

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): **13K287**

School Name: **P.S. 287 BAILEY K. ASHFORD**

Principal: **MICHELE RAWLINS**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Elementary School Number (DBN): 13K287
Grades Served: Pre K to 5
School Address: 50 Navy Street, Brooklyn, NY 11201
Phone Number: 718-834-4745 Fax: 718-834-6766
School Contact Person: Michele Rawlins-Brown Email Address: mrawlin@schools.nyc.gov
Principal: Michele Rawlins-Brown
UFT Chapter Leader: Luther Lohr
Parents' Association President: Jermaine Key
SLT Chairperson: Luther Lohr
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Jermaine Key
Student Representative(s):

District Information

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

Borough Field Support Center (BFSC)

BFSC: Brooklyn North BFSC Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street – Rm. 501
Director's Email Address: Bfitzge2@schools.nyc.gov
Phone Number: 718-935-3954 Fax: 718-935-2382

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 that they have been consulted with 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:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Michele Rawlins-Brown	*Principal or Designee	
Luther Lohr	*UFT Chapter Leader or Designee	
Jermaine Key	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Jermaine Key	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Michael West	CBO Representative	
Cathy Demarino	UFT Member/	
Marcy Weintraub	UFT Member/	
Shelly Ann Wright	UFT Member/	
Latisha Washington	PTA Member/	
Deborah Stewart	PTA Member/	
Marjorie Nouseau	PTA Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
TBD	PTA Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

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.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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:

1. 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.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The P.S.287 Mission Statement

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

Highlights & Partnerships at PS287 include:

- ⌘ 2015 UFT BRAVE Award recipient
- ⌘ STEM Budding Scientist Program
- ⌘ Chess Team
- ⌘ Dedicated, Collaborative and Professional Staff
- ⌘ Strong Parent Teachers Association
- ⌘ Located Downtown Brooklyn across from Newly Renovated Commodore Barry Park
- ⌘ Robin Hood Library – School wide enrichment research center with modern technology and online card catalogue funded by the Robin Hood Foundation
- ⌘ Extended Robin Hood Library hours before and after school. Also Saturday programs sponsored by community programs.
- ⌘ Science Research Lab funded by the Annenberg Foundation
- ⌘ Newly renovated school play yard with handicap accessible play equipment, outdoor chess tables and painted track
- ⌘ Newly renovated dance studio
- ⌘ Small class sizes with heterogeneous grouping
- ⌘ Professional development for teachers built into the school day by way of common planning periods, Laptop Lunch and Learns and weekly Monday professional development
- ⌘ Life Coaching workshops for teachers and parents

- ⌘ Monthly community building activities for parents/teachers and students
- ⌘ CARE Team- Children Are Reason Enough – Comer Model School
- ⌘ Wireless technology in every classroom
- ⌘ Cooperative learning classrooms
- ⌘ Smart board technology in all Pre-K to 5th grade classes
- ⌘ iPad technology in all classrooms
- ⌘ Universal Pre-K programs
- ⌘ Guiding Principles of Peace and Unity G.P.P.U school-wide character education program
- ⌘ G.P.P.U Small group counseling sessions for students in conflict resolution
- ⌘ G.P.P.U Individual Mentoring Program
- ⌘ G.P.P.U Parent Crystal Awards
- ⌘ G.P.P.U I AM Devotion student achievement awards
- ⌘ Chinese Cultural Studies program & Multi-cultural Studies programs
- ⌘ Read Ahead! Reading partnership- Reading Buddies from The Brooklyn Navy Yard & the Brooklyn NETS.
- ⌘ Drama, Theater and the Arts Afterschool programs sponsored by Black Spectrum Theater

The school made the most progress in the element of trust this year. During our June 4th Chancellor’s Conference day we endeavored to explore the topic of trust by way of team building activities. We went off site and experienced a series of activities that required us to complete physical tasks together as a team. We learned so much about trust and team building from the activities. This professional development will set the stage for the work we will do to further understand and explore the element of trust in our school community. We realized that while all the elements of the framework are important we had to start with trust because it encompasses all the other elements.

The area we need to focus on in the coming school year is rigorous instruction. Our goal is to increase our number of students performing at grade level in English language arts and mathematics. We are currently focused on adjusting our curricula decisions to better serve the needs of our students especially our higher performing students and students who are approaching grade level standards.

We will continue to use the data from the 2014 School Snapshot Report to drive our focus this year in the area of math. We realized that while we made progress in student proficiency in ELA we still have to make gains in math specifically the area of mathematical reasoning and multi-step problem solving. Students need more opportunities to express themselves in writing in order to explain their rationales for problem solving. We want to give children more practice expressing their mathematical thinking in writing.

13K287 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	198	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		89.5%	% Attendance Rate	88.6%
% Free Lunch		88.4%	% Reduced Lunch	1.9%
% Limited English Proficient		3.7%	% Students with Disabilities	24.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.5%	% Black or African American	65.1%
% Hispanic or Latino		26.0%	% Asian or Native Hawaiian/Pacific Islander	6.5%
% White		0.5%	% Multi-Racial	1.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		8.17	# of Assistant Principals (2014-15)	N/A
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	5.0%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	9.71
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		10.1%	Mathematics Performance at levels 3 & 4	9.1%
Science Performance at levels 3 & 4 (4th Grade)		73.3%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	NO
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		NO		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

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

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

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

☞ Text Based & Concept Discussions

☞ Team Talk & Reading Analysis

☞ Close Reading of Texts

☞ Problem Solving Strategies

☞ Multiple Entry Points/ Differentiated Learning Activities

- ⌘ Common Core Standards Driven instruction
- ⌘ Student Rubrics with Actionable Feedback
- ⌘ iPad & Smart boards technologies in all classrooms
- ⌘ Word Work Vocabulary & Writing Conventions
- ⌘ Small Group Instruction
- ⌘ Independent Practice / Flexible Group Work
- ⌘ Student Reflection and Thinking Share Out
- ⌘ Reflection Writing Across Content Areas
- ⌘ Teachers Assessing for/of Learning using baseline assessments, mid unit & end of unit assessments from the mandated programs, Schoolnet and the NYC performance assessments.
- ⌘ Scaffolded Instruction/ Enrichment Activities/ ELL Support/ SWD/ Response to Intervention

According to feedback from the schools most recent review our strengths and weaknesses are as follows:

Strengths

The school has ensured that academic tasks and curricula are rigorous, aligned to the common core, and accessible to all learners.

Areas of improvement

Continue to develop teachers' instructional practices in order to support demanding curricula, Danielson, and school beliefs in order for all students to produce meaningful work.

Continue to use assessments appropriately in order for administration and teachers to make the most effective adjustments to curricula maps and instructional practices.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

Ensure that tasks fully reflect strategic integration of the instructional shifts. Maximize coherence of instruction to further promote college and career readiness for all students, from grade to grade in all core subject areas. By June of 2016 100% of teachers will design instructional tasks that incorporate the instructional shifts as evidenced by an increase in rigorous common core aligned coherent instruction across all grades and subject areas specifically in the area of mathematics.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>The TEN team will continue to support teachers in the planning and preparation of instruction with a specific focus on math and writing in all content areas.</p>	<p>Teachers Paraprofessionals</p>	<p>September – June 2016</p>	<p>Principal TEN Team</p>
<p>The school administration will continue to partner with the NYU America Reads and Counts tutoring program. We have at least 15 NYU Tutors in classrooms daily. Our tutors major in Computer Engineering and Computer Science. We will utilize the expertise of the tutors to help bolster our STEM education program. In addition to STEM education in the science class we will look to see areas of opportunity within the classroom by structuring the activities of the NYU tutors.</p>	<p>Teachers</p>	<p>September – June 2016</p>	<p>Principal Teachers NYU Tutors</p>
<p>Instructional support provided by the Brooklyn North Field Support Center will provide professional development on Response to Intervention and the Instructional Shifts for teachers. Teachers will be able to ensure that tasks integrate the instructional shifts strategically and discuss and barriers that they might have.</p>	<p>Principal Teachers Paraprofessionals</p>	<p>September – June 2016</p>	<p>Brooklyn North Field Support Center</p>
<p>Teachers will continue use the routines and protocols outlined by the core curriculum to deepen the level of conversations among students and to expose students to more college and career ready learning tasks and activities.</p>	<p>Teachers Paraprofessionals</p>	<p>September – June 2016</p>	<p>Principal TEN Team Teachers Paraprofessionals</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>TEN Team , AIS Math Teacher, NYU Tutors, assistive technology and instructional technology</p>

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p><u>December Classroom Observation data 2015</u></p> <p><u>February Mid-Year Conversations</u></p> <p><u>March Classroom Observation data 2016</u></p> <p><u>Online Benchmark Student Data Reports</u></p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The Guiding Principles of Peace and Unity System and the Village Family Group Protocol are at the heart of our efforts to create a supportive environment for all community members. The Guiding Principles of Peace and Unity System provide the children of our school community with many resources. One of those resources is our Village Family Group Protocol. Through our supplemental family protocol children receive additional support in their development. The schools caregivers are a trustworthy, caring and determined group of adults who are required to have the best interest of the child at heart.” – Michael West-Director of the GPPU program

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

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

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

This year P.S. 287 was recognized as the UFT 2015 BRAVE contest winner for our GPPU program. This is an honor to receive such a distinction from the United Federation of Teachers. We were recognized because the G.P.P.U program discourages drug abuse, bullying, promotes a healthy lifestyle, supports family, teamwork and establishes a constructive model for behavior.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

We will continue to build a culture of mutual trust in order for students, teachers and parents to grow professionally and academically. By June of 2016 we will see an increase from 71% to 85% of our teachers reporting that they feel that order and discipline are maintained at the school as evidenced by the New York City School Survey and School

Quality Snapshot. In addition the student survey data will be reviewed to see how students' perception of the school can be enhanced.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Monthly professional development for teachers on the GPPU system</p>	<p>All Staff</p>	<p>September – June 2016</p>	<p>GPPU director Principal</p>
<p>Weekly lesson plans focused on character building themes for the Month</p>	<p>Students</p>	<p>September – June 2016</p>	<p>GPPU director Principal Teachers</p>
<p>Bi-monthly Village Family group meetings and community building activities</p>	<p>Teachers</p>	<p>September – June 2016</p>	<p>GPPU director Principal Teachers</p>
<p>Annual Crystal Parenting Awards</p>	<p>Parents</p>	<p>September – June 2016</p>	<p>GPPU director Teachers Principal</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

G.P.P.U data management website

Scheduling adjustments to ensure that time is allotted weekly for character development.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded	X	In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>March review of Office of School and Youth Development online incident reporting data.</p>
<p>Review of student survey data</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Strengths

- One of the biggest highlights of our school is the professional development structure supported by the P.S.287 Teacher Effectiveness Network of Teachers. The Teacher Effectiveness Network is a group of diverse educators that come together to assess the needs of the teaching staff and to support them by providing them with focused and differentiated professional development. The data collected by the team is analyzed and shared. Together with the administration, professional development workshops are agreed upon.
- Administration and the Teacher Effectiveness Network host Tenure Workshops for District 13 new teachers. The Teacher Effectiveness Network in collaboration with members of the UFT and the Office of the Superintendent align expectations of documenting teacher growth and demonstrating effectiveness as evidenced by Teacher Tenure Portfolios.
- The TEN team hosts professional development for teachers on Mondays. The school has seen great improvement in teacher practice as a result of the professional development conducted by the TEN team during Monday professional development.
- Additional per session opportunities are available for teachers to plan weekly on inquiry teams.

