



PUBLIC SCHOOL 244

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 18K244
ADDRESS: 5400 TILDEN AVENUE
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: PS 244 **SCHOOL NAME:** Dr. Richard R. Green

SCHOOL ADDRESS: 5400 Tilden Avenue

SCHOOL TELEPHONE: 718-346-6240 **FAX:** 718-345-3083

SCHOOL CONTACT PERSON: Grace Alesia **EMAIL ADDRESS:** galesia@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Arline Rabito

PRINCIPAL: Grace Alesia

UFT CHAPTER LEADER: Melanie Balzano

PARENTS' ASSOCIATION PRESIDENT: Akilah Cotttoy-Spencer

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 18 **CHILDREN FIRST NETWORK (CFN):** 531

NETWORK LEADER: Althea Serrant

SUPERINTENDENT: Beverly Wilkins

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Grace Alesia	*Principal or Designee	
Melanie Balzano	*UFT Chapter Chairperson or Designee	
Akilah Cottoy-Spencer	*PA/PTA President or Designated Co-President	
Jennifer Pazmino	Parent	
Tricia Coker	Parent	
Mark Lindsay	Parent	
Marsha Baptiste	Parent	
Esther Stephenson	Parent	
Hillrett Laird	Parent	
Althaca Henry	Parent	
Arline Rabito	Member/Chairperson	
Michelle Gabbe	Member/Cluster Teachers	
Michelle Becker	Member/Grade 3-5 Teachers, DC37	
Judith Pique	Member/Guidance, SBST	
Jonelle Carter	Member/Special Ed Teachers	
Angela Gibson-Gray	Member/PreK, Kgn and Grade 1 Teachers	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

Our vision at P.S. 244K is the belief that all of our children can reach the highest standards. In partnership with home and community, we will support our students in the realization of their goals to contribute and become an integral part of an ever-changing society. Through the strong commitment of our staff, parents and school community, we will empower our students to become life-long learners.

Our primary mission at P.S. 244K is to provide a collaborative environment in which our dedicated faculty, parents and school community strive to provide the highest quality of education for all of our children. We share the belief that each child comes to us, ready to learn, with unique talents and experiences. In order to promote academic excellence, in our ever-changing society, it is our responsibility to support our students' diverse learning styles through the highest quality, standards-based curriculum. P.S. 244's strong commitment will ensure that all of our students will reach their potential, become life-long learners and develop a thirst for knowledge.

P.S. 244 is located in East Flatbush, a culturally rich, diverse section of Brooklyn. We are a barrier free building with an elevator and ramps to provide access to the handicapped children in grades kindergarten through five.

Parents are an integral part of our school community. Parents can often be found volunteering in classrooms and assisting students at learning centers. Staff members conduct daytime and evening workshops addressing many relevant topics. In addition, we have monthly "family nights" to encourage parents and students to share a plethora of educational experiences at our school.

In keeping with our commitment to providing ongoing assistance and information to our teaching staff, we have a professional development team which includes a literacy coach, an upper grade literacy specialist, a Read 180 intervention specialist and an on-site UFT Teacher Center.

P.S. 244 continues to promote successful collaborations with community groups, outside agencies, cultural groups and museums. Our community of educators collaborates by grade, across grades and across subject areas in a variety of ways that enrich the quality of education. We maintain ongoing relationships with the Brooklyn Botanic Gardens and the Brooklyn Center for Psychotherapy. We will continue a successful partnership, Chelsea Bank, with Classroom, Inc. This program provides upper grade students opportunities to learn many facets of the banking industry. In addition, the "Mighty Milers" program through the Road Runners Club allows students to engage in physical fitness activities while maintaining records and graphing progress.

A line item legislative grant has allowed us to expand our use of technology in our school. Funding has enabled us to provide each classroom with computers and a printer. Also, a secondary computer lab has been established so that teachers can plan lessons in which each child has access to his/her own computer. Smart boards have also been ordered to further our technological capabilities.

