Math and ELA for the 2013-2014 school year. Specifically in Math, students did not make adequate yearly progress with grade 6 making the least progress. The level of rigor in and effective implementation of instruction was not consistent from classroom to classroom and curriculum needs to be more strongly aligned to the rigorous expectations of Common Core Learning Standards. 40% of the staff is new to Fort Greene Preparatory Academy this year and all teacher practice needs to be normed and aligned to consistently promote rigorous instruction.

### 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.

80% of all classroom teachers will effectively use the Lesson Assessment Framework to plan rigorous, Common Core-aligned lessons with clear assessment of the standards.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>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).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>			
All teachers will be trained in planning using the Lesson Assessment Framework—a tool adapted from the Gradual Release of Responsibility model (Better Learning Through Structured Teaching, Douglas Fisher and Nancy Frey. Training will be conducted through a book study in the Monday PD sessions, through group trainings in Monday PD Sessions, and through individual feedback tied to the observation process.	All Teachers	September 2014 through June 2015	Principal Lettiere AP Schaffer
<ul style="list-style-type: none"> <li>• Targeted math department coaching to improve alignment of planning with Common Core skills targets and ensure lesson plan learning targets are forwarding instruction based</li> </ul>	Math Department	December 2014 - January	Math coach, Julie Arcement and Math Dept. Team

<p>on impact on student work.</p> <ul style="list-style-type: none"> <li>Targeted Social Studies Department coaching to improve alignment of planning with Common Core skills targets and ensure lesson plan learning targets are forwarding instruction based on impact on student work.</li> <li>Targeted ELA coaching to improve alignment of planning with Common Core skills targets and ensure lesson plan learning targets are forwarding instruction based on impact on student work.</li> </ul>	<p>History Department</p> <p>ELA Department</p>	<p>2015 November 2014 - February 2015</p> <p>December 2014 - February 2015</p>	<p>leader.</p> <p>For History: Resident Principal Torre will monitor and coach department with the support of achievement coach Rose Greco from the network.</p> <p>For ELA: Network achievement coach Stacy Bergen and ELA Department Team Leader</p>
<p>Grade Teams will meet weekly to assess student work and discuss student progress. In six week cycles, grade teams will focus on improving classroom strategies that support student success and monitor intervention plans.</p> <p>The Principal will meet with teacher focus groups (Grade Team leaders, Learning Partners Team, Consultation Committee and SLT to determine which supports, training and resources teams need to implement this work and provide opportunities for staff to air school concerns and collaborate with the principal in group problem-solving.</p>	<p>Grade Teams</p> <p>Grade Teams Consultation Committee SLT</p>	<p>Weekly and in 6 week cycles throughout the school year</p> <p>Weekly grade team leader meetings Monthly SLT and consultation committee meetings</p>	<p>Grade Team Leaders and the Principal</p> <p>Grade Teams Consultation Committee SLT Principal</p>
<p>Student-led conferences will be implemented in the 2014-2015 school year to increase the dialogue between the school and families around student progress toward meeting and achieving proficiency in promotional standards.</p>	<p>Advisory teachers and Advisory classes</p>	<p>September –November 2014</p>	<p>Advisory Teachers, Resident Principal Jessica Torre</p>

**Part 4 – Resources Needed**

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> <li>Copies of Better Learning Through Structured Teaching for entire teaching staff</li> <li>Planning materials including Web’s DOK, The Lesson Assessment Framework, the Gradual Release of Responsibility Lesson Plan Template, and Unit Planning Standards Alignment guide</li> <li>Contracted time with ISA Math Coach Julie Arcement, Science Coach</li> <li>Contracted time with Network achievement coaches, Rose Greco and Stacy Bergen</li> <li>Contracted time with Resident Principal Jessica Torre</li> <li>Team time scheduled into weekly schedule for all teaching staff</li> <li>Per session planning time up to 20 hours for teachers</li> </ul>

**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	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

- X New Leaders for New Schools partners with Fort Greene Preparatory Academy as part of their principal training program. As part of the partnership, a Resident Principal intern, Jessica Torre, was placed at the school. As part of her training she will assist in developing and forwarding school initiatives.
- Grant recipient of Learning Partners which has provided funding for planning, school visits, and model teachers.

**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.
- Monthly unit plan and lesson plan reviews will be conducted as part of the regular observation process to monitor increase of alignment to the CCLS and the Lesson Planning Framework. Student work products will be reviewed in conjunction with the lesson review to determine impact on student learning.
  - Observation cycle will be monitored monthly using the Advance tool to determine progress toward the goal based on the percentage of teachers rated as effective or highly effective in Danielson Framework Domain 1a Demonstrating knowledge of content and pedagogy and 1e Designing coherent instruction.