Needs

- Teachers will continue to focus on using more student work samples to inform curricula refinements.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Continue to build a culture of mutual trust in order for teachers to grow professionally. By June of 2016 teachers in grades 3-5 during collaborative inquiry will look at student work products to ensure that refinements of curricula are accurately made for targeted groups of students, such as students with disabilities, English language learners and higher achieving learners resulting in full access to curricula for all students.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teachers will receive on-going professional development on Mondays that address looking at multiple forms of data to drive curricula adjustments. Teachers will use protocols for looking at student work as a lens to help with this inquiry team work.	Teachers in grade 3-5	November – June 2016	Principal TEN Team Inquiry Teams
Allow teachers to share best practices across grades during Monday professional development. Provide opportunities for teachers to drive their own learning by giving them time and space to proactively discuss and refine their craft.	All Teachers	October – June 2016	Principal TEN Team Inquiry Teams
Provide Inquiry Teams with time to grade MOSL assessments and to identify ways to improve student achievement by looking at student data trends.	K-2 Teachers	October – June 2016	Principal Inquiry Teams

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Per session for Teachers, and the TEN team,											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<u>December Classroom Observation data 2015</u> <u>February Mid-Year Conversations</u>

March Classroom Observation data 2016

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

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

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

One of the school’s strengths is that we have developed a strong administrative team in light of not having an assistant principal. Capacity building and designating leadership roles has played a tremendous part to the success of the school. The school leadership team is a strong group of professionals.

There is a need to further build capacity and begin to identify an assistant principal to assist with the day to day management of the school.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Continue to ensure that instructional strategies and beliefs are clearly reflected in lesson routines and student work, thus fostering full understanding of how students learn at all grade levels. By March of 2016 100% of teachers will have received feedback on their instructional practice based on the Danielson Framework with specific attention given to the area of designing coherent instruction and cognitive engagement as evidenced by the Advance Teacher Evaluation System.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Ensure that all teachers receive timely & actionable feedback aligned with the Danielson Framework.</p>	<p>All Teachers</p>	<p>October – March 2016</p>	<p>Principal Talent Coach</p>
<p>Ensure that teachers and support staff receive professional development during contractual Monday professional development that is relevant to their practice and helps to improve teacher effectiveness.</p>	<p>All Teachers And support staff</p>	<p>October – March 2016</p>	<p>Principal TEN Team BNFS Specialists</p>
<p>Ensure that all new teachers receive mentoring from both the DOE structured mentoring program and contracted services.</p>	<p>New teachers</p>	<p>September-June 2016</p>	<p>Principal Veteran Teachers</p>
<p>Enlisting the support of the Brooklyn North Field Support Specialists to provide professional development for administrative and teaching staff to ensure that the school is in alignment with the city-wide instructional expectations and initiatives.</p>	<p>Principal</p>	<p>September-June 2016</p>	<p>Principal BNFS Specialists</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>BNFS Specialists ,TEN Team, AIS Math Teacher, online data management tools, assistive technology and instructional technology.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>

Spring 2015 Benchmark Assessments of student Performance MOSL and Measuring Up /Insights online data

Quarterly Progress Monitor of Teacher Instructional Practice

Monthly Feedback from Brooklyn North Field Support Specialists & Talent Coach

November - December Bi-annual Feedback from the Principals Performance Review 2015-2016

January – February Annual Feedback from the Quality Review 2015-2016

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

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

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

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

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

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Continue to build a culture of mutual trust in order for parents to fully engage in their child’s education and to be better able to assist their children academically. By June 2016 95% of parents will agree that the school keeps them informed about services students, such as tutoring, after-school programs, or workshops at school as evidenced by the NYC School Survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Parent Workshops for parents about the common core, IEP process, afterschool, articulation, attendance, family counseling and women’s services. Family outings and fundraisers.	Parent Members	Sept. – June 2016	Parent Coordinator
Parent Crystal Award Ceremony in which we recognize parents who advocate for their children and have built longstanding relationships with the school community.	Parent Members	June 2016	GPPU Program Director
Daily one –on- one support from the school psychologist. Parents meet with a school psychologist on keeps me informed about services for me or my child, such as tutoring, after-school programs, or workshops at school-site and may elicit the support of the school psychologist for support during unexpected family crisis.	Parent & Child	Sept. – June 2016	School Psychologist

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Parent Coordinator GPPU Program Director School Psychologist Teachers and Administration											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

NYC School Survey 2016

Parent Coordinator Logs

Pre K & Kindergarten Enrollment Projections for 2015-2016

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	At-risk	Insights MyQuest iPad technology Black Spectrum after school Program	Tutoring One-to-one Small group	During school & afterschool During school After school
Mathematics	At-risk	Insights MyQuest iPad technology AIS Teacher Black Spectrum after school Program	Tutoring One-to-one Small group	During school & afterschool During school After school
Science	At-risk	Intervention By Design STEM Budding Scientist	Small group	During the day
Social Studies	At-risk	Intervention By Design	Small group	During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	School Psychologist Guidance Counselor	At-risk counseling Woodwind Family Services	One-on-one Family	During school Afterschool

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

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.).

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	149,002.00	X	pgs. 11-21
Title II, Part A	Federal	36,600.00	X	pgs. 11-21
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,074,372.00	X	pgs. 11-21

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school’s current policy.

Parent Involvement Policy (PIP) 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. **P.S.287** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed

to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **P.S.287** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and

inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

P.S.287 in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;

- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by 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 to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Michele Rawlins-Brown	Assistant Principal type here
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Wei-Ee Cheng	School Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Denise Evans
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	200	Total number of ELLs	8	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	0
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	8	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE 0														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
SELECT ONE																				0	0
SELECT ONE																				0	0
SELECT ONE																				0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
------------------------------------------------------------------	-------------------------------------------------------------

Freestanding English as a New 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	1	1	1											0
Chinese	1													0
Russian														0
Bengali		1												0
Urdu														0
Arabic			1											0
Haitian			1											0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1										0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	1	1												0
Emerging (Low Intermediate)		1												0
Transitioning (High Intermediate)			1											0
Expanding (Advanced)	1													0
Commanding (Proficient)			2	1										0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total			2	1										0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
In order to access the early literacy skills of ELLs, PS 287 uses Measuring Up Live, ReadyGen assessments and Lexile. These assessment tools provide insights regarding individual strengths and weaknesses of the students in terms of phonics, vocabulary, phonological skills, and reading and writing skills. The data serves in aiding instruction and setting teacher/student goals to meet the linguistic, cultural and educational needs of all ELLs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The 2015 NYSESLAT results reveal that our ELLs are making steady gains on the assessments by moving from one proficiency level to the next or within a level in order to become language proficient. Two newcomer ELLs who entered at the Advanced level on the NYSITELL and LAB-R are now performing at the Commanding level of English proficiency. Likewise, the two Kindergarten students who began at the Entering level based on the NYSITELL results are now at the Emerging and Entering levels. According to this data, students are making progress each year. The majority of the ELLs are currently in the lower grades (i.e., K-2) and quickly become proficient in Listening and Speaking (social language- BICS). We strive to provide all ELLs with quality instruction and a rigorous curriculum with specific tasks that target their reading and writing skills (academic language-CALP).
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Our school is held responsible for meeting the Annual Measurable Achievement Objectives (AMAO). We use the information about AMAO to guide our instructional goals. Our ELLs receive integrated language and content area instruction in order to meet these goals. The progress of all ELLs, including former ELLs, are monitored in order to provide additional help and support if necessary.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

- a. Our ELLs typically enter Kindergarten at the Entering level. As they move on from one grade to the next, they usually progress either across or within proficiency levels. This year, our two first graders are performing at the Entering and Emerging levels. In second and third grade, our ELLs moved from the Advanced level to the Commanding/Proficient level. We did not have any ELLs in grades 3 to 5 last school year so we are unable to state how they are faring in tests taken in English as compared to the home language.
 - b. The school leadership and teachers use the results of the ELL periodic assessments to identify where the strengths and weaknesses of the ELL lie and plan future rigorous instruction and support accordingly.
 - c. From the ELL periodic assessments, our school is learning that ELLs' speaking and listening skills develop rather quickly, but they need more support in their reading and writing skills in order to reach the Commanding level of English language proficiency.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).
[Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
All students at P.S. 287, including the ELLs, undergo the universal screening assessment that identifies students who may be at risk of not meeting the standards through benchmarks and set criteria. The first one is the Home Language Identification Survey (HLIS) that informs the teachers about the linguistic factors and educational background that could be influencing the student and their teaching instruction. ELLs' literacy skills are also assessed so that we could use that data to guide instruction and to provide support structures inside and outside of the classroom. If ELLs do not show much progress, teachers meet to identify and discuss the areas that need more intensive, targeted intervention. The progress is constantly monitored and used to inform the instruction, and possibly, if the rate is still much lower than the peers from the same background, make educational decisions about additional special education services.
 6. How do you make sure that a student's new language development is considered in instructional decisions?
In order to ensure that the child's second language development is considered in instructional decisions, teachers match the curriculum with the child's assessment data, background experience, oral language and vocabulary. They use language during the instruction that is comprehensive and meaningful to ELLs, using slower but natural rate of speech and often rephrase and repeat instruction while using pictures, concrete objects and videos in order to support student's learning. Teachers also make sure that they build on the student's background knowledge and provide ample opportunities for the student to work with both English and non-English speaking peers. During the lesson, teachers make sure to explicitly teach the key vocabulary, review main points and ideas and use graphic organizers, charts and other visuals to support comprehension.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

N/A
 8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
Our school is held responsible for making adequate Annual Yearly Progress to make sure that all ELL meet the states' proficient level of achievement on the state academic assessment. In addition, students need to make the Annual Measurable Achievement Objectives (AMAO). Our ELLs are part of the entire school system, apart from being in the ESL program, they receive a content area instruction in the general classroom where high-expectations are set. The students go through the proper identification process and formative and summative assessment to provide for individual needs and to guide instruction. The school keeps the complete data for each student in order to calculate growth in language proficiency from year to year. Also the progress of the former ELLs is being monitored in order to provide additional help and support if necessary. Every year the NYSESLAT provides an insight about our students making gains and moving up from one proficiency level to other. This year one of our Kindergarten students, we also have one advanced student in the 4th grade and one in the fifth. The rest of our ELL population consists of the first grade beginners and a newcomer who need additional time and support to develop their skills and also move up from the Beginning level. Apart from the state standardized tests, the teachers use also the informal assessments to track the success of ELLs in the classroom. The most common practices are performance-based assessment and portfolio assessment.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
The English Language Learner (ELL) identification process is a 10 school day process that includes administration of the K-12 Home Language Identification Survey (HLIS), determination of student eligibility to take the New York State Identification Test for ELLs (NYSITELL) administration of the NYSITELL, and administration of the Spanish Language Assessment Battery (LAB) to newly identified

ELLs whose home language is Spanish. First, Ms. Cheng, the licensed ESL pedagogue, or Ms. Rawlins-Brown, the principal who is also a certified pedagogue, completes the HLIS with the parent to determine the student's home language; this is determined by the parent's responses to the questions on the HLIS and an informal one-on-one interview with the child and the parent in English and/or the home language. Ms. Cheng is able to conduct the interviews in both Spanish and Chinese as needed. In the case of other languages, the Translation and Interpretation Unit is called. HLIS are distributed according to the parent's preferred language. After the informal interviews, initial screening and HLIS administration, if the home language is identified as a language other than English, then the child is eligible for the formal initial assessment, the NYSITELL. A child that scores at or below the English proficiency level on the NYSITELL scoring chart becomes eligible for ESL services. Students whose home language is Spanish and whose score is at or below the English proficiency level are also administered the Spanish LAB to determine language dominance. The NYSITELL and Spanish LAB are printed through the RLBA and RSLA functions in ATS, respectively, and scanned into ATS within 10 school days of enrollment.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

To identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment, our school administers the oral interview questionnaire after completion of the HLIS and determination that the home language is a language other than English, but there may have been interrupted or inconsistent formal education. If a student's home language is Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we also administer the Literacy Evaluation for Newcomer SIFE (LENS) to determine their literacy level in their home language.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