CEP SECTION III: School Profile

Part B. School Demographics and Accountability Snapshot (Version 2010-1B April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:	Dr. Richard R. Green			
District:	18	DBN #:	18K244	School BEDS Code: 331800010244

DEMOGRAPHICS									
Grades Served in 2009-10:	X <input type="checkbox"/> PreK	X <input type="checkbox"/> K	X <input type="checkbox"/> 1	X <input type="checkbox"/> 2	X <input type="checkbox"/> 3	X <input type="checkbox"/> 4	X <input 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	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded	/		
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	47	49	49		94.2	94.5	Tbd		
Kindergarten	118	106	128						
Grade 1	157	124	117	Student Stability: % of Enrollment					
Grade 2	147	136	130	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	163	149	136		95.2	94.5	Tbd		
Grade 4	185	157	148						
Grade 5	141	164	152	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		62.1	61.4	75.5		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		7	46	TBD		
Grade 12	0	0	0						
Ungraded	20	8	18	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	978	893	878		0	0	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	81	68	69						
No. in Collaborative Team Teaching (CTT) Classes	42	55	55	Principal Suspensions	17	8	Tbd		
Number all others	30	34	34	Superintendent Suspensions	13	11	Tbd		
<i>These students are included in the enrollment information above.</i>									
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number					
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)			Secondary Level (✓)					
	ELA:				ELA:				
	Math:	✓				Math:			
	Science:	✓				Grad. Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	✓	✓					
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities	✓	✓					
Limited English Proficient							
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	4	4	1				

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 200708		
Overall Letter Grade	B	Overall Evaluation:	NR	

Overall Score	57.4	Quality Statement Scores:		
Category Scores:			Quality Statement 1: Gather Data	Well Developed
School Environment (Comprises 15% of the Overall Score)	8.3		Quality Statement 2: Plan and Set Goals	Well Developed
School Performance (Comprises 25% of the Overall Score)	9.0		Quality Statement 3: Align Instructional Strategy to Goals	Well Developed
Student Progress (Comprises 60% of the Overall Score)	38.1		Quality Statement 4: Align Capacity Building to Goals	Well Developed
Additional Credit	2.0		Quality Statement 5: Monitor and Revise	Well Developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>				

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Student progress in English Language Arts indicates the following:

- **1 Year of Progress: 73.0** our students made at least 1 year of progress, which is 71.1% of the way from the lowest 50.1% to the highest 82.3% score relative to our Peer Horizon and 63.9% relative to our City Horizon.
- **Median Growth Percentile:** 73.0% of our student made median growth, which is 71.1% of the way from the lowest (56.1%) to the highest (89.3%) score relative to our Peer Horizon and 62.7% relative to the City Horizon.
- **Average Change for Lowest 1/3 Students:** 78.0% is our average change in proficiency in our lowest 1/3 students, which is 67.9% of the way from the lowest 54.1% to the highest 89.3% score relative to our Peer Horizon and 62.7% of the way to our City Horizon.
- **Proficiency Gains for Special Education Students:** 51.9% of our self-contained/CTT/SETSS students made exemplary proficiency gains in English Language Arts.

Student progress for Mathematics indicates the following:

- **1 Year of Progress:** 68.0% of our students made at least 1 year of progress, which is 58.6% of the way from the lowest (42.6%) to the highest (87.5%) score relative to our Peer Horizon and 63.9% relative to our City Horizon.
- **Median Growth Percentile:** 68.0% of our students made median growth, which is 56.6% of the way from the lowest (54.1%) to the highest (87.5%) score relative to our Peer Horizon and 52.2% relative to the City Horizon
- **Average Change for Lowest 1/3 Students:** 73.0% is our average change in proficiency in our lowest 1/3 students, which is 63.5% of the way from the lowest (46.2%) to the highest (88.4%) score relative to our Peer Horizon and 60.4% of the way relative to our City Horizon.
- **Proficiency Gains for Special Education Students:** 44.2% of our self-contained/CTT/SETSS students made exemplary proficiency gains in Mathematics.

There are less than 15 English Language Learners in any category, therefore these percentiles are not reported.

The overall score for student progress was 38.1 out of 60. Additionally, the school received 2.0 extra credits in three areas. These are for closing the achievement gap for English Language Arts and

Mathematics for students in the lowest third citywide and for exemplary proficiency gains in mathematics for SETSS students.