**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?				

## 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.

Fort Greene Preparatory Academy implemented the new NYCDOE core curriculum (CMP3 Math and Expeditionary Learning ELA) as part of the roll out of the CCLS within the school. Curriculum was delivered late in September 2013 (after school was already in session) and training for those materials was offered throughout the Fall of 2013. Teachers could not prepare their materials prior to the start of the year as they had in years past. All teachers experienced a learning curve as they translated the curriculum and made sense of it within the context of our school. It was a heavy lift and required much planning time. This resulted in a more tenuous approach from the staff, where as in previous years they felt more confident in what they were teaching. By the end of the year the teachers had worked out how to use the curriculum and felt more confident about how to use it in the coming school year. However, the struggle to implement resulted in inconsistencies from classroom to classroom that negatively impacted the overall culture of the school.

The School Survey Report, Student Progress data and the Observations from 2013-2014 school year reflect these inconsistencies from classroom to classroom as outlined above. In some classrooms, teachers and students were highly successful, while other classrooms teachers and students were less successful. These inconsistencies negatively impacted teachers and students’ feeling of support and safety within the classroom environment and negatively impacted student progress.

Based on classroom observations and conversations with teachers and students we noted inconsistencies in classroom climate from classroom to classroom. Again, in some classrooms, teachers and students were highly successful, while other classrooms teachers and students were less successful. The school developed a school culture team which spent the Spring Term of the 2013-2014 school year studying the needs of the school and identifying foundational practices that elicited success within the classroom. Teacher teams worked diligently to norm practices and create a routine day for the students to positively impact student learning from classroom to classroom. This work has informed our annual goal and PD plan for the 2014-2015 school year.

### 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.

80% of classrooms will effectively and consistently implement at least 80% of the foundational practices identified for success within the school to create the conditions for student-centered learning. These include: Consistent daily routines, effective modeling, using the Lesson Assessment Framework to plan student-centered lessons with a gradual release of responsibility, differentiating for varied learning needs, providing regular feedback and opportunities for self-assessment of student work, and proactively addressing potential off task behavior.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the</i>

<p>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>6. 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>7. Strategies to increase parent involvement and engagement</p> <p>8. Activities that address the Capacity Framework element of Trust</p>			<i>activity/strategy?</i>
<ul style="list-style-type: none"> <li>All teaching staff will be trained in effective classroom management techniques and prepare consistent routines and expectations across grade teams to create consistency within the classroom. Coaching support for targeted teachers will be provided by achievement coach, Linda Traubman.</li> <li>All teaching staff trained and coached through implementation of the Lesson Assessment Framework and provided feedback in regular cycles of observation</li> <li>Unit skills progression alignment and student assessment/feedback training for whole school. Action cycle around this work lead by grade teams. Targeted coaching cycle.</li> <li>Student-led conference implementation training and coaching</li> </ul>	<p>Teachers/grade teams</p> <p>Teachers</p> <p>Teachers</p> <p>Advisors</p>	<p>August-September 2014</p> <p>September-December 2014</p> <p>December-January 2015</p> <p>September-November 2014</p>	<p>Linda Traubman Administration</p> <p>Administration</p> <p>Administration, achievement coaches, Model teachers</p> <p>Jessica Torre</p>
<p>The Principal will meet with teacher focus groups (Grade Team leaders, Learning Partners Team, Consultation Committee and SLT to determine which supports, training and resources teams need to implement this work and provide opportunities for staff to air school concerns and collaborate with the principal in group problem-solving.</p>	<p>Grade Teams</p> <p>Consultation Committee</p> <p>SLT</p>	<p>Weekly</p> <p>Grade Team Leader meetings, monthly</p> <p>Consultation Committee</p> <p>SLT</p>	<p>Grade Teams Leaders</p> <p>Consultation Committee</p> <p>SLT</p> <p>Principal</p>
<p>Teacher teams will utilize family engagement time and time built into the schedule to communicate with parents regarding the curriculum and events that are taking place within the classrooms and around individual progress. The online jupitergrades system will be utilized by all teachers to post individual student progress and student units, assignments and dealines. Jupitergrades will also be used as a direct means of communicating with families online.</p> <p>School will host curriculum night and family orientation to provide context for learning within the year and provide opportunities for families and teachers to dialogue about expectations of and support for students.</p> <p>Guidance Counselor will provide family workshops to help inform families of expectations of and support for students as well as strategies to support their child and partner with the school.</p>	<p>Grade Teams</p> <p>Teachers</p> <p>Administration</p> <p>Grade Teams</p> <p>Guidance</p> <p>Parent/Community Coordinator</p> <p>Guidance</p>	<p>Weekly</p> <p>September 2014</p> <p>Twice per term</p>	<p>Grade Teams</p> <p>Teachers</p> <p>Administration</p> <p>Administration</p> <p>Grade Teams</p> <p>Guidance</p> <p>Parent/Community Coordinator</p> <p>Guidance</p> <p>Administration</p>