To identify newly enrolled students with IEPs, the Language Proficiency Team (LPT) which consists of Ms. Rawlins-Brown, the principal, Ms. Cheng, the ESL teacher, and Mr. Doorn, the school psychologist meet to determine whether or not the child should take the NYSITELL based on the results of the HLIS and the student's individual evaluation. If the LPT decides that the child may have language acquisition needs and should take the NYSITELL, then s/he goes through the same ELL identification process that other students go through. If the LPT decides that the student should not take the NYSITELL because the student's disability affects his/her ability to demonstrate English language proficiency, then the final determination is sent to the superintendent for review and parents are notified within 3 days of the superintendent's decision. Based on the superintendent's decision, the student either takes or does not take the NYSITELL; the entire process is completed within 20 school days instead of 10.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Ms. Cheng, the ESL teacher, completes and sends home the entitlement and non-entitlement parent notification letters and ensures they are distributed within five school days after the NYSITELL is scanned and score is determined by making and keeping copies of them in both the students' cumulative files and the ELL Binder of Critical Documents, as well as, writing the date of when they were distributed in an excel spreadsheet.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed that they have the right to appeal ELL status within 45 days of enrollment either at the ELL parent orientation meeting or by phone orientation.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

During the first two to three weeks after the beginning of the school year, the parents of ELLs are informed about their child's entitlement to ESL services and invited to the parent orientation meeting. As soon as new students are identified as ELLs, entitlement letters with the date of the parent orientation, ELL parent brochures and Parent Survey and Program Selection Forms are sent home in the parent's preferred language within 5 days so that parents can be informed of all three program choices (i.e., transitional bilingual education, dual language, and freestanding ENL) and have a chance to make a choice even if they are unable to attend the orientation. During the parent orientation, Ms. Cheng, the ESL teacher, and Ms. Evans, the Parent Coordinator, or Ms. Rawlins-Brown, the principal, provide the parents with information on the NYS ESL and Common Core Learning Standards, curriculum, assessments (e.g., NYSITELL, NYSESLAT) and goals for the program options. The parents have the chance to view the NYC Chancellor's parent orientation video in their preferred language; the video discusses the three program choices so that parents have a better understanding of them and can make an informed choice. After the video, parents have the opportunity to ask questions and discuss any concerns. Finally, they are given the Parent Survey and Program Selection form in their preferred language to complete either at the orientation or at home. The parents have 5 school days to complete the Parent Survey and Program Selection form after orientation. At the end of the orientation, Ms. Cheng collects the Parent Surveys and Program Selection forms which, after careful reviewing, are stored in the students' cumulative files and copies are filed in the ELL Binder of Critical Documents. If parents did not attend the orientation, Ms. Cheng will either have a make-up orientation or call them and provide them with a phone orientation.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- Ms. Cheng, the ESL teacher, calls parents to remind them to complete the Parent Surveys and Program Selection forms if they have not done so. When the form is returned, she immediately inputs the parent's program choice in the ELPC screen in ATS. If the form is not returned within the 5 days after orientation, then the default program for ELLs is bilingual education. However, in our school, the default program is ENL since we do not have any bilingual programs.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- Ms. Cheng, the ESL teacher, monitors the Parent Surveys and Program Selection forms that have not been completed and returned by documenting the distribution, phone call and return dates on an excel spreadsheet and specifying the parent choice in the ELPC screen on ATS as they are returned.
9. Describe how your school ensures that placement parent notification letters are distributed.
- Ms. Cheng, the ESL teacher, completes and sends home the placement parent notification letters and ensures they are distributed by making and keeping copies of them in both the students' cumulative files and the ELL Binder of Critical Documents, as well as, writing the date of when they were distributed in an excel spreadsheet.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- Our school retains all ELL documentation for each child (i.e., HLIS, non-entitlement letters, entitlement letters, parent survey and program selection forms, placement letters) in their cumulative files and copies in an ELL Binder of Critical Documents which is kept in a file cabinet in the ESL classroom.
11. 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 test is administered each year in the spring to all ELLs in grades K-5. The results of this test are used to monitor the progress of the students in their language development and to determine if the student is to continue his or her ESL services the following school year. Ms. Rawlins-Brown, the principal, Ms. Cheng, the ESL teacher and Ms. Weintraub, the testing coordinator, meet in the spring to select the dates of administration for the non-speaking subtests within the test administration window. Before the test is administered, the ESL teacher prints out the RLER report from ATS and informs the testing coordinator of those ELLs who are eligible for the NYSESLAT. Once the test booklets and answer documents are received, the testing coordinator counts them to ensure we have enough of them and all students are accounted for; if there is an answer document missing for any students, she will create them manually. She keeps the testing materials in a secure, locked room and releases the booklets to the test administrator, who is the ESL teacher, on the first day of the test. The booklets are returned after each test administration to the same secured room. All parts of the NYSESLAT are administered by the ESL teacher and attendance is taken to ensure that all students complete all four subtests. If a student misses any of the non-speaking subtest administration days (i.e., day 1, day 2, and/or day 3), then the ESL teacher will administer a make-up test within the 10 day administration window for the non-speaking subtests. For the Speaking subtest, another teacher is present in the room while the test is being administered; s/he listens to each student's responses and helps score the student's responses. For the Writing subtest, a team of teachers is organized to score the constructive response answers and no one teacher scores more than half of a test booklet.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- Ms. Cheng, the ESL teacher, completes and sends home the continued entitlement and transitional support parent notification letters and ensures they are distributed by making and keeping copies of them in both the students' cumulative files and the ELL Binder of Critical Documents, as well as, writing the date of when they were distributed in an excel spreadsheet.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- After reviewing the Parent Survey and Program Selection forms from the past three years, the results of the paperwork indicate that most parents choose the Freestanding ESL program. It becomes apparent that only in few instances, the parents of the upper grade students were considering the bilingual program, but declined the transfer of the child to another school where such programs were available. This year, both parents of the newly identified ELLs also chose the Freestanding English as a New Language (ENL) program. Since the ELL population at PS 287 is so low (i.e., 8 ELLs) and we do not have at least 15 ELLs in two contiguous grades that have the same home language, freestanding ENL is the only program offered at the moment. If the number of ELLs increases to a significant amount for a bilingual program and parents request a bilingual program, then we will create a bilingual program for those students.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

In the freestanding ENL program, instruction for ELLs is delivered through a combination of stand-alone ENL and integrated ENL depending on the students' proficiency levels. As per CR Part 154.2, ELLs in grades K-8 that are at the Entering and a Emerging levels of English proficiency must receive at least 360 minutes of ENL instruction per week; Entering ELLs must receive equal minutes (i.e., 180 minutes) of Stand-Alone ENL and Integrated ENL in ELA, whereas, Emerging ELLs must receive 90 minutes of Stand-Alone ENL and 180 minutes of Integrated ENL/ELA, but have the option of choosing either Stand-Alone ENL or Integrated ENL in any content area for the remaining 90 minutes of ENL instruction. ELLs in grades K-8 that are at the Transitioning and Expanding levels of English proficiency must receive at least 180 minutes of ENL instruction. Transitioning ELLs must receive 90 minutes of Integrated ENL in ELA, but have the flexibility of choosing Stand-Alone ENL or Integrated ENL in a content area for the other 90 minutes of ENL instruction. Expanding ELLs only receive Integrated ENL, but it can be in ELA or another content area. Lastly, Commanding ELLs receive ESL services for an additional two years; the 90 minutes of ENL instruction they receive must be integrated ENL, but it can be in ELA or another content area. Students are grouped heterogeneously (i.e., mixed proficiency levels) by grade and are usually placed in the same class for ease of integrated ENL instruction. Depending on the group size and the students' English proficiency levels, students from multiple grades with no more than 2 grade spans between them may be grouped together for Stand-Alone ENL instruction.
 - b. TBE program. *If applicable.*

Paste response to questions here:
 - c. DL program. *If applicable.*

Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Explicit ENL and ELA minutes are delivered in the freestanding ENL model through a combination of stand-alone ENL instruction that focuses on English language skills that will support students in the content area classes and integrated ENL instruction that consists of co-planning and co-teaching by the classroom content area teachers and the ESL teacher. For the 2015-2016 school year, we currently have 8 ELLs in K-5 grades at our school; they range from the Entering to Commanding levels and depending on their language proficiency level, they receive anywhere from 90 minutes to 360 minutes of ENL instruction per week. At PS 287, program for ELLs adhere to the Children First Initiative's uniform curriculum. Programs use a balanced approach to literacy, including high-quality instructional practices that facilitate academic excellence for ELLs. Also, the ELL program adheres to NYS Common Core Learning Standards. In addition, ELLs receive 600 minutes of ELA instruction per week through the ReadyGen curriculum and depending on the grade, they receive one to two periods of Math everyday through the Go Math! program; the ReadyGen and Go Math! programs have ESL specific components which help the ESL teacher align the ESL and general education class curricula. All English Language Learners (ELLs) are instructed in English using Total Physical Response, Cooperative Learning and the Cognitive Academic Language Learning Approach. In the ESL classroom, co-planning and co-teaching occurs between the classroom teachers and the ESL teacher in order to provide integrated ENL instruction in the various content areas to help ELLs access the content while developing their language skills. Many different practices are utilized for ENL instruction; they include scaffolding, modeling, bridging, schema building, contextualization, text representation and metacognition.

****DO I HAVE TO STATE HOW THEY ARE DELIVERED IN THE BILINGUAL MODELS EVEN THOUGH OUR SCHOOL DOES NOT HAVE A BILINGUAL PROGRAM? PLEASE PROVIDE FEEDBACK.****
3. Describe how core content is delivered in each program model. 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.

Core content is delivered in the Freestanding ENL model through integrated ENL instruction whereby the classroom content area teachers and the ESL teacher meet weekly to co-plan instruction to include content area and language objectives so that they can co-teach the content while targeting specific language skills. In order to help ESL students to achieve proficiency in language and academics so that they could attain the same standards established for all students at each grade level, the Articulation Forms are filled out monthly by the classroom teachers, and common core curriculum is shared via online resources. The Articulation Forms serve as communication between ESL teacher and content area teachers to plan ESL curriculum and activities for each grade level. All English Language Learners (ELLs) are instructed in English using Total Physical Response, Cooperative Learning

and Cognitive Academic Language Learning Approach. In the classroom many different practices are utilized such as: Scaffolding, Modeling, Bridging, Schema Building, Contextualization, Text Representation. The ESL classroom materials include Scott Foresman ESL book series that follow the principles of CALLA: the Cognitive Academic Language Approach. It teaches grade-level topics from the major curriculum areas, and Prentice Hall Regents ESL which is literature- based language acquisition program that incorporates Science, Social studies and Math altogether. With regards to native language support in the ESL program, the word wall often includes word native language translations and cognates. The students also use dictionaries and glossaries, same language speaking peer support, native language library books, and international websites. The teacher uses informal assessments and running records.

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

Instruction is modified for newcomers by focusing on building vocabulary, developing listening comprehension, modeling reading and writing using visuals, realia, and providing active contextualized engagement activities. A combination of different second language acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce the students to school routines and to basic English language skills. In the testing grades the students utilize translated glossaries for Mathematics, Social Studies and Science, available also on the ALBETAC website.

****DO I HAVE TO STATE HOW THEY ARE DELIVERED IN THE BILINGUAL MODELS EVEN THOUGH OUR SCHOOL DOES NOT HAVE A BILINGUAL PROGRAM? PLEASE PROVIDE FEEDBACK.****

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

Throughout the year, we ensure that ELLs are appropriately evaluated in their home language by administering the Spanish LAB if they score at or below the level of English proficiency on the NYSITELL and providing them with testing accommodations such as bilingual dictionaries and glossaries, alternate language versions of exams and/or translators.