As indicated in our most recent Quality Review, dated January 22-23, 2008, one of PS 244's greatest accomplishments is its leadership, providing a learning environment focused on success. In addition the study found that the school uses data effectively to guide instruction, reflecting continually to make adjustments to improve student outcomes. The school's intervention programs and curriculums are carefully selected, with staff working in a collaborative manner. PS 244 does an excellent job of providing students with a wide range of arts programs. Professional development is well differentiated and used effectively to support and enhance all staff members. Finally, the 2009 – 2010 School Survey also determined that 95% of parents recognized the school as providing a satisfactory education for their child as well as one that communicates and provides opportunities for parents to be involved with their child's education.

The school continues to make great progress in addressing the issues identified for improvement in the recent Quality Review. In order to involve the entire school in the inquiry process, all teachers have selected two students to study over the course of the school year. Members of the existing Inquiry Team have facilitated professional development to staff to support and enhance teachers' use and understanding of data. Data is tracked and monitored in a uniform fashion to closely monitor student performance and progress. Professional development, on and across grades provides opportunities for teachers to learn, explore and share best instructional practices particularly need in the area of Special Education. We have begun a partnership with Learning Directions, who will collect and report on assessment data and provide teachers and administration with user friendly tools to further the inquiry an assessment process. As a result of the inquiry process, we learned that focused intervention strategies targeting the students in need, along with developmental approaches will help students achieve. Throughout the school, teachers evaluate student data on a regular basis, and formulate instructional decisions based on the information compiled. In addition, the following practices were formed as a result of the inquiry process:

The barriers to continuous improvement were based on the Quality Review and an ongoing discourse among administration and staff members and are as follows:

- The need to promote the use of teachers' comments and a congruent grading system to ensure consistency between classroom work and report card grades
- Teachers require additional opportunities for learn about and incorporate best practices in the instruction of special education students
- Further need to support teachers' use and understanding of data
- Need for a uniform tracking system to more closely monitor student performance and progress

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

1. **By June 2011, 65% of our classroom teachers in grades K-5, including special education and English language learners, will demonstrate their use of strategies learned and expertise gained from on-going professional development that is differentiated, based on their individual needs and addresses areas that will have a direct impact on student learning and academic achievement, as evidenced by a 5% increase in ELA test scores.**
2. **By June 2011, 90% of our classroom teachers in grades K-5, including special education and English language learners, will be involved in the inquiry process, as evidenced by teacher surveys, assessment binders, participation in grade conferences and inquiry team sub group meetings.**
3. **By June 2011, 80% of students in grades K-5, including special education and English language learners, will move up two or more levels along the continuum in Fountas and Pinnel Reading Levels and 70% of students will meet their independent reading goals as evidenced by teachers' running records, assessment binders and the final accumulated data report generated by Learning Directions.**
4. **By June 2011, 65% of students in grades K-5, including special education and English language learners, will demonstrate improved performance in writing as evidenced by self and teacher evaluation and formal and informal observations of writing samples collected and reviewed by administrators.**
5. **By June 2011, 60% of grade 2 and 3 students, including special education and English language learners, will demonstrate writing progress by obtaining a level 2 score or higher on the E-PAL writing assessment.**

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Subject/Area (where relevant) – Professional Development

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 65% of our classroom teachers in grades K-5, including special education and English language learners, will demonstrate their use of strategies learned and expertise gained from on-going professional development that is differentiated, based on their individual needs and addresses areas that will have a direct impact on student learning and academic achievement, as evidenced by a 5% increase in ELA test scores.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>September 2010 – June 2011 All teachers will be offered a menu of professional development sessions from which to select several areas of interest or need. Professional development will be conducted by literacy coach, literacy staff developer, administrators, teachers and CEIPEA professionals. All sessions will have a direct impact on student learning or academic achievement. They will include, but not be limited to the following:</p> <ul style="list-style-type: none"> • Understanding and using data to drive instruction • Providing differentiated learning and flexible grouping and setting individual goals for students • Moving students along the continuum of reading levels • Taking and assessing running records • Conferencing during independent reading • Using assessment to plan for academic intervention • How technology can assist teachers and students • Using inquiry methods to study targeted students • Creating and using rubrics • ARIS Connect and the inquiry team • Maximizing use of Learning Direction reports
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Inquiry team funding through Tax Levy • Literacy coach funded through Contract for Excellence and Title 1 SWP • Literacy staff developer funded through Tax Levy and Title 1 SWP • Assistant principals funded through Title 1 ARRA SWP, Title 1 SWP and Tax Levy • Principal funded through Tax Levy • CEIPEA funded through Tax Levy Children First network Support • Learning Directions funded through Title I SWP
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Professional development team will maintain lists of all teachers who attended professional development sessions, September 2010-June 2011 • Periodic review on a monthly basis of implementation of practices presented in professional development sessions, October 2010-June 2011. It is expected that by February 2010, 50% of teachers will be implementing enhanced teaching practices. • Professional Development Team members will provide on-going coaching and modeling. Logs will be maintained, September 2010-June 2011. It is expected that by February 2011, 100% of classroom teachers will have received coaching and modeling sessions.