<p>A comprehensive after school program has been put in place to support the following:</p> <ul style="list-style-type: none"> <li>• Academic Intervention services for SWDs, ELLs, and bottom 3<sup>rd</sup></li> <li>• Mentoring and social skill development for all students but specifically to a target group of boys</li> <li>• Enrichment for all students and to extend learning for high level students</li> </ul>	<p>University Settlement Compass after school</p> <p>Teachers</p>	<p>Ongoing</p>	<p>University Settlement Compass after school program</p> <p>Teachers</p>
<p>The Arts program will be expanded to include Music and Dance in addition to Fine Arts offerings to the students in all 3 grades. The Fine Arts program will be expanded to include Ceramics—with a facilities upgrade that includes a kiln. The arts programs will be offered during the regular school day and through the after school partnership with University Settlement.</p>	<p>Arts Department</p>	<p>Beginning September 2014</p>	<p>Arts Teachers Administration</p>

#### **Part 4 – Resources Needed**

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

- Contracted time with ISA Math Coach Julie Arcement, Science Coach
- Contracted time with Network achievement coaches, Rose Greco and Stacy Bergen
- Contracted time with Resident Principal Jessica Torre
- Contracted time with Achievement coach Linda Traubman
- Team time scheduled into weekly schedule for all teaching staff
- Per session planning time up to 20 hours for teachers
- Per session planning time up to 20 hours for guidance counselor, Parent coordinator, Community Coordinator
- Per session planning time up to 20 hours for administration
- 400 hours of teacher per session for tutoring
- Coverages for teachers engaging in off site PD
- Organization of off site school/classroom visits and intervisitation and associated coverages
- Access to training videos and materials
- Jupitergrades annual contract

#### **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	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

- X New Leaders for New Schools partners with Fort Greene Preparatory Academy as part of their principal training program. As part of the partnership, a Resident Principal intern, Jessica Torre, was placed at the school. As part of her training she will assist in developing and forwarding school initiatives.
  - Grant recipient of Learning Partners which has provided funding for planning, school visits, and model teachers.
  - Grant recipient of the Compass after school program in partnership with Sonyc and University Settlement.
- Grant recipient of Uncommon Schools training program for select teachers.

#### **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:

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

- Progress toward meeting this goal will be monitored monthly as part of the observation and feedback cycle. Using the Advance tool we will measure progress toward the goal by monitoring the percentage of teachers rated as effective or highly effective in Danielson Framework 1a Demonstrating knowledge of content and pedagogy , 1e Designing coherent instruction, 2a: Creating an environment of respect and rapport, 2d: Managing student behavior
- Three times throughout the year (December, February, April) the Learning Partners Triad will spend a day visiting all classrooms and assessing progress toward the goal using an aligned observation tool.

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

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12. 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

- |     |   |
|-----|---|
| 13. | 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). |
| 14. | 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.  |

Fort Greene Preparatory Academy has built into the schedule planning time for both grade teams and content teams. The 2013-2014 school year team time focused on learning how to implement the new curriculum and how to modify it to meet the needs of our learners. Because the school is small with only one teacher per subject per grade teacher were working on the implementation needs of their own curriculum, rather than working with their team to forward a specific initiative as measured by progress toward a specific team goal. Based on the 2013-2014 School Survey and observations this led to inconsistencies in success from classroom to classroom.

The current teacher team time has been increased as a result of the new teacher contract which allows for additional time for professional development and collaboration, in addition to the four collaboration periods built into the schedule. The current teacher teams possess a positive belief system that primes them to do goal-driven collaborative work. Participation in the Learning Partners Programs has provided us with increased capacity to develop teacher leadership, funding and training for model teachers and funding for per session team collaboration time.

### Part 2 – Annual Goal

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 – Specific, Measurable, Achievable, Relevant, and Time-bound.

80% of teacher teams will be able to effectively create an action plan to meet a data-based, team-selected goal that improves student learning.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. 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). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Teacher teams will be trained in how to use data to create a SMART goal, and develop an action plan using an action planning template. Teams will select one concrete item that will be developed to improve the classroom climate to create student-conditions. Using the action planning cycle teacher teams will work to implement cycles of student assessment and feedback to concretely measure student awareness of academic goals and their progress in meeting them.	Grade Teams	December-2014- January 2015	Administration Grade Team Leaders