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

Our school ensures that ELLs are appropriately evaluated throughout the school year in all four modalities of English acquisition by conducting oral language assessments to evaluate ELLs' speaking and listening skills and administering the NYSESLAT Periodic Assessments to evaluate ELLs' listening, reading and writing skills. These evaluations are closely connected to the patterns across NYSESLAT modalities (i.e., speaking, listening, reading, writing) and affect instruction. According to the data, ELLs need less instructional support in speaking and listening and more in reading and writing.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Our goal for the school's LAP is to ensure that instruction is designed to meet the learning and language needs of various ELL subgroups. In order to meet their needs, we differentiate instruction based on their English proficiency levels and subgroup. We have compiled data from ARIS, NYSITELL, Spanish LAB, periodic assessments, the NYSESLAT and State Assessments and have analyzed the results to determine the strengths and weaknesses of our ELLs in specific modalities. In order to determine which subgroup ELLs belong to, we use the SIFE report (RSFE) and number of years of ESL service report (RYOS) in ATS.

- a) P.S. 287 currently has no SIFEs, but if SIFEs are identified, we would make the individual needs assessment with the attention to their learning gaps in the instruction, monitor the progress of those students and their scores on the NYSESLAT, ELA and Math assessments, and provide support in all content areas to differentiate instruction for literacy needs. One of the options is to place such a student in a lower grade. This would be done on a case by case basis and with informed parental consent. Also, we would provide additional academic intervention services (AIS) and after school services if they are available.
- b) P.S. 287 currently has all Newcomer ELLs, but none of them are new to the country. They are all currently in grades K-2 and range from the Entering to the Transitioning level of English proficiency. If we receive any Newcomers who are new to the country and require extra support, then we would provide them with AIS and if possible, the student is paired up with another student who can assist with language translation and help with the classroom activities during the day. For our newcomer students, we modify instruction by focusing on building vocabulary, developing listening comprehension, modeling reading and writing, using visuals, charts, gestures and realia to facilitate comprehension and providing contextualized and cooperative engagement activities. A combination of different second language acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce the students to school routines and to basic English language skills. At this stage, our teachers may utilize visuals and hands-on activities to ensure the student's understanding of content area subjects while the student is

acquiring English. We also use a variety of strategies and materials to aid instruction; these include scaffolding, activating background knowledge, bridging, picture dictionaries, photo cards, realia, graphic organizers, charts and manipulatives. Newcomers also have access to computer assisted language learning software (i.e., CharlesBridge Reading program, Kidspirations, FunPhonics) that support them in developing basic reading and comprehension skills. All ELLs have access to web-based programs (e.g., Fun Brain, Starfall). We also provide a small collection of bilingual/native language reading books in the classrooms with ELLs and in the ESL library that newcomers can check out to take home. Teachers encourage ELLs to use bilingual dictionaries and glossaries for native language support during reading and writing activities in order to clarify meaning and to develop their writing skills in their native language so they can transfer these skills when they are writing in English. In addition, Entering and Emerging Newcomer ELLs are paired with more dominant English speakers who can provide good modeling during the Small Group Instruction.

c) P.S. 287 currently does not have any Developing (i.e., ELLs receiving services from 4-6 years) ELLs. However, since most of these students are at the Transitioning and Expanding level of English proficiency, we would work on developing their reading and writing skills because we already know that ELLs' speaking and listening skills develop quicker than their reading and reading skills. We would provide whole-class and small-group instruction focusing on reading comprehension strategies (e.g., summarizing, sequencing, inferring, comparing and contrasting, drawing conclusions, self-questioning, problem solving, relating background knowledge, distinguishing between fact and opinion, finding the main idea). We would also develop higher levels of language use in the content areas by expanding their vocabulary, teaching reading comprehension strategies, scaffolding academic language and modeling reading and writing through think alouds. Since the writing process is broken down into stage, we would focus on brainstorming activities and the use of graphic organizers to visually display ideas before we teach the structure and language for different types of writing. In the final stage, we will target editing of grammar, spelling and punctuation.

d) P.S. 287 currently does not have any Long-Term ELLs . Like the Developing ELLs, we would provide whole-class and small-group instruction focusing on reading comprehension strategies (e.g., summarizing, sequencing, inferring, comparing and contrasting, drawing conclusions, self-questioning, problem solving, relating background knowledge, distinguishing between fact and opinion, finding the main idea). We would also develop higher levels of language use in the content areas by expanding their vocabulary, teaching reading comprehension strategies, scaffolding academic language and modeling reading and writing through think alouds. Since the writing process is broken down into stage, we would focus on brainstorming activities and the use of graphic organizers to visually display ideas before we teach the structure and language for different types of writing. In the final stage, we will target editing of grammar, spelling and punctuation. However, for this particular subgroup, we would provide additional services such as AIS, small group instruction and after school in order to help them make progress and eventually attain English proficiency. In some cases, we may have to refer them for an evaluation if we feel that there is a disability that is preventing them from acquiring English.

e) P.S. 287 currently has three Proficient / Commanding ELLs in grades 2-3. Since they are English proficient, we focus more on developing their reading and writing skills through the workshop model. The ESL teacher also works closely with the classroom teachers to design integrated content and language lessons that target specific vocabulary and language functions and structures that those students are ready to learn. Teachers encourage ELLs to use bilingual dictionaries and glossaries for native language support during reading and writing activities in order to clarify meaning and to develop their writing skills in their native language so they can transfer these skills when they are writing in English.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, our school ensures the student's academic progress has not been adversely affected by the re-identification (within 6-12 months after the re-identification has been established) by meeting with teachers that work with the student and the child's parent(s)/guardian(s) to discuss the child's progress and student work and to coordinate any additional supports (e.g., academic intervention services) s/he may need, if any.

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

Our school uses the comprehensive researched based program for grades K-5, Ready Gen. It contains precisely leveled, print-based learning and teaching resources combined with many additional materials, like "Scaffolded Strategies" handbook with Spanish cognates that support language and literacy proficiency for ELLs. It also provides an ELL component that supports the class curriculum and provides ELLs with scaffolding instruction. All the grades are using also Go Math! program. Teachers use differentiated instruction and utilize visuals, different garaphic organizers and hands-on activities to ensure the students' understanding of content area subjects while acquiring English. Everyday there is small class instruction and writing activities. Students also use technology support with Smart Boards, laptops and online resources. P.S. 287 currently does not have any ELL-SWDs, but we would provide them with ENL services from our licensed ESL teacher, support services as per their IEP and

Chart

RTI services. This enables us to meet the needs of this specific population by allowing for a majority of instruction to occur in small groups. Based on the individual, ESL strategies and instructional methods are utilized. Lessons for students with special needs are modified to address different learning styles. We ensure that teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates. The ESL teacher converses and collaborates with the IEP contact person.

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

In order to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment, they are usually placed in Integrated Co-Teaching classrooms where they can work with their non-disabled peers and obtain support from two classroom teachers in addition to the ESL teacher who pushes-in to support and related service providers that pull-out. The ESL teacher uses the Articulation Forms as the means of communication with classroom teachers in an effort to maintain alignment of curricula across the grades with the ESL instruction. The teachers use and share their curriculum maps which include modifications for ELL-SWDs and meet during staff professional development time on Mondays. The goal is to plan on their instructional and educational strategies as a team and to collaborate with auxiliary staff members. Vertical groups meet across a grade once a week to look at the students' work. The inquiry team works on compiling the students' data and using them to target the students showing deficiencies in their learning.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
EFFICIENCY Chart		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

**Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

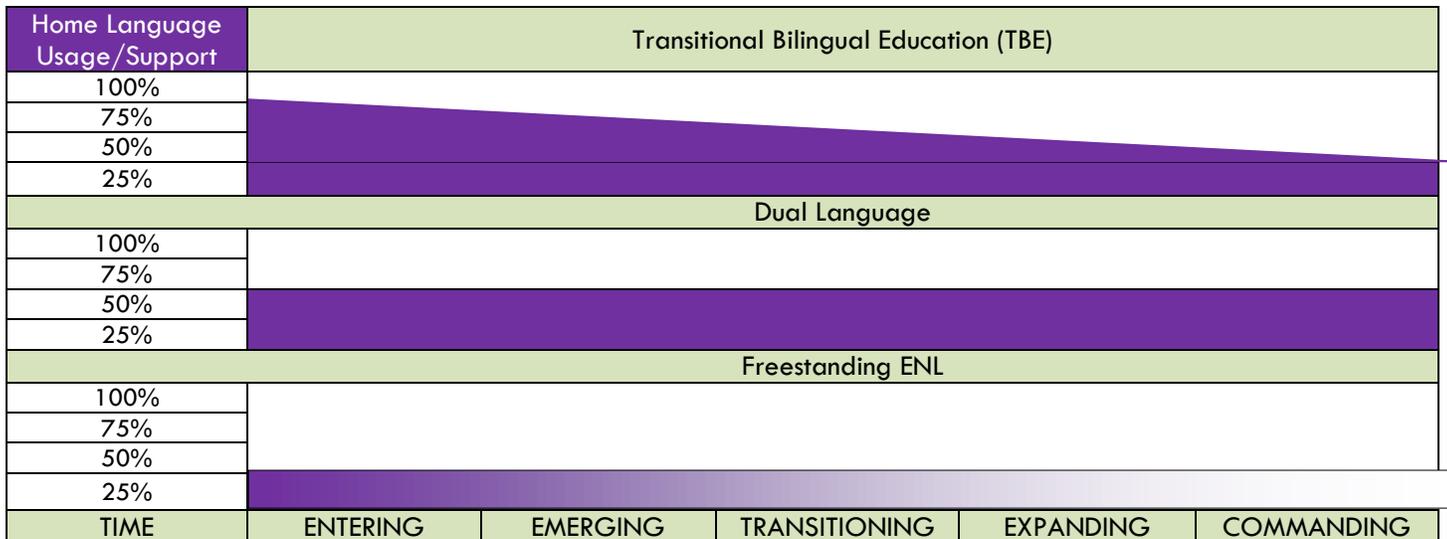


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The Freestanding ESL program follows the balanced Literacy model, the school's curriculum frameworks and ESL curriculum guides. The school uses the Ready Gen program which also includes a specific ESL component, and Go Math! program with all their supports.
- Cluster teachers also serve as Academic Intervention Specialists to help classroom teachers as well as students in all areas that need improvements. Tier II interventions include the ESL teacher, the Resource Room teacher, and the Speech Therapist. The language of instruction is English. The translators over the phone or our bilingual paras are used for translations if necessary. IEP evaluations and parent-teacher meetings are conducted for our students with special needs. Apart from ESL program and other intervention programs, the classroom teachers constantly monitor students' understanding of linguistically challenging material, use a variety of phrasings and synonyms to clarify meaning and scaffold the instruction with visual aids such as maps and illustrations to increase comprehension. We use guided reading and vocabulary quizzes to make instruction more involving and effective. Instruction is modified for newcomers by focusing on building vocabulary, developing listening comprehension, modeling reading and writing using visuals, realia, and providing active contextualized engagement activities. A combination of different second language acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce the students to school routines and to basic English language skills. In the testing grades the students utilize translated glossaries for Mathematics, Social Studies and Science, available also on the ALBETAC website. All of the intervention programs for ELA, Math and other content areas are offered in English but with the native language support whenever needed. For the state tests in Math and Science, the translated versions and glossaries are available.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The ESL program at P.S. 287 is devoted to meeting the needs of all ELLs and helping them achieve English language proficiency while developing content area knowledge. Starting from the very first years, the students are involved in developing their phonemic awareness, phonic skills, basic and complex vocabulary, fluency and comprehension so that they could become successful readers and writers, all while using content-based materials, including Social Studies and Science. They also receive instruction in Mathematics through the Go Math! program and lesson plans include vocabulary development coupled with hands-on activities and practice.
- The effectiveness of our current program is measured by the ELLs' results on state assessments, ELA tests, Math tests, Science tests, Social Studies Tests, the NYSESLAT and other informal assessments in the ESL class as well as in the content area classes. ELLs are making steady gains on their assessments in both their content and language development as demonstrated by their content area tests and their progression on the NYSESLAT from one proficiency level to the next. It is often noticeable that ELLs who are taking the ELA after one year are mostly scoring low on the exam, but fare better in the following years. In Math, the students are making better progress. Nevertheless, the performance data in Math, Science and Social studies show that ELLs need to work on their academic language skills as well as their content area knowledge and skills. Therefore, the ESL teacher is integrating language skills within content in the stand-alone ENL instruction, as well as, co-planning and co-teaching with classroom teachers to target specific language skills while developing ELLs' content knowledge and skills in all of the content areas.
12. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year, the ESL teacher is integrating language instruction in the ReadyGen curriculum, the GoMath! program and the Science and Social Studies curriculums. She will be co-planning and co-teaching with various classroom teachers to deliver ENL instruction within the content areas.
13. What programs/services for ELLs will be discontinued and why?
- There are no programs/services that will be discontinued for ELLs at PS 287.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs at PS 287 participate in curricular ReadyGen and Go Math! programs. They have equal access to all afterschool programs and supplemental services offered in our building. Also, Tier III intervention specialists (e.g., guidance counselor, family worker, parent coordinator, occupational therapist, physical therapist, speech and language therapist, social worker, and psychologist) are also available to ELLs. All students take part in the Music Residency for Brooklyn Philharmonic program, and the Marquis Studio which includes Visual Arts for Pre-K and Kindergarten children and Architecture classes for 3rd, 4th, and 5th graders, all once a week. They have at least two periods a week of Physical Education class which is provided by classroom teachers. Afterschool programs for lower grades consists of dance/drama periods also provided by Marquis Studio 4 times for one hour. PS 287 has its own basketball team program, and BELL afterschool program for upper grades. There is a Saturday Academy twice a month for those students who need to improve their skills in Math and Writing
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- Instructional materials that are used to support ELLs include:
Attanassio and Associates Getting Ready for the New NYSESLAT, New York State Coach: ELA, New York State

Coach: Mathematics, Prentice Hall regents ESL, Scott Foresman ESL, Spin by Longman, American English Today and Voyager Expanded Learning Program, Amazing English books, classroom library books, computer programs (i.e., Charlesbridge Reading Fluency, Kidspirations, FunPhonics), internet sources (e.g., FunBrain, Starfall), listening tapes, iPad applications and SMART Board technology

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

16. How is home language support delivered in each program model (DL, TBE, and ENL)?
In order to deliver home language support, we use and provide picture dictionaries, Webster dictionaries, bilingual dictionaries and glossaries for translations and to make content comprehensible. Spanish cognates are also provided through the ReadyGen program. We also have a small collection of bilingual/home language reading books in the ESL classroom library that students can check out to take home. In addition, teachers use Google translate and other online translation applications so that they may communicate better with newcomers.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Our school ensures all required services/resources support and correspond to ELL's ages and grade levels by leveling and labeling books, scaffolding text according to students' reading levels and referring to the CCLS to make sure the resources are aligned with grade-specific standards.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Our ELL population is quite small. As such, we conduct orientations with the parents as they enroll their children and after the child is identified as an eligible candidate for ESL instructional services. In order to ensure the identification, the appropriate placement and educational services for the children, on the day of registration, all of the parents are initially interviewed one-on-one, and given a Home Language Survey (HLIS) by the licensed pedagogue, the teacher with an ESL license or the school principal. In case of the language barrier, school staff members serve as translators or Translation and Interpretation Unit is called. HLIS are distributed according to home languages of the parents. After the informal interview, initial screening and HLIS administration, the child is or is not identified as an eligible candidate for ESL instructional services.
19. What language electives are offered to ELLs?
There are no language electives offered at our school.
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?
 - c. How is each language separated for instruction?
 - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The professional development plan for all ELL personnel at the school is to attend monthly district ELL liaison meetings, Office of ELLs' (OELL) professional developments, technical support sessions (e.g., LAP, BESIS) and other professional development workshops focused on ELL regulations and best practices (e.g., scaffolding, differentiation, ENL integration in the content areas) at faculty conferences and staff professional development days in order to meet the 50% minimum requirement of ELL-specific professional development hours as prescribed by CR Part 80.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The professional development offered to teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards include providing professional development workshops throughout the year on ELL best practices that focus on co-teaching and integrating language and content instruction. These workshops are conducted by either Ms. Cheng, the ESL teacher, or ESL consultants so that teachers of ELLs can meet the minimum 15% requirement of professional development hours centered on ELLs as prescribed by CR Part 80. Also, OELL shares many ELL-related professional development opportunities and educational resources that support ELL teachers 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?
The ESL teacher and the guidance counselor provide teachers, parents and the students with information about different schools and help make the proper placement decision of those ELLs who transition from elementary to middle school. The Guidance Counselor attends the workshops and turnkeys the information that he has learned to the teachers and administrators who in turn educate students about different choices by supplying them with the materials and resources. Together with the Parent Coordinator, the Guidance Counselor organizes workshops for the parents and distributes the fliers and brochures informing parents about the open school days at various locations. There are links with Community-based Organizations and our Social Worker who represents the Woodwind Foundation helps the parents, students and the Guidance Counselor communicate and work with each other in assisting these ELLs.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Our school meets the professional development requirements as per CR part 154.2: 15% of total hours for all teachers and 50% of total hours for ENL teachers by providing ELL-specific professional development throughout the school year; they are conducted by either Ms. Cheng, the ESL teacher, or ESL consultants. The teachers are also informed about the professional development workshops and trainings provided by the OELL. Records are kept for professional development activities by keeping the meetings' agendas and attendance sheets.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The school provides annual individual meetings, not including mandated parent orientation meetings and DOE scheduled parent-teacher conferences, with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas by meeting with parents on Tuesday afternoons during parent engagement time. Ms. Cheng, the ESL teacher, helps provide language translations for Spanish and Chinese. For all other languages, the translation and interpretation unit are called as needed.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
 2. Records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters) by documenting attendance and logging dates and notes of parent contact and engagement.
 3. The parent coordinator conducts workshops and sends out invitations in the parents' preferred language of communication so that they can also participate in PTA events and learn how to support their children better at home. Ms. Cheng, the ESL teacher, and bilingual paras are available for translations if necessary. The Translation and Interpretation Unit is contacted for other translations.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school is always open to the support of our school community and has several community partnerships. At this time none of our partnerships are specifically targeted to parents of English Language Learners. We do support and encourage attendance at the workshops for ELL parents held by the Department of Education and other organizations.
5. How do you evaluate the needs of the parents? Parents are formally surveyed and informally assessed when there is opportunity for face to face interaction. They are invited to come, call or email with any issues that may impede their child's educational progress. Surveys about their interests and needs, feedback forms from workshops and the Learning Environment Survey are also used to evaluate parent needs. Parent Coordinator provides a warm, welcoming environment to all ELL parents, and lets them know they are always welcomed and important to our school community no matter the language or cultural differences. The onsite interpreters and over the phone Translation and Interpretation service are always available.
6. How do your parental involvement activities address the needs of the parents? Since the parents are an important part of our school community, our school makes an effort to address their needs by parental involvement activities. Parents at PS 287 are involved in a Leadership program, and the Paraluch which is a community based literacy program. Three times a week people from outside, business men and women, come in to read to students. PTA works alongside.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: **Dr. Bailey K. Ashford**

School DBN: **13K287**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michele Rawlins-Brown	Principal		9/18/15
	Assistant Principal		1/1/01
Denise Evans	Parent Coordinator		9/18/15
Wei-Ee Cheng	ENL/Bilingual Teacher		9/18/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

C. School Information

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

D. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Michele Rawlins-Brown	Assistant Principal type here
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Wei-Ee Cheng	School Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Denise Evans
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent type here	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	200	Total number of ELLs	8	ELLs as share of total student population (%)	4.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	0
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	0	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	8	0	0	0	0	0	0	0	0	8
Total	8	0	0	0	0	0	0	0	0	8

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE 0														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

Freestanding English as a New 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	1	1	1											3
Chinese	1													1
Russian														0
Bengali		1												1
Urdu														0
Arabic			1											1
Haitian			1											1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				1										1
TOTAL	2	2	3	1	0	8								

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	1	1												2
Emerging (Low Intermediate)		1												1
Transitioning (High Intermediate)			1											1
Expanding (Advanced)	1													1
Commanding (Proficient)			2	1										3
Total	2	2	3	1	0	8								

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
US History and Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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:

9. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments)? What insights does the data provide about your ELLs? How will this data help inform your school’s instructional plan? Provide any quantitative data available to support your response.
 In order to access the early literacy skills of ELLs, PS 287 uses Measuring Up Live, ReadyGen assessments and Lexile. These assessment tools provide insights regarding individual strengths and weaknesses of the students in terms of phonics, vocabulary, phonological skills, and reading and writing skills. The data serves in aiding instruction and setting teacher/student goals to meet the linguistic, cultural and educational needs of all ELLs.
10. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The 2015 NYSESLAT results reveal that our ELLs are making steady gains on the assessments by moving from one proficiency level to the next or within a level in order to become language proficient. Two newcomer ELLs who entered at the Advanced level on the NYSITELL and LAB-R are now performing at the Commanding level of English proficiency. Likewise, the two Kindergarten students who began at the Entering level based on the NYSITELL results are now at the Emerging and Entering levels. According to this data, students are making progress each year. The majority of the ELLs are currently in the lower grades (i.e., K-2) and quickly become proficient in Listening and Speaking (social language- BICS). We strive to provide all ELLs with quality instruction and a rigorous curriculum with specific tasks that target their reading and writing skills (academic language-CALP).
11. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Our school is held responsible for meeting the Annual Measurable Achievement Objectives (AMAO). We use the information about AMAO to guide our instructional goals. Our ELLs receive integrated language and content area instruction in order to meet these goals. The progress of all ELLs, including former ELLs, are monitored in order to provide additional help and support if necessary.
12. For each program, answer the following:
 - d. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - e. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - f. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. Our ELLs typically enter Kindergarten at the Entering level. As they move on from one grade to the next, they usually progress either across or within proficiency levels. This year, our two first graders are performing at the Entering and Emerging levels. In second and

third grade, our ELLs moved from the Advanced level to the Commanding/Proficient level. We did not have any ELLs in grades 3 to 5 last school year so we are unable to state how they are faring in tests taken in English as compared to the home language.

b. The school leadership and teachers use the results of the ELL periodic assessments to identify where the strengths and weaknesses of the ELL lie and plan future rigorous instruction and support accordingly.

c. From the ELL periodic assessments, our school is learning that ELLs' speaking and listening skills develop rather quickly, but they need more support in their reading and writing skills in order to reach the Commanding level of English language proficiency.

13. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).

[Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]

All students at P.S. 287, including the ELLs, undergo the universal screening assessment that identifies students who may be at risk of not meeting the standards through benchmarks and set criteria. The first one is the Home Language Identification Survey (HLIS) that informs the teachers about the linguistic factors and educational background that could be influencing the student and their teaching instruction. ELLs' literacy skills are also assessed so that we could use that data to guide instruction and to provide support structures inside and outside of the classroom. If ELLs do not show much progress, teachers meet to identify and discuss the areas that need more intensive, targeted intervention. The progress is constantly monitored and used to inform the instruction, and possibly, if the rate is still much lower than the peers from the same background, make educational decisions about additional special education services.

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

In order to ensure that the child's second language development is considered in instructional decisions, teachers match the curriculum with the child's assessment data, background experience, oral language and vocabulary. They use language during the instruction that is comprehensive and meaningful to ELLs, using slower but natural rate of speech and often rephrase and repeat instruction while using pictures, concrete objects and videos in order to support student's learning. Teachers also make sure that they build on the student's background knowledge and provide ample opportunities for the student to work with both English and non-English speaking peers. During the lesson, teachers make sure to explicitly teach the key vocabulary, review main points and ideas and use graphic organizers, charts and other visuals to support comprehension.