- | | |
|--|---|
| | <ul style="list-style-type: none">• Formal observations by administrators will provide periodic review of interim progress, October 2010-January 2011• Walkthroughs and informal observations by administrators will provide evidence that learning was implemented. September 2010-June 2011• Agendas of all professional development sessions will be collected and monitored by the principal. |
|--|---|

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

Inquiry Process

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 90% of our classroom teachers in grades K-5, including special education and English language learners, will be involved in the inquiry process, as evidenced by teacher surveys, assessment binders, participation in grade conferences and inquiry team sub group meetings.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • September 2010 - Classroom teachers will choose 2 students to study (1 male and 1 female). They will represent a sampling of their class. These teachers and students will collectively become a grade level inquiry team. • September 2010 – June 2011 -Teachers will meet during common preparation periods, extended day professional development workshops and/or before and after school to study and examine student work in a chosen discipline. Literacy and Math coaches will facilitate the sessions. • September 2010 – June 2011 - Assistance in formulating a plan of study will be provided by the literacy coach, literacy staff developers, administrators and inquiry team members. • September 2010 – June 2011 -Professional development geared to examining and assessing student work, questioning and using ARIS Connect will be provided. • October 2010 – June 2011 - Original math and literacy Inquiry teams will regularly review the progress of grade level teams.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Inquiry team funding through Tax Levy • Literacy coach funded through Contract for Excellence and Title 1 SWP • Literacy staff developers funded through Tax Levy and Title 1 SWP • Assistant principals funded through Tax Levy, Title 1 SWP and Title 1 ARRA SWP • Principal funded through Tax Levy • Learning Directions Data Collection and Organization funded through Title 1 SWP, Educational Software OTPS
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • All teachers will submit the names of students to be studied by October 2010. • Each grade level team will submit the names of the targeted students to the main inquiry team by October 2009. • Short and long term goals will be established. Teacher made tests and acuity performance will be used for assessment. Periodic review of goals will occur November 2010, January 2011, March 2011 and June 2011. • Established Inquiry Team members will provide on-going assistance in assessing and examining student work. Logs will be maintained. Case studies will be examined by the different groups. Periodic review of progress will take place in December 2010, February 2011 and May 2011, using teacher made assessments, Everyday Math and Treasures unit tests. • Agendas for all meetings and professional development sessions pertaining to the inquiry process will be collected. • Next steps will be planned after each meeting and disseminated monthly.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