Assessment criteria and setting of goals will be modified to align to IEP goals.	SWDs SpEd team	December- 2014- January 2015	Administration SpEd Team Leader
The Principal will meet with Grade Team leaders to determine which supports, training and resources teams need to implement this work and provide opportunities for staff to air school concerns and collaborate with the principal in group problem-solving.	Grade Team Leaders	Weekly	Principal Grade Team Leaders
In class goal-setting and progress measuring will be aligned with the portfolio review for student-led conferencing so that students can better communicate with families around their specific progress.	Advisories	December- 2014- January 2015	Administration Advisors

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Time in schedule for team meetings Professional development time to fill gaps in understanding Action planning templates

**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	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. 20. Specify a timeframe for mid-point progress monitoring activities.				
At the end of the six-week cycle teams will present student achievement data as evidence of progress in or toward meeting the smart goal. Student –led conference presentations in February will be assessed for alignment to the in-class goal setting.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
22.	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

- |     |  |
|-----|--|
| 23. | 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). |
| 24. | 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.   |

Based on the observation data from the previous year, teacher effectiveness improved overall with consistent cycles of observation and feedback from the principal and assistant principal.

Our data proves that teachers who have remained at the school for 3-5 consecutive years have steadily increased their performance to effective and/or highly effective. 40% of the school staff is new to the school. Administrative feedback is a priority focus to create a consistent learning culture within the school.

### 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 – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound. |
|  | Administration will observe all staff a minimum of 4 times and debrief the observation with feedback in a face to face conference with the specific goal of moving one identified ineffective or developing teacher practice up one level on the Danielson Framework for Teaching and Learning rubric.   |

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. 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). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Principal and Assistant Principal will attend yearly training on using the Advance tool and Danielson Framework for Teaching and Learning to assess teacher practice and provide quality feedback. Administrations will jointly observe lessons to norm styles to ensure consistency.	Administration	August-November 2014	Administration
Administration will involve teachers in the assessment and feedback discussion by encouraging them to self-evaluate prior to the meeting and present the evidence of their assessment. Next	Teachers	Ongoing	Administration

steps will be planned jointly between teachers and administrators based on evidence from the observations, previous patterns of feedback and growth, and student performance data.			
Professional development supports will be planned jointly between teachers and administrators based on evidence from the observations, previous patterns of feedback and growth, and student performance data.	Teachers	Ongoing	Administration

#### Part 4 – Resources Needed

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

Danielson Framework for Teaching and Learning  
 Administrative time  
 Time in schedule with teachers for debrief, which may require coverages  
 Professional development resources for next steps

#### 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	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

- New Leaders for New Schools partners with Fort Greene Preparatory Academy as part of their principal training program. As part of the partnership, a Resident Principal intern, Jessica Torre, was placed at the school. As part of her training she will assist in developing and forwarding school initiatives.
- Grant recipient of Learning Partners which has provided funding for planning, school visits, and model teachers.

#### 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:

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

- Teacher observations will be assessed at the end of January using the Danielson Framework for teaching and learning to determine positive movement on the rubric for the identified growth component.
- Walkthroughs, feedback visits, and/or formal/informal observations will be conducted monthly and teachers debriefs conducted to provide teachers with feedback on their progress.
- Monday professional development sessions, and teacher coaching in its various forms will be targeted to the needs of supporting development in the targeted areas for individual teachers or groups of teachers developing in the same area.

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

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32.	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

- |     |   |
|-----|---|
| 33. | 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). |
| 34. | 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.  |

While our 2013-2014 school survey indicated a high satisfaction rate among parents (above 90% in all three categories) only 50% of our parents completed the survey—4% below the city average.

We have engaged families in our school community in a variety of ways:

- Implementing an online progress report system and family communication tool (Jupitergrades)
- Through outreach from our Parent Coordinator and Community Coordinator
- Frequent contact teacher to family via phone and email
- Inviting families to and encourages them to help support special events such as Picture Day, school dances, Cultural Feast and Field Day

Families are readily available to communicate with via phone/email and many support our community events. However, historically attendance to actual PTA meetings or parent workshops have been low with less than 8 parents attending individual meetings.

### 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.

To increase participation in the school PTA by 10%.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. 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). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
The school will work the PTA Executive Committee to align added-value school events to the evening of the meetings: <ul style="list-style-type: none"> <li>• Honor Roll Awards Night (4x/year after each marking period)</li> </ul>	PTA	Monthly, September 2014-June	Administration SLT PTA Executive

<ul style="list-style-type: none"> <li>• Monthly school newsletters (ongoing)</li> <li>• Parent orientation/Curriculum night dinner (September)</li> <li>• Targeted guidance workshops (High School Application Proces, Bullying Prevention, etc . . . )</li> <li>• Fort Greene Prep will partner with after school provider University Settlement to provide resources and give-aways for the parent events and further promote them among the parent community</li> </ul>		2015	Committee University Settlement
The school will implement student-led conferences and build excitement for/awareness of in Advisory class and through parent outreach during the Family Engagement time.	Advisors	September- November 2014	Administration Advisors

#### **Part 4 – Resources Needed**

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

- Meeting time with PTA Executive Board, SLT, and Administration to plan events
- Fund raising/sponsorship for PTA dinners and awards give-aways
- Parent outreach time for teachers/Advisors
- Professional development for student-led conferencing

#### **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	<b>Tax Levy</b>	x	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

- New Leaders for New Schools partners with Fort Greene Preparatory Academy as part of their principal training program. As part of the partnership, a Resident Principal intern, Jessica Torre, was placed at the school. As part of her training she will assist in developing and forwarding school initiatives
- SONYC/Compass after school partnership grant funding for University Settlement partnership.