15. For dual language programs, answer the following:

- d. How are the English-proficient students (EPs) assessed in the target language?
- e. What is the level of language proficiency in the target language for EPs?
- f. How are EPs performing on State and other assessments?

N/A

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

Our school is held responsible for making adequate Annual Yearly Progress to make sure that all ELL meet the states' proficient level of achievement on the state academic assessment. In addition, students need to make the Annual Measurable Achievement Objectives (AMAO). Our ELLs are part of the entire school system, apart from being in the ESL program, they receive a content area instruction in the general classroom where high-expectations are set. The students go through the proper identification process and formative and summative assessment to provide for individual needs and to guide instruction. The school keeps the complete data for each student in order to calculate growth in language proficiency from year to year. Also the progress of the former ELLs is being monitored in order to provide additional help and support if necessary. Every year the NYSESLAT provides an insight about our students making gains and moving up from one proficiency level to other. This year one of our Kindergarten students, we also have one advanced student in the 4th grade and one in the fifth. The rest of our ELL population consists of the first grade beginners and a newcomer who need additional time and support to develop their skills and also move up from the Beginning level. Apart from the state standardized tests, the teachers use also the informal assessments to track the success of ELLs in the classroom. The most common practices are performance-based assessment and portfolio assessment.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

14. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

The English Language Learner (ELL) identification process is a 10 school day process that includes administration of the K-12 Home Language Identification Survey (HLIS), determination of student eligibility to take the New York State Identification Test for ELLs (NYSITELL) administration of the NYSITELL, and administration of the Spanish Language Assessment Battery (LAB) to newly identified ELLs whose home language is Spanish. First, Ms. Cheng, the licensed ESL pedagogue, or Ms. Rawlins-Brown, the principal who is also a certified pedagogue, completes the HLIS with the parent to determine the student's home language; this is determined by the parent's

responses to the questions on the HLIS and an informal one-on-one interview with the child and the parent in English and/or the home language. Ms. Cheng is able to conduct the interviews in both Spanish and Chinese as needed. In the case of other languages, the Translation and Interpretation Unit is called. HLIS are distributed according to the parent's preferred language. After the informal interviews, initial screening and HLIS administration, if the home language is identified as a language other than English, then the child is eligible for the formal initial assessment, the NYSITELL. A child that scores at or below the English proficiency level on the NYSITELL scoring chart becomes eligible for ESL services. Students whose home language is Spanish and whose score is at or below the English proficiency level are also administered the Spanish LAB to determine language dominance. The NYSITELL and Spanish LAB are printed through the RLBA and RSLA functions in ATS, respectively, and scanned into ATS within 10 school days of enrollment.

15. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

To identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment, our school administers the oral interview questionnaire after completion of the HLIS and determination that the home language is a language other than English, but there may have been interrupted or inconsistent formal education. If a student's home language is Arabic, Bengali, Chinese, Haitian Creole, or Spanish, we also administer the Literacy Evaluation for Newcomer SIFE (LENS) to determine their literacy level in their home language.

16. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

To identify newly enrolled students with IEPs, the Language Proficiency Team (LPT) which consists of Ms. Rawlins-Brown, the principal, Ms. Cheng, the ESL teacher, and Mr. Doorn, the school psychologist meet to determine whether or not the child should take the NYSITELL based on the results of the HLIS and the student's individual evaluation. If the LPT decides that the child may have language acquisition needs and should take the NYSITELL, then s/he goes through the same ELL identification process that other students go through. If the LPT decides that the student should not take the NYSITELL because the student's disability affects his/her ability to demonstrate English language proficiency, then the final determination is sent to the superintendent for review and parents are notified within 3 days of the superintendent's decision. Based on the superintendent's decision, the student either takes or does not take the NYSITELL; the entire process is completed within 20 school days instead of 10.

17. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Ms. Cheng, the ESL teacher, completes and sends home the entitlement and non-entitlement parent notification letters and ensures they are distributed within five school days after the NYSITELL is scanned and score is determined by making and keeping copies of them in both the students' cumulative files and the ELL Binder of Critical Documents, as well as, writing the date of when they were distributed in an excel spreadsheet.

18. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents are informed that they have the right to appeal ELL status within 45 days of enrollment either at the ELL parent orientation meeting or by phone orientation.

19. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

During the first two to three weeks after the beginning of the school year, the parents of ELLs are informed about their child's entitlement to ESL services and invited to the parent orientation meeting. As soon as new students are identified as ELLs, entitlement letters with the date of the parent orientation, ELL parent brochures and Parent Survey and Program Selection Forms are sent home in the parent's preferred language within 5 days so that parents can be informed of all three program choices (i.e., transitional bilingual education, dual language, and freestanding ENL) and have a chance to make a choice even if they are unable to attend the orientation. During the parent orientation, Ms. Cheng, the ESL teacher, and Ms. Evans, the Parent Coordinator, or Ms. Rawlins-Brown, the principal, provide the parents with information on the NYS ESL and Common Core Learning Standards, curriculum, assessments (e.g., NYSITELL, NYSESLAT) and goals for the program options. The parents have the chance to view the NYC Chancellor's parent orientation video in their preferred language; the video discusses the three program choices so that parents have a better understanding of them and can make an informed choice. After the video, parents have the opportunity to ask questions and discuss any concerns. Finally, they are given the Parent Survey and Program Selection form in their preferred language to complete either at the orientation or at home. The parents have 5 school days to complete the Parent Survey and Program Selection form after orientation. At the end of the orientation, Ms. Cheng collects the Parent Surveys and Program Selection forms which, after careful reviewing, are stored in the students' cumulative files and copies are filed in the ELL Binder of Critical Documents. If parents did not attend the orientation, Ms. Cheng will either have a make-up orientation or call them and provide them with a phone orientation.

20. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- Ms. Cheng, the ESL teacher, calls parents to remind them to complete the Parent Surveys and Program Selection forms if they have not done so. When the form is returned, she immediately inputs the parent's program choice in the ELPC screen in ATS. If the form is not returned within the 5 days after orientation, then the default program for ELLs is bilingual education. However, in our school, the default program is ENL since we do not have any bilingual programs.
21. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- Ms. Cheng, the ESL teacher, monitors the Parent Surveys and Program Selection forms that have not been completed and returned by documenting the distribution, phone call and return dates on an excel spreadsheet and specifying the parent choice in the ELPC screen on ATS as they are returned.
22. Describe how your school ensures that placement parent notification letters are distributed.
- Ms. Cheng, the ESL teacher, completes and sends home the placement parent notification letters and ensures they are distributed by making and keeping copies of them in both the students' cumulative files and the ELL Binder of Critical Documents, as well as, writing the date of when they were distributed in an excel spreadsheet.
23. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- Our school retains all ELL documentation for each child (i.e., HLIS, non-entitlement letters, entitlement letters, parent survey and program selection forms, placement letters) in their cumulative files and copies in an ELL Binder of Critical Documents which is kept in a file cabinet in the ESL classroom.
24. 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 test is administered each year in the spring to all ELLs in grades K-5. The results of this test are used to monitor the progress of the students in their language development and to determine if the student is to continue his or her ESL services the following school year. Ms. Rawlins-Brown, the principal, Ms. Cheng, the ESL teacher and Ms. Weintraub, the testing coordinator, meet in the spring to select the dates of administration for the non-speaking subtests within the test administration window. Before the test is administered, the ESL teacher prints out the RLER report from ATS and informs the testing coordinator of those ELLs who are eligible for the NYSESLAT. Once the test booklets and answer documents are received, the testing coordinator counts them to ensure we have enough of them and all students are accounted for; if there is an answer document missing for any students, she will create them manually. She keeps the testing materials in a secure, locked room and releases the booklets to the test administrator, who is the ESL teacher, on the first day of the test. The booklets are returned after each test administration to the same secured room. All parts of the NYSESLAT are administered by the ESL teacher and attendance is taken to ensure that all students complete all four subtests. If a student misses any of the non-speaking subtest administration days (i.e., day 1, day 2, and/or day 3), then the ESL teacher will administer a make-up test within the 10 day administration window for the non-speaking subtests. For the Speaking subtest, another teacher is present in the room while the test is being administered; s/he listens to each student's responses and helps score the student's responses. For the Writing subtest, a team of teachers is organized to score the constructive response answers and no one teacher scores more than half of a test booklet.
25. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- Ms. Cheng, the ESL teacher, completes and sends home the continued entitlement and transitional support parent notification letters and ensures they are distributed by making and keeping copies of them in both the students' cumulative files and the ELL Binder of Critical Documents, as well as, writing the date of when they were distributed in an excel spreadsheet.
26. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- After reviewing the Parent Survey and Program Selection forms from the past three years, the results of the paperwork indicate that most parents choose the Freestanding ESL program. It becomes apparent that only in few instances, the parents of the upper grade students were considering the bilingual program, but declined the transfer of the child to another school where such programs were available. This year, both parents of the newly identified ELLs also chose the Freestanding English as a New Language (ENL) program. Since the ELL population at PS 287 is so low (i.e., 8 ELLs) and we do not have at least 15 ELLs in two contiguous grades that have the same home language, freestanding ENL is the only program offered at the moment. If the number of ELLs increases to a significant amount for a bilingual program and parents request a bilingual program, then we will create a bilingual program for those students.

Part V: ELL Programming

B. Programming and Scheduling Information

21. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
- d. Freestanding ENL program.
In the freestanding ENL program, instruction for ELLs is delivered through a combination of stand-alone ENL and integrated ENL depending on the students' proficiency levels. As per CR Part 154.2, ELLs in grades K-8 that are at the Entering and a Emerging levels of English proficiency must receive at least 360 minutes of ENL instruction per week; Entering ELLs must receive equal minutes (i.e., 180 minutes) of Stand-Alone ENL and Integrated ENL in ELA, whereas, Emerging ELLs must receive 90 minutes of Stand-Alone ENL and 180 minutes of Integrated ENL/ELA, but have the option of choosing either Stand-Alone ENL or Integrated ENL in any content area for the remaining 90 minutes of ENL instruction. ELLs in grades K-8 that are at the Transitioning and Expanding levels of English proficiency must receive at least 180 minutes of ENL instruction. Transitioning ELLs must receive 90 minutes of Integrated ENL in ELA, but have the flexibility of choosing Stand-Alone ENL or Integrated ENL in a content area for the other 90 minutes of ENL instruction. Expanding ELLs only receive Integrated ENL, but it can be in ELA or another content area. Lastly, Commanding ELLs receive ESL services for an additional two years; the 90 minutes of ENL instruction they receive must be integrated ENL, but it can be in ELA or another content area. Students are grouped heterogeneously (i.e., mixed proficiency levels) by grade and are usually placed in the same class for ease of integrated ENL instruction. Depending on the group size and the students' English proficiency levels, students from multiple grades with no more than 2 grade spans between them may be grouped together for Stand-Alone ENL instruction.
- e. TBE program. *If applicable.*
Paste response to questions here:
- f. DL program. *If applicable.*
Paste response to questions here:
22. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- b. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Explicit ENL and ELA minutes are delivered in the freestanding ENL model through a combination of stand-alone ENL instruction that focuses on English language skills that will support students in the content area classes and integrated ENL instruction that consists of co-planning and co-teaching by the classroom content area teachers and the ESL teacher. For the 2015-2016 school year, we currently have 8 ELLs in K-5 grades at our school; they range from the Entering to Commanding levels and depending on their language proficiency level, they receive anywhere from 90 minutes to 360 minutes of ENL instruction per week. At PS 287, program for ELLs adhere to the Children First Initiative's uniform curriculum. Programs use a balanced approach to literacy, including high-quality instructional practices that facilitate academic excellence for ELLs. Also, the ELL program adheres to NYS Common Core Learning Standards. In addition, ELLs receive 600 minutes of ELA instruction per week through the ReadyGen curriculum and depending on the grade, they receive one to two periods of Math everyday through the Go Math! program; the ReadyGen and Go Math! programs have ESL specific components which help the ESL teacher align the ESL and general education class curricula. All English Language Learners (ELLs) are instructed in English using Total Physical Response, Cooperative Learning and the Cognitive Academic Language Learning Approach. In the ESL classroom, co-planning and co-teaching occurs between the classroom teachers and the ESL teacher in order to provide integrated ENL instruction in the various content areas to help ELLs access the content while developing their language skills. Many different practices are utilized for ENL instruction; they include scaffolding, modeling, bridging, schema building, contextualization, text representation and metacognition.
****DO I HAVE TO STATE HOW THEY ARE DELIVERED IN THE BILINGUAL MODELS EVEN THOUGH OUR SCHOOL DOES NOT HAVE A BILINGUAL PROGRAM? PLEASE PROVIDE FEEDBACK.****
23. Describe how core content is delivered in each program model. 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. Core content is delivered in the Freestanding ENL model through integrated ENL instruction whereby the classroom content area teachers and the ESL teacher meet weekly to co-plan instruction to include content area and language objectives so that they can co-teach the content while targeting specific language skills. In order to help ESL students to achieve proficiency in language and academics so that they could attain the same standards established for all students at each grade level, the Articulation Forms are filled out monthly by the classroom teachers, and common core curriculum is shared via online resources. The Articulation Forms serve as communication between ESL teacher and content area teachers to plan ESL curriculum and activities for each grade level. All English Language Learners (ELLs) are instructed in English using Total Physical Response, Cooperative Learning and Cognitive Academic Language Learning Approach. In the classroom many different practices are utilized such as: Scaffolding, Modeling,