English Language Arts - Reading

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 80% of students in grades K-5, including special education and English language learners, will move up two or more levels along the continuum in Fountas and Pinnel Reading Levels and 70% of students will meet their independent reading goals as evidenced by teachers' running records, assessment binders and the final accumulated data report generated by Learning Directions.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • September 2010 – June 2011 - Reading goals will be established for all students. These reading goals will be in child friendly language and children will assist in their formulation. • September 2010 – June 2011 - Classroom teachers will regularly administer running records and schedule individual student conferences which will record progress and drive instruction. • October 2010 – February 2011 - Classroom teachers of grades K-2 will use ECLAS-2 to record student progress in early childhood literacy skills. • November 2010 & March 2011 - Classroom teachers will share goals and assessment updates with parents at parent/teacher conferences. • September, 2009 - June 2010 - Academic intervention will be provided to students deemed to be at risk during the daily scheduled 25 minute push in AIS block and during the extended day periods. All staff members, including classroom and cluster teachers, staff developers and service providers will provide necessary AIS. • September 2010 -June 2011 - Out of classroom AIS providers will conference with classroom teachers to ensure coordination of instruction. • September 2010 -June 2011 - The Wilson Program and Foundations supplemental activities will be used with some at risk students, with the monitoring of progress and individualized instruction based on students' needs.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Literacy coach funded through Contract for Excellence and Title 1 SWP • Literacy staff developer funded through Title 1 SWP and Tax Levy • Assistant principals funded through Tax Levy, Title 1 SWP and Title 1 ARRA SWP • Principal funded through Tax Levy • AIS teachers funded through Tax Levy, Contract for Excellence, Title 1 SWP and School Support Supplement • Learning Directions funded through Title 1 SWP, Educational Software OTPS • Supplementary literacy materials funded through Tax Levy and Title 1 SWP, Supplies and Textbooks OTPS
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Independent reading levels will be tracked by teachers and monitored by administrators every 6-8 weeks. Initial review will occur November 2010. Running records will provide Fountas and Pinnel reading level. • Ongoing individual reading conferences will be conducted by classroom teachers, guiding instruction and the setting of long and short term goals. These conferences will occur monthly. It is expected that by February 2011, 60% of students will be making progress along the continuum. • Learning Directions data will indicate Fountas and Pinnel Reading levels for all students. The data will be updated periodically, at least 3 times during the school year and will be used to plan instruction. Data will include results of running records and Treasures unit evaluations. • Walkthroughs and formal and informal observations will provide evidence of action plan activities.

	<ul style="list-style-type: none"> Running records and conference notes will be shared and analyzed at grade level conferences beginning Oct. 2010.
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

English Language Arts - Writing

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 65% of students in grades K-5, including special education and English language learners, will demonstrate improved performance in writing as evidenced by self and teacher evaluation and formal and informal observations of writing samples collected and reviewed by administrators.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> September 2010 – June 2011 - Teachers will assist students in formulating individual writing goals. These goals will be communicated with the students in child friendly language. October 2010 – February 2011 - Teachers in grades K-2 will use ECLAS-2 to record student progress in early childhood writing skills and will differential instruction accordingly. October 2010 – June 2011 - Individual student writing goals will be updated as children make progress. September 2010 – June 2011 - Children will receive ample opportunities during the school day to participate in differentiated writing activities. Academic intervention services (AIS) will be provided to at risk children, both during the school day and during extended day hours, using supplemental materials. AIS providers will collaborate with classroom teachers to discuss student progress and adjust interventions as needed.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> Literacy coach funded through Contract for Excellence and Title 1 SWP Literacy staff developer funded through Tax Levy and Title 1 SWP Assistant principals funded through Tax Levy, Title 1 SWP and Title 1 ARRA SWP Principal funded through Tax Levy

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Writing samples will be collected randomly from selected grades and monitored by administrators every 8 weeks. • Walkthroughs and formal and informal observations by administrators will provide evidence that or the Teacher's College Writing Process is being implemented, September 2010-June 2011. • On-going writing conferences will be conducted by classroom teachers, evidence of which, including writing samples, will be in the teacher's assessment binders. These conferences will be used to guide the teachers and students in setting both long and short term goals, September 2010-June 2011. • Conference notes and writing samples will be shared and analyzed at monthly grade level meetings, beginning in October 2010.
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

English Language Arts - Writing

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 60% of grade 2 and 3 students, including special education an English language learners, will demonstrate writing progress by obtaining a level 2 score or higher on the E-PAL writing assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> • September 2010 – June 2011 - Teachers will assist students in formulating individual writing goals. These goals will be communicated with the students in child friendly language. • October 2010 – February 2011 - Teachers in grades K-2 will use ECLAS-2 to record student progress in early childhood writing skills and will differential instruction accordingly. • October 2010 – June 2011 - Individual student writing goals will be updated as children make progress. • September 2010 – June 2011 - Children will receive ample opportunities during the school day to participate in differentiated writing activities. • Academic intervention services (AIS) will be provided to at risk children, both during the school day and during extended day hours, using supplemental materials. • AIS providers will collaborate with classroom teachers to discuss student progress and adjust interventions as needed.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11PS and/or OTPS budget categories, that will support the actions/strategies/activities described in this action plan.</i></p>	<ul style="list-style-type: none"> • Literacy coach funded through Contract for Excellence and Title 1 SWP • Literacy staff developer funded through Tax Levy and Title 1 SWP • Assistant principals funded through Tax Levy, Title 1 SWP and Title 1 ARRA SWP • Principal funded through Tax Levy