#### **Part 6 – Progress Monitoring**

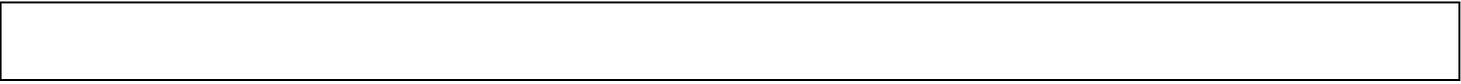
**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

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

School will monitor PTA attendance rates monthly and a midyear average will be taken and compared to the midyear average of the previous school year.

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

41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
42.	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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	<p>Student that are promotion in doubt due to insufficient portfolio work</p> <p>Students that performed at a level 1 or 2 on previous state exams</p> <p>Students with high absenteeism</p>	<p>Targeted instruction within the ICT classroom</p> <p>AIS tutoring</p>	<p>In class targeted 1:1 or small group</p> <p>Tutoring</p>	<p>As part of ICT classroom during regular class time</p> <p>Lunch time and after school tutoring</p>
<b>Mathematics</b>	<p>Student that are promotion in doubt due to insufficient portfolio work</p> <p>Students that performed at a level 1 or 2 on previous state exams</p> <p>Students with high absenteeism</p>	<p>Targeted instruction within the ICT classroom</p> <p>AIS tutoring</p>	<p>In class targeted 1:1 or small group</p> <p>Tutoring</p>	<p>As part of ICT classroom during regular class time</p> <p>Lunch time and after school tutoring</p>
<b>Science</b>	<p>Student that are promotion in doubt due to insufficient portfolio work</p> <p>Students with high absenteeism</p>	<p>Targeted instruction within the ICT classroom</p> <p>AIS tutoring</p>	<p>In class targeted 1:1 or small group</p> <p>Tutoring</p>	<p>As part of ICT classroom during regular class time</p> <p>Lunch time and after school tutoring</p>
<b>Social Studies</b>	<p>Student that are promotion in doubt due to insufficient portfolio work</p> <p>Students with high absenteeism</p>	<p>Targeted instruction within the ICT classroom</p> <p>AIS tutoring</p>	<p>In class targeted 1:1 or small group</p> <p>Tutoring</p>	<p>As part of ICT classroom during regular class time</p> <p>Lunch time and after school tutoring</p>

<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	School Guidance Counselor and Social Work provide intervention counseling for emotional crises and academic crises	Push-in to classroom Pull-out session either 1:1 or in small group	1:1 or in small group	During school day push-in or pull out sessions Lunch time sessions
	Dean leads targeted intervention mentoring for low performing boys with high instances of maladaptive behavior	Push-in to classroom Pull-out session either 1:1 or in small group	1:1 or in small group	During school day push-in or pull out sessions During scheduled elective period
	Dean leads academic intervention Advisory for low performing boys with high instances of maladaptive behavior	small group	small group	During scheduled Advisory time

## 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.			
<b>x</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**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>Currently 100% of teachers are highly qualified. Fort Greene Prep conducts ongoing talent searches to recruit the teachers who will be the best fit for the needs of our school community.</p> <p>To retain quality teachers we create differentiated professional development plans that allow for individual growth aligned to personal goals with a specific focus on developing leadership capacity among the teaching teams.</p> <p>The schedule is designed to focus teacher practice to one specific content area and one specific grade to maximize their planning time toward focused, effective practice.</p> <p>Teachers are fully involved in the decision making of the school in all aspects: curriculum, culture, resources, and professional development.</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>Participation in the Learning Partners Program has provided us funding for and access to quality inter-school visitations to develop teacher practice and provided training and funding of model teachers (one each in math and ELA) to build capacity in teacher leadership.</p> <p>Coaching cycles in all content areas have various targets, which are individualized to each teacher or teaching partnership.</p> <p>Key personnel in professional development and coaching cycles include ISA Math coach Julie Arcement, Achievement coach Linda Traubman, History and Literacy Coach Rose Greco and Stacy Bergen from CFN 101, Assistant Principal Annette Schaffer, Resident Principal Jessica Torre and Urban Advantage Middle School Science Initiative staff.</p> <p>Paraprofessionals received training as part of the weekly PD sessions.</p>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**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).
--

**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.).

**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.

Grade teams meet weekly with the administration and participate in the decision making for all adopted materials and assessments. The Measures of Student Learning selection team meets each year to determine decisions for MoSL.