Bridging, Schema Building, Contextualization, Text Representation. The ESL classroom materials include Scott Foresman ESL book series that follow the principles of CALLA: the Cognitive Academic Language Approach. It teaches grade-level topics from the major curriculum areas, and Prentice Hall Regents ESL which is literature-based language acquisition program that incorporates Science, Social studies and Math altogether. With regards to native language support in the ESL program, the word wall often includes word native language translations and cognates. The students also use dictionaries and glossaries, same language speaking peer support, native language library books, and international websites. The teacher uses informal assessments and running records.

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

Instruction is modified for newcomers by focusing on building vocabulary, developing listening comprehension, modeling reading and writing using visuals, realia, and providing active contextualized engagement activities. A combination of different second language acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce the students to school routines and to basic English language skills. In the testing grades the students utilize translated glossaries for Mathematics, Social Studies and Science, available also on the ALBETAC website.

****DO I HAVE TO STATE HOW THEY ARE DELIVERED IN THE BILINGUAL MODELS EVEN THOUGH OUR SCHOOL DOES NOT HAVE A BILINGUAL PROGRAM? PLEASE PROVIDE FEEDBACK.****

24. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
Throughout the year, we ensure that ELLs are appropriately evaluated in their home language by administering the Spanish LAB if they score at or below the level of English proficiency on the NYSITELL and providing them with testing accommodations such as bilingual dictionaries and glossaries, alternate language versions of exams and/or translators.
25. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our school ensures that ELLs are appropriately evaluated throughout the school year in all four modalities of English acquisition by conducting oral language assessments to evaluate ELLs' speaking and listening skills and administering the NYSESLAT Periodic Assessments to evaluate ELLs' listening, reading and writing skills. These evaluations are closely connected to the patterns across NYSESLAT modalities (i.e., speaking, listening, reading, writing) and affect instruction. According to the data, ELLs need less instructional support in speaking and listening and more in reading and writing.
26. How do you differentiate instruction for each of the following ELL subgroups?
 - f. SIFE
 - g. Newcomer
 - h. Developing
 - i. Long Term
 - j. Former ELLs up to two years after exiting ELL status

Our goal for the school's LAP is to ensure that instruction is designed to meet the learning and language needs of various ELL subgroups. In order to meet their needs, we differentiate instruction based on their English proficiency levels and subgroup. We have compiled data from ARIS, NYSITELL, Spanish LAB, periodic assessments, the NYSESLAT and State Assessments and have analyzed the results to determine the strengths and weaknesses of our ELLs in specific modalities. In order to determine which subgroup ELLs belong to, we use the SIFE report (RSFE) and number of years of ESL service report (RYOS) in ATS.

- a) P.S. 287 currently has no SIFEs, but if SIFEs are identified, we would make the individual needs assessment with the attention to their learning gaps in the instruction, monitor the progress of those students and their scores on the NYSESLAT, ELA and Math assessments, and provide support in all content areas to differentiate instruction for literacy needs. One of the options is to place such a student in a lower grade. This would be done on a case by case basis and with informed parental consent. Also, we would provide additional academic intervention services (AIS) and after school services if they are available.
- b) P.S. 287 currently has all Newcomer ELLs, but none of them are new to the country. They are all currently in grades K-2 and range from the Entering to the Transitioning level of English proficiency. If we receive any Newcomers who are new to the country and require extra support, then we would provide them with AIS and if possible, the student is paired up with another student who can assist with language translation and help with the classroom activities during the day. For our newcomer students, we modify instruction by focusing on building vocabulary, developing listening comprehension, modeling reading and writing, using visuals, charts, gestures and realia to facilitate comprehension and providing contextualized and cooperative engagement activities. A combination of different second language acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce the students to school routines and to basic English language skills. At this stage, our teachers may utilize visuals and hands-on activities to ensure the student's understanding of content area subjects while the student is acquiring English. We also use a variety of strategies and materials to aid instruction; these include scaffolding, activating background knowledge, bridging, picture dictionaries, photo cards, realia, graphic organizers, charts and manipulatives. Newcomers also have access to computer assisted language learning software (i.e., CharlesBridge Reading program,

Kidspirations, FunPhonics) that support them in developing basic reading and comprehension skills. All ELLs have access to web-based programs (e.g., Fun Brain, Starfall). We also provide a small collection of bilingual/native language reading books in the classrooms with ELLs and in the ESL library that newcomers can check out to take home. Teachers encourage ELLs to use bilingual dictionaries and glossaries for native language support during reading and writing activities in order to clarify meaning and to develop their writing skills in their native language so they can transfer these skills when they are writing in English. In addition, Entering and Emerging Newcomer ELLs are paired with more dominant English speakers who can provide good modeling during the Small Group Instruction.

- c) P.S. 287 currently does not have any Developing (i.e., ELLs receiving services from 4-6 years) ELLs. However, since most of these students are at the Transitioning and Expanding level of English proficiency, we would work on developing their reading and writing skills because we already know that ELLs' speaking and listening skills develop quicker than their reading and reading skills. We would provide whole-class and small-group instruction focusing on reading comprehension strategies (e.g., summarizing, sequencing, inferring, comparing and contrasting, drawing conclusions, self-questioning, problem solving, relating background knowledge, distinguishing between fact and opinion, finding the main idea). We would also develop higher levels of language use in the content areas by expanding their vocabulary, teaching reading comprehension strategies, scaffolding academic language and modeling reading and writing through think alouds. Since the writing process is broken down into stage, we would focus on brainstorming activities and the use of graphic organizers to visually display ideas before we teach the structure and language for different types of writing. In the final stage, we will target editing of grammar, spelling and punctuation.
- d) P.S. 287 currently does not have any Long-Term ELLs . Like the Developing ELLs, we would provide whole-class and small-group instruction focusing on reading comprehension strategies (e.g., summarizing, sequencing, inferring, comparing and contrasting, drawing conclusions, self-questioning, problem solving, relating background knowledge, distinguishing between fact and opinion, finding the main idea). We would also develop higher levels of language use in the content areas by expanding their vocabulary, teaching reading comprehension strategies, scaffolding academic language and modeling reading and writing through think alouds. Since the writing process is broken down into stage, we would focus on brainstorming activities and the use of graphic organizers to visually display ideas before we teach the structure and language for different types of writing. In the final stage, we will target editing of grammar, spelling and punctuation. However, for this particular subgroup, we would provide additional services such as AIS, small group instruction and after school in order to help them make progress and eventually attain English proficiency. In some cases, we may have to refer them for an evaluation if we feel that there is a disability that is preventing them from acquiring English.
- e) P.S. 287 currently has three Proficient / Commanding ELLs in grades 2-3. Since they are English proficient, we focus more on developing their reading and writing skills through the workshop model. The ESL teacher also works closely with the classroom teachers to design integrated content and language lessons that target specific vocabulary and language functions and structures that those students are ready to learn. Teachers encourage ELLs to use bilingual dictionaries and glossaries for native language support during reading and writing activities in order to clarify meaning and to develop their writing skills in their native language so they can transfer these skills when they are writing in English.
27. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.
- For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, our school ensures the student's academic progress has not been adversely affected by the re-identification (within 6-12 months after the re-identification has been established) by meeting with teachers that work with the student and the child's parent(s)/guardian(s) to discuss the child's progress and student work and to coordinate any additional supports (e.g., academic intervention services) s/he may need, if any.
28. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
- Our school uses the comprehensive researched based program for grades K-5, Ready Gen. It contains precisely leveled, print-based learning and teaching resources combined with many additional materials, like "Scaffolded Strategies" handbook with Spanish cognates that support language and literacy proficiency for ELLs. It also provides an ELL component that supports the class curriculum and provides ELLs with scaffolding instruction. All the grades are using also Go Math! program. Teachers use differentiated instruction and utilize visuals, different garaphic organizers and hands-on activities to ensure the students' understanding of content area subjects while acquiring English. Everyday there is small class instruction and writing activities. Students also use technology support with Smart Boards, laptops and online resources. P.S. 287 currently does not have any ELL-SWDs, but we would provide them with ENL services from our licensed ESL teacher, support services as per their IEP and RTI services. This enables us to meet the needs of this specific population by allowing for a majority of instruction to occur in small groups. Based on the individual, ESL strategies and instructional methods are utilized. Lessons for students with special needs are modified to address different learning styles. We ensure that teachers of students with an IEP are familiar with

Chart 5.1 students' particular needs and all services are provided accordingly to the IEP mandates. The ESL teacher converses and collaborates with the IEP contact person.