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- Walkthroughs and formal and informal observations by administrators will provide evidence that or the Teacher's College Writing Process is being implemented, September 2010-June 2011.
- On-going writing conferences will be conducted by classroom teachers, evidence of which, including writing samples, will be in the teacher's assessment binders. These conferences will be used to guide the teachers and students in setting both long and short term goals, September 2010-June 2011.
- Conference notes and writing samples will be shared and analyzed at monthly grade level meetings, beginning in October 2010.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	20	16	N/A	N/A	40	0		
1	48	52	N/A	N/A	60	0		
2	38	40	N/A	N/A	41	1		
3	55	60	N/A	N/A	79	0		
4	81	51	28	28	35	2		
5	45	30	24	24	146	0		
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Wilson Reading System – decoding and encoding, small group and one on one service provided during the school day Read 180 – one on one, grade 4, during the school day Great Leaps – one on one and small groups, during the school day and after school (grade 3) Voyager Program – one on one instruction, grades K-5 during the school day Scholastic News – small group instruction, grades 4 & 5, during the extended day period Lead 21 – small group instruction during school day and in extended day, grades 3 – 5 Headsprout – during the school day and in extended day, grades K-2 and grades 4 & 5 at risk special ed, decoding skills
Mathematics:	Problem Solving for Success – grades 1-5, small group instruction during the school day Great Leaps Math – small group instruction during the school day and after school (grade 3) Triumphs Math – grades 2-5, small group instruction for students 1-2 years below grade, during the school day
Science:	Little Readers – content area leveled readers, small group instruction during the school day Comprehension Plus – grades 2-5, one on one instruction during the school day Science Libraries – small group instruction during the school day Scholastic News – small group instruction, grades 4 & 5, during the extended day period
Social Studies:	Comprehension Plus – grades 2-5, one on one instruction during the school day Houghton Mifflin Leveled Readers – grades 2-3, small group instruction during the school day Scholastic News – small group instruction, grades 4 & 5, during the extended day period
At-risk Services Provided by the Guidance Counselor:	Small group and individual counseling during and after the school day
At-risk Services Provided by the School Psychologist:	Individualized counseling during the school day
At-risk Services Provided by the Social Worker:	Individualized counseling during the school day
At-risk Health-related Services:	

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K-5 _____ Number of Students to be Served: _____ 25 _____ LEP _____ Non-LEP

Number of Teachers _____ 1 _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student’s native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served;

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

School: _____ BEDS Code: _____

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

Oral interpretation services will be provided as needed. Staff members who have fluency in Spanish and Haitian Creole have been identified. Teachers of ELL students, administration, the School Leadership Team and office staff have been made aware of the staff

members with the ability to translate into these languages. In addition, parent translators will be used as needed and available in order to ensure that the needs of the parents/guardians of our population of thirty ELL students are being met.

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	565,844	249,002	814846
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,658	2,490	8148
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	28,292	*	
4. Enter the anticipated 10% set-aside for Professional Development:	56,584	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

A comprehensive review and analysis of student achievement data included the following sources:

- Standardized test scores
- Early Childhood Literacy Assessment System (ECLAS-2)
- Annual School Report Card
- Questionnaires and Surveys
- ATS Reports
- Learning Direction Reports
- ARIS
- Attendance Records
- Initial Referrals

- Formal and Informal Observations
- Student Work with Teachers' Analyses
- Teacher developed tests
- Quality Review
- Inquiry Team Reports and findings (targeted students)
- Periodic Assessments – Predictive and ITA's
- Portfolios
- Analysis of Technological Equipment and software
- Librarian logs of borrowed materials
- Progress Report