**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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$196,595	x	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			

Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$1,722,384	x	

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

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

participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

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

## 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.

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### Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Fort Greene Preparatory Academy** 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. **[School name]** 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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) Template

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

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

## Part I: School ELL Profile

### A. School Information [i](#)

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

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>253</b>	Total number of ELLs	<b>14</b>	ELLs as share of total student population (%)	<b>5.53%</b>
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# Part II: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-in							4	5	5					14
Pull-out														0
<b>Total</b>	0	0	0	0	0	0	4	5	5	0	0	0	0	14

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	9	1	1	3			2				14

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		
<b>Total</b>	9	1	1	3	0	0	2	0	0	14
Number of ELLs who have an alternate placement paraprofessional: <u>1</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
Spanish														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)								4	2					6
Intermediate(I)									3					3
Advanced (A)							4	1						5
Total	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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					0
4					0
5					0
6	3	1			4
7	3				3
8	3				3
NYSAA Bilingual (SWD)					0

**NYS Math**

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

**NYS Science**

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

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 Government				
Foreign Language				
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.  
All incoming students, including ELLs, complete benchmark literacy and math assessments during the first weeks of instruction. This data is supplemental to ELA, Math, and LAB-R, and NYSESLAT assessment results from the prior spring administration, and forms a current picture of our incoming students. Analysis of these assessment tools forms the basis for classroom assignment, ESL push-in instructional

schedules, and in-class instructional grouping. The data suggest that many of our long-term ELLs are literate in English but do struggle with reading comprehension and writing. Our new arrivals need support in decoding and comprehension.

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

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

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

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

4a)

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

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

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

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

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

5. Not applicable.

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

Second language development is considered when determining instructional groupings and materials. It is a key element of classroom observations, as the language in the Danielson Framework clearly states that all students, including ELLs and IEPs, are considered in planning, supported during the lesson, and successful. Data used to inform decisions include LAB-R, ELL Periodic, and curriculum-based assessment results. Additionally, social history information gathered at the parent interview is considered such as amount of time in English instruction, years of school completed, and how much English is spoken at home or with family and friends.

7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

N/A

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

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
 Upon enrollment, potential ELLs are identified by conducting an informal oral interview, in English and/or native language, to complete the HLIS survey--surveying the language that is spoken in the home. The HLIS survey and interview will be conducted by the ESL pedagogue, Tina Giambastiani, or Principal Paula Lettiere or Assitant Principal Annette Schaffer within 10 days of enrollment. The interview is conducted by ESL pedagogue in English and Spanish, and NYDOE translation services are called if translation services are needed for other native languages. Initial student class placement is based on this interview, and confirmed after LAB-R testing by ESL pedagogue within 10 days of enrollment. Upon confirmation of ELL status, parental notification explaining placement and procedures are sent in the native language. If a student's native language is Spanish and they do not pass the LAB-R according to informal results, the Spanish teacher, Tina Giambastiani, administers the Spanish LAB also within 10 days of enrollment. All ELLs complete the annual NYSESLAT assessment to measure progress towards English language proficiency. Testing is scheduled and coordinated by the school testing coordinator with assistance from the ESL coordinator.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
 Parent orientation is conducted by state certified ESL teacher Tina Giambastiani at the time of first enrollment, in the native language by staff or NYDOE translation. At this time, parent choices are explained, information is provided in the native language, parents watch the informational video online, and ask questions regarding the program and instruction. The parent survey and program choice form is completed at the time of enrollment, with parents notified that students will complete the LAB-R within 10 days to verify ELL status.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
 Entitlement letters are given to parents and students when they enroll by ESL teacher Tina Giambastiani. To ensure that parents complete and return the Parent Survey and Program Selection forms, parent orientations are conducted at time of enrollment by ESL staff. If a parent chooses not to complete the forms during the orientation, the ESL coordinator will contact parents by phone to ensure the forms are returned within 10 days of enrollment. Entitlement letters are mailed upon completion of LAB-R assessment, which is administered within 10 days of student enrollment. Records are kept on file in the main office.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*

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

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Staff organization for mandated ESL instructional minutes is arranged to ensure standard, varied, grade-level instruction for students in heterogeneous class settings push-in ESL, and pull-out ESL class. Students in ESL programs receive ESL instruction from a certified ESL instructor. Content courses are taught by certified content teachers (math, science, history) with push-in ESL support. All of our students receive the mandated ESL/ELA allotted instruction time based on student proficiency levels, 360 minutes for Beginners, 360 minutes for Intermediate, and 180 minutes for Advanced. In compliance with the New York City Department of Education's Division of Assessment and Accountability, all modifications for ELLs are implemented for city and state examinations. Explicit instruction is delivered by a certified ESL teacher to students. Students testing advanced on the NYSESLAT are programmed for at least 180 minutes of English Language Arts. The ESL teacher, Tina Gimabastiani, has 14 classes and 600 minutes of ESL throughout the week that are divided among each group of students so as to meet their allotted instructional time.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

Newcomer ELLs take the Spanish LAB and the math baseline in Spanish. They also receive State exams in their native language when appropriate.