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

In order to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment, they are usually placed in Integrated Co-Teaching classrooms where they can work with their non-disabled peers and obtain support from two classroom teachers in addition to the ESL teacher who pushes-in to support and related service providers that pull-out. The ESL teacher uses the Articulation Forms as the means of communication with classroom teachers in an effort to maintain alignment of curricula across the grades with the ESL instruction. The teachers use and share their curriculum maps which include modifications for ELL-SWDs and meet during staff professional development time on Mondays. The goal is to plan on their instructional and educational strategies as a team and to collaborate with auxiliary staff members. Vertical groups meet across a grade once a week to look at the students' work. The inquiry team works on compiling the students' data and using them to target the students showing deficiencies in their learning.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart 5.2	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

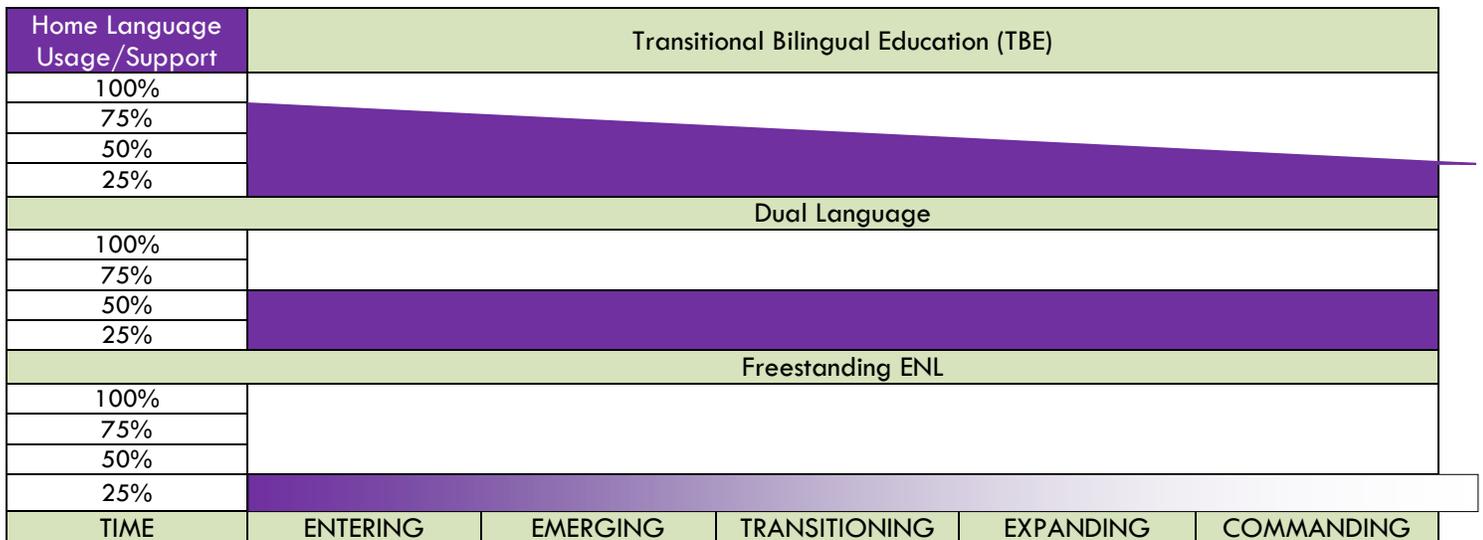


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



E. Programming and Scheduling Information--Continued

30. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The Freestanding ESL program follows the balanced Literacy model, the school's curriculum frameworks and ESL curriculum guides. The school uses the Ready Gen program which also includes a specific ESL component, and Go Math! program with all their supports.
- Cluster teachers also serve as Academic Intervention Specialists to help classroom teachers as well as students in all areas that need improvements. Tier II interventions include the ESL teacher, the Resource Room teacher, and the Speech Therapist. The language of instruction is English. The translators over the phone or our bilingual paras are used for translations if necessary. IEP evaluations and parent-teacher meetings are conducted for our students with special needs. Apart from ESL program and other intervention programs, the classroom teachers constantly monitor students' understanding of linguistically challenging material, use a variety of phrasings and synonyms to clarify meaning and scaffold the instruction with visual aids such as maps and illustrations to increase comprehension. We use guided reading and vocabulary quizzes to make instruction more involving and effective. Instruction is modified for newcomers by focusing on building vocabulary, developing listening comprehension, modeling reading and writing using visuals, realia, and providing active contextualized engagement activities. A combination of different second language acquisition strategies (The Natural Approach, TPR, scaffolding) are used to introduce the students to school routines and to basic English language skills. In the testing grades the students utilize translated glossaries for Mathematics, Social Studies and Science, available also on the ALBETAC website. All of the intervention programs for ELA, Math and other content areas are offered in English but with the native language support whenever needed. For the state tests in Math and Science, the translated versions and glossaries are available.
31. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The ESL program at P.S. 287 is devoted to meeting the needs of all ELLs and helping them achieve English language proficiency while developing content area knowledge. Starting from the very first years, the students are involved in developing their phonemic awareness, phonic skills, basic and complex vocabulary, fluency and comprehension so that they could become successful readers and writers, all while using content-based materials, including Social Studies and Science. They also receive instruction in Mathematics through the Go Math! program and lesson plans include vocabulary development coupled with hands-on activities and practice.
- The effectiveness of our current program is measured by the ELLs' results on state assessments, ELA tests, Math tests, Science tests, Social Studies Tests, the NYSESLAT and other informal assessments in the ESL class as well as in the content area classes. ELLs are making steady gains on their assessments in both their content and language development as demonstrated by their content area tests and their progression on the NYSESLAT from one proficiency level to the next. It is often noticeable that ELLs who are taking the ELA after one year are mostly scoring low on the exam, but fare better in the following years. In Math, the students are making better progress. Nevertheless, the performance data in Math, Science and Social studies show that ELLs need to work on their academic language skills as well as their content area knowledge and skills. Therefore, the ESI teacher is integrating language skills within content in the stand-alone ENL instruction, as well as, co-planning and co-teaching with classroom teachers to target specific language skills while developing ELLs' content knowledge and skills in all of the content areas.
32. What new programs or improvements will be considered for the upcoming school year?
- For the upcoming school year, the ESL teacher is integrating language instruction in the ReadyGen curriculum, the GoMath! program and the Science and Social Studies curriculums. She will be co-planning and co-teaching with various classroom teachers to deliver ENL instruction within the content areas.
33. What programs/services for ELLs will be discontinued and why?
- There are no programs/services that will be discontinued for ELLs at PS 287.
34. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs at PS 287 participate in curricular ReadyGen and Go Math! programs. They have equal access to all afterschool programs and supplemental services offered in our building. Also, Tier III intervention specialists (e.g., guidance counselor, family worker, parent coordinator, occupational therapist, physical therapist, speech and language therapist, social worker, and psychologist) are also available to ELLs. All students take part in the Music Residency for Brooklyn Philharmonic program, and the Marquis Studio which includes Visual Arts for Pre-K and Kindergarten children and Architecture classes for 3rd, 4th, and 5th graders, all once a week. They have at least two periods a week of Physical Education class which is provided by classroom teachers. Afterschool programs for lower grades consists of dance/drama periods also provided by Marquis Studio 4 times for one hour. PS 287 has its own basketball team program, and BELL afterschool program for upper grades. There is a Saturday Academy twice a month for those students who need to improve their skills in Math and Writing
35. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- Instructional materials that are used to support ELLs include:

Attanassio and Associates Getting Ready for the New NYSESLAT, New York State Coach: ELA, New York State Coach: Mathematics, Prentice Hall regents ESL, Scott Foresman ESL, Spin by Longman, American English Today and Voyager Expanded Learning Program, Amazing English books, classroom library books, computer programs (i.e., Charlesbridge Reading Fluency, Kidspirations, FunPhonics), internet sources (e.g., FunBrain, Starfall), listening tapes, iPad applications and SMART Board technology Because of the low number of ELL population at our school, we don't receive Title III funding.

36. How is home language support delivered in each program model (DL, TBE, and ENL)?
In order to deliver home language support, we use and provide picture dictionaries, Webster dictionaries, bilingual dictionaries and glossaries for translations and to make content comprehensible. Spanish cognates are also provided through the ReadyGen program. We also have a small collection of bilingual/home language reading books in the ESL classroom library that students can check out to take home. In addition, teachers use Google translate and other online translation applications so that they may communicate better with newcomers.
37. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Our school ensures all required services/resources support and correspond to ELL's ages and grade levels by leveling and labeling books, scaffolding text according to students' reading levels and referring to the CCLS to make sure the resources are aligned with grade-specific standards.
38. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Our ELL population is quite small. As such, we conduct orientations with the parents as they enroll their children and after the child is identified as an eligible candidate for ESL instructional services. In order to ensure the identification, the appropriate placement and educational services for the children, on the day of registration, all of the parents are initially interviewed one-on-one, and given a Home Language Survey (HLIS) by the licensed pedagogue, the teacher with an ESL license or the school principal. In case of the language barrier, school staff members serve as translators or Translation and Interpretation Unit is called. HLIS are distributed according to home languages of the parents. After the informal interview, initial screening and HLIS administration, the child is or is not identified as an eligible candidate for ESL instructional services.
39. What language electives are offered to ELLs?
There are no language electives offered at our school.
40. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

F. Professional Development and Support for School Staff

5. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
The professional development plan for all ELL personnel at the school is to attend monthly district ELL liaison meetings, Office of ELLs' (OELL) professional developments, technical support sessions (e.g., LAP, BESIS) and other professional development workshops focused on ELL regulations and best practices (e.g., scaffolding, differentiation, ENL integration in the content areas) at faculty conferences and staff professional development days in order to meet the 50% minimum requirement of ELL-specific professional development hours as prescribed by CR Part 80.
6. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
The professional development offered to teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards include providing professional development workshops throughout the year on ELL best practices that focus on co-teaching and integrating language and content instruction. These workshops are conducted by either Ms. Cheng, the ESL teacher, or ESL consultants so that teachers of ELLs can meet the minimum 15% requirement of professional development hours centered on ELLs as prescribed by CR Part 80. Also, OELL shares many ELL-related professional development opportunities and educational resources that support ELL teachers as they engage in the Common Core Learning Standards.
7. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The ESL teacher and the guidance counselor provide teachers, parents and the students with information about different schools and help make the proper placement decision of those ELLs who transition from elementary to middle school. The Guidance Counselor attends the workshops and turnkeys the information that he has learned to the teachers and administrators who in turn educate students about different choices by supplying them with the materials and resources. Together with the Parent Coordinator, the Guidance Counselor organizes workshops for the parents and distributes the fliers and brochures informing parents about the open school days at various locations. There are links with Community-based Organizations and our Social Worker who represents the Woodwind Foundation helps the parents, students and the Guidance Counselor communicate and work with each other in assisting these ELLs.
8. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Our school meets the professional development requirements as per CR part 154.2: 15% of total hours for all teachers and 50% of total hours for ENL teachers by providing ELL-specific professional development throughout the school year; they are conducted by either Ms. Cheng, the ESL teacher, or ESL consultants. The teachers are also informed about the professional development workshops and trainings provided by the OELL. Records are kept for professional development activities by keeping the meetings' agendas and attendance sheets.

G. Parental Involvement

7. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The school provides annual individual meetings, not including mandated parent orientation meetings and DOE scheduled parent-teacher conferences, with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas by meeting with parents on Tuesday afternoons during parent engagement time. Ms. Cheng, the ESL teacher, helps provide language translations for Spanish and Chinese. For all other languages, the translation and interpretation unit are called as needed.

8. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.
9. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters) by documenting attendance and logging dates and notes of parent contact and engagement.
 3. The parent coordinator conducts workshops and sends out invitations in the parents' preferred language of communication so that they can also participate in PTA events and learn how to support their children better at home. Ms. Cheng, the ESL teacher, and bilingual paras are available for translations if necessary. The Translation and Interpretation Unit is contacted for other translations.
10. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school is always open to the support of our school community and has several community partnerships. At this time none of our partnerships are specifically targeted to parents of English Language Learners. We do support and encourage attendance at the workshops for ELL parents held by the Department of Education and other organizations.
11. How do you evaluate the needs of the parents?
- Parents are formally surveyed and informally assessed when there is opportunity for face to face interaction. They are invited to come, call or email with any issues that may impede their child's educational progress. Surveys about their interests and needs, feedback forms from workshops and the Learning Environment Survey are also used to evaluate parent needs. Parent Coordinator provides a warm, welcoming environment to all ELL parents, and lets them know they are always welcomed and important to our school community no matter the language or cultural differences. The onsite interpreters and over the phone Translation and Interpretation service are always available.
12. How do your parental involvement activities address the needs of the parents?
- Since the parents are an important part of our school community, our school makes an effort to address their needs by parental involvement activities. Parents at PS 287 are involved in a Leadership program, and the Paraluch which is a community based literacy program. Three times a week people from outside, business men and women, come in to read to students. PTA works alongside.

H. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: **Dr. Bailey K. Ashford**

School DBN: **13K287**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michele Rawlins-Brown	Principal		9/18/15
	Assistant Principal		1/1/01
Denise Evans	Parent Coordinator		9/18/15
Wei-Ee Cheng	ENL/Bilingual Teacher		9/18/15
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01