The School Leadership Team of P.S. 244 analyzed and reviewed student achievement using many methods. Some of the items that were examined were test scores, student and faculty attendance rates, the current PASS review and parent, student and staff informational surveys. The Annual School Report Card was distributed to all parents and staff members. Results of individual, class and school achievement data from district practice tests and standardized tests are disseminated to all staff members. Teachers meet, both on grade level and across the grades, to discuss, interpret and disaggregate the data. Groupings of staff members include representation from ESL and special education. Groups record their findings, and results are shared at grade conferences, faculty conferences, PTA meetings, and School Leadership Team meetings. All teachers, grades 4 and 5, access GROW Reports and professional development is conducted to provide teachers with the necessary tools to interpret and analyze the data. GROW reports were also distributed to parents in grades 4 and 5 in order to report assessment findings. In order to disseminate the findings in a clear and concise manner, the School Leadership Team conducts evening workshops for parents, in order to help them gain a better understanding of the assessments conducted and the data reported. All students receive quarterly report cards so that parents can be made aware of their child's progress.

A needs assessment using all of the above data, in addition to teacher assessment, student portfolios, and recommendations of all support staff and soft data are used to identify students who require academic intervention services.

Please refer to pages 10 and 11 for further analysis of the needs assessment.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
- b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- Are consistent with and are designed to implement State and local improvement, if any.

Through differentiated instruction, students, including special education and English language learners, receive both enrichment activities and academic intervention based on ongoing assessments. Academic intervention services include, but are not limited to, Read 180, Headsprout, Wilson Reading, Scholastic News, Great Leaps, Comprehension Plus, Lead 21 and Problem Solving for Success. During the extended day program, children at risk of not meeting State standards receive an additional two and a half hours of instruction per week. This instruction is provided in a small group setting, with periodic assessments to monitor students' progress. These services can be both academic in the areas of reading and mathematics and/or counseling services and speech therapy, if it is determined that these needs must be met.

3. Instruction by highly qualified staff.

All teachers will be regularly observed by administration during the course of the school year. Teachers will be given opportunities to meet on grade level and across the grades to share successful teaching practices. Teachers will be given opportunities to participate in workshops both on school premises and at outside venues. Professional development will take place before, during and after school hours.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

Comprehensive professional development activities will take place before, during and after school hours. This staff development will be provided by in-house staff developers and coaches. In addition, outside consultants will be hired to provide services that further expand the professional development program. All staff development activities will be aligned with New York State standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

N/A

6. Strategies to increase parental involvement through means such as family literacy services.

Our Parent Coordinator conducts regularly scheduled workshops in order to involve parents and caregivers in the educational process. In addition, we have an active Parents Association that plans and schedules workshops, speakers and excursions to encourage greater parental involvement. Through the School Leadership Team, educators conduct evening, school day and morning workshops covering topics such as understanding assessments, homework assistance, technology skills and behavioral skills to assist parents in areas that have been identified through a needs assessment. We have monthly family literacy activities in the evening, sponsored by the School Leadership Team. These activities include bookmaking, storytelling and game night.

The PS 244 Parent Involvement Policy is reviewed and updated yearly at the October meeting of the School Leadership Team. It is disseminated to all Title I parents in November.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Our prekindergarten social worker holds regularly scheduled workshops for parents of preschool children to enable them to make a smooth transition to kindergarten. In addition, parents of prekindergarten students are encouraged to attend workshops hosted by our parent coordinator.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

All teachers participate in the inquiry process. During grade conferences and professional development sessions, both on and across grades, academic assessments are reviewed and analyzed. Feed back from teachers is solicited and encouraged. Teachers are invited and encouraged to share best practices with their colleagues.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Academic Intervention Services are described on pages 17 and 18. Teachers conduct regular ongoing assessment of their students and differentiate instruction accordingly. All academic providers meet to discuss individual students' progress and modify educational plans when necessary.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Through the Schoolwide Program initiative we will be able to coordinate all funding to help to provide opportunities for all students to meet the State's standards of academic achievement. We will be able to reduce class size, provide more support services and increase the amount and quality of learning time by providing more opportunities for before and after school as well as summer programs. The school will combine Title I monies with other funds (tax levy, contract for excellence, state funding, etc.) in a more flexible manner, to meet the needs of all of the children in the school

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in

such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	X			565,844	X	
Title I, Part A (ARRA)	Federal	X			249,002	X	
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Tax Levy	Local	X			3,762,252	X	
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Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

PS 244 currently has 5 students in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population.