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

ELLs take the LAB-R at the time of initial enrollment. They also take the ELL Periodic Assessment twice during the year and the NYSESLAT in the spring. All of these formal exams, along with informal assessment, allow us to track and monitor language development across modalities.

6. How do you differentiate instruction for ELL subgroups?

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

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

6b) Newcomers in US schools less than 3 years: Newcomers, when their home language is Spanish, receive native language

instruction through the ESL program, use and have access to native language materials in all classes, and receive native language support from Spanish-speaking teachers and staff. We have the capacity to provide additional pull-out intensive instruction and structured ESL instruction through computer technology 4 periods a day to new arrivals whose home language is not Spanish.

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

ELLs receive the majority of their support services during the Advisory period, which allows them to attend all major courses in the least restrictive environment and learn amongst their peers. All of our classes have general education students and Students with Disabilities. We flexibly schedule support so that all students have access to the general education curriculum and interaction with students of diverse backgrounds. ELLs and SWDs are placed in their program according to their IEPs. Technology is used to support language development in class through the use of online bilingual dictionaries and language building programs such as BrainPop.

### Courses Taught in Languages Other than English ⓘ

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

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

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

### Courses Taught in Languages Other than English

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

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


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

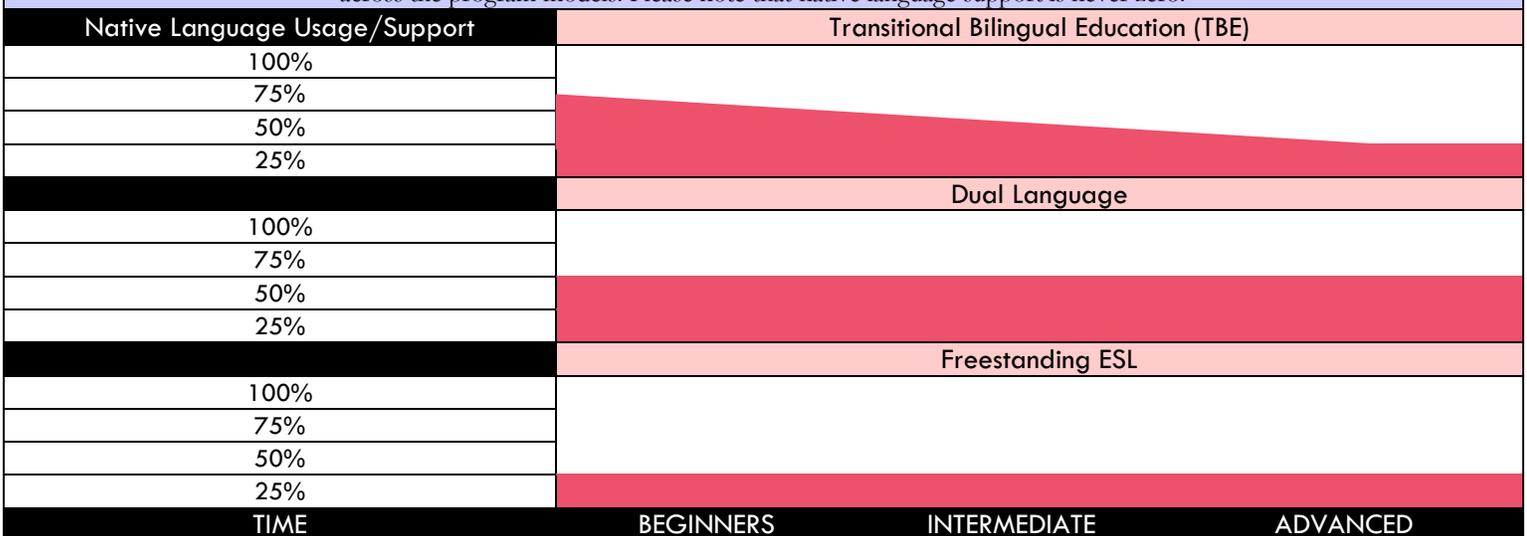
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



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



## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- ELA: FGPA uses differentiated lesson planning and targeted literacy instruction based on the Expeditionary Learning curriculum to build literacy levels. In addition, ELLs will attend the extended day program four days a week focusing on ELA, including reading comprehension and writing skills. Computer technology and online literacy programs enhance learning throughout all subject levels.
- Math: FGPA uses differentiated lesson planning and targeted instruction based on the CMP3 baseline assessment data. ELLs will attend the early morning program (commencing in November) for an additional hour of instruction twice weekly in math, including computation and grade-level concept skills.
- Science and Social Studies: FGPA uses differentiated lesson planning and targeted instruction in Science and Social Studies. ELL students also attend Extended Day and tutoring, where they gain individualized instruction based on their needs.
- In all subject areas, native language is used to support student understanding through identifying cognates and utilizing bilingual glossaries and google translate.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our ESL program is effective in moving students from one level of proficiency to another, and multiple students are passing the NYSESLAT each year. In terms of content development, our ELLs perform better in math and science than ELA and history, as they are developing literacy skills over time.
11. What new programs or improvements will be considered for the upcoming school year?
- Due to an increase in ELLs who are brand new to the country, we will work with an ESL coach to provide additional professional development to teachers. ELLs achieving proficiency on NYSESLAT will have continuing transitional support within classes from content teachers who meet regularly with ESL instructor to learn and apply ESL teaching methodologies to support continued language support and development. All teachers at FGPA participate in weekly group team meetings, at which individual student needs and instructional strategies are discussed. Teachers will also receive regularly scheduled professional development on differentiation instructional strategies for ELLs and Students with Disabilities during the year by outside coaches.
12. What programs/services for ELLs will be discontinued and why?
- At this point we have no plans to discontinue any ELL programs, but will make changes as data indicates which instructional models are most effective in meeting the language development needs of all ELL subgroups.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs at FGPA have equal access to all school programs, including service learning roles, after school clubs, extended day instructional programs like Scholar Safari and 37 1/2 Minutes, and off-campus learning trips. Some of these activities include soccer, flag football, basketball, track, step team, drama club, music club, and robotics. ELLs are invited to sign up for all of these activities and participate in any of them. Trips include but are not limited to The Metropolitan Museum of Art, The Museum of Modern Art, the Hall of Science, and Lincoln Center.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials for ELLs include a range of bilingual Spanish texts and leveled readers in the content areas. Computer literacy programs such as BrainPop ESL are used to boost student learning.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Currently there are five languages represented in our ELL population, and we have staff members who speak 9 languages. Whenever possible, we connect ELLs with staff members who speak their native language to provide both linguistic and emotional support as they transition to our school. Spanish-speaking ELLs in the ESL program receive instructional support from the ESL instructor who speaks Spanish, and other teachers who also speak Spanish. This includes translation at times, giving directions in the native language and identifying key words in the native language in order to support comprehension. Additionally, we have texts for students to read in their native language.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
As students enter the country, they are placed in the appropriate grade level according to their age. All instruction is linked to and guided by NYS 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade standards for content, ESL and ELA. When students' academic level is not at their grade level, we put age appropriate supports in place to help them access the curriculum. This is often small group instruction and differentiation. Additionally, students participate in early morning, after school, and Saturday programs to support their learning and increase the amount of instruction they receive as well as the time they spend with native English speakers who are the same age as them.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
FGPA conducts a summer orientation session for all students in September. In this orientation, all students (including new ELLs) and their parents meet teachers, learn about class expectations and requirements, tour the school, and engage in team building activities to build friendships and school culture. A translator is provided to parents who speak a language other than English.
18. What language electives are offered to ELLs?  
All 6<sup>th</sup> and 7<sup>th</sup> grade all students including ELLs, have a Spanish elective, and some students continue in 8<sup>th</sup> grade. All students receive electives in Art and Technology.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

n/a

## C. Professional Development and Support for School Staff

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

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

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

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

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

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

## D. Parental Involvement

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

### PARENTAL INVOLVEMENT ACTIVITIES

>>>FALL<<<

Parent Orientation

Jupitergrades online grading parent workshop

Parent brunch

PTA meetings

SLT meetings

Thanksgiving Cultural Feast

>>>WINTER<<<

High School preparedness workshop

Holiday Party

PTA meetings

SLT meetings

Valentine's Party

>>>SPRING<<<

PTA meetings

SLT meetings

Parent workshop preparing for Exam time

>>>SUMMER<<<

PTA meetings

SLT meetings

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

### 2. SCHOOL PARTNERSHIPS

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

### 3 and 4. PARENTS' NEEDS

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

## E. Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Fort Greene Preparatory Academ**

**School DBN: 13K691**

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

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

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

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

DBN: 13K691 School Name: Fort Greene Preparatory Academy

Cluster: 1 Network: 101

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