Our guidance staff maintains contact with these families to ensure that the needs of the students are being met. Funds have been set aside to purchase school supplies, uniforms and other items necessary to promote positive performance in school.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 244 Richard R. Green					
District:	18	DBN:	18K244	School		331800010244

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	49	49	46		94.2	94.5	94.0
Kindergarten	106	128	101				
Grade 1	124	117	129	Student Stability - % of Enrollment:			
Grade 2	136	130	120	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	149	136	145		95.2	94.5	93.4
Grade 4	157	148	134				
Grade 5	164	152	135	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		62.1	75.5	75.3
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		7	46	73
Grade 12	0	0	0				
Ungraded	8	18	20	Recent Immigrants - Total Number:			
Total	893	878	830	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	0	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	68	69	78	Principal Suspensions	17	8	4
# in Collaborative Team Teaching (CTT) Classes	55	55	51	Superintendent Suspensions	13	11	7
Number all others	34	34	32				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	80	85	78
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	41	40	10
# receiving ESL services only	20	25	TBD				
# ELLs with IEPs	0	6	TBD	Number of Educational Paraprofessionals	20	16	50

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	98.8	100.0
				% more than 2 years teaching in this school	87.5	82.4	85.9
				% more than 5 years teaching anywhere	72.5	70.6	80.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	86.0	87.0	94.9
American Indian or Alaska Native	0.3	0.5	0.2	% core classes taught by "highly qualified" teachers	97.5	98.4	100.0
Black or African American	96.8	96.0	96.4				
Hispanic or Latino	2.2	2.4	2.4				
Asian or Native Hawaiian/Other Pacific	0.2	0.3	0.2				
White	0.4	0.5	0.7				
Male	51.8	52.3	52.5				
Female	48.2	47.7	47.5				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-					
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	57.4	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.3	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	38.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	2						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

**Public School 244
5400 Tilden Avenue
Brooklyn, New York 11203
Grace Alesia, Principal
Robin Kirby, Assistant Principal
Leona Shapiro, Assistant Principal**

P.S. 244 Parental Involvement Policy

It is of the utmost importance to all of us at P.S.244 to cultivate and maintain a strong partnership between the home and the school. We are aware of how crucial this piece is in providing a quality education to our students.

Our school works collaboratively and is comprised of a dedicated community of learners. All members of the school community are actively involved in the education of our children. Parents, teachers and administrators work together through our School Leadership Team, the Parent Association, the Title I Parent Advisory Council and other formal and informal groups and organizations to ensure that all students meet or exceed standards and that learning takes place in a safe, nurturing environment.

Parents are involved in the instructional process and in the process of school review and improvement. They participate in:

- The development of the school Comprehensive Educational Plan
- The Quality Review
- School Leadership Team
- Title I Parent Advisory Councils
- Title I school information/orientation meetings
- Parent/teacher conferences
- Parent curriculum night
- School Multicultural Fair
- Learning Leaders
- Parent workshops
- 100 Day Celebration
- Read aloud days

Parents are kept informed about students' progress through teacher contact, report cards and progress reports.

A Pre-Kindergarten family worker, along with a social worker, enables us to do outreach to parents of our youngest students as they are entering school for the first time. This promotes a relationship that is built upon in subsequent years.

A NEST social worker provides regularly scheduled workshops to parents and caregivers on topics relevant to the children in those classes.

Our Parent Coordinator facilitates a series of workshops on a variety of themes. These meetings engage a large community of parents and caregivers.

The school was the site of a specially planned and developed schoolyard. It is utilized by our students during the school day and community residents when school is not in session.

Parents and guardians are encouraged to participate in all school celebrations. These take place both in the classrooms and in our school auditorium. In addition, all of our students have multiple opportunities to experience professional artists performing in our school auditorium. Parents are also invited to these special events.

Through our School Leadership Team we provide daytime and evening workshops for parents. These sessions provide instruction in strategies to use at home to help students meet with greater success in school, including, but not limited to understanding standardized tests, understanding curriculum and parenting skills.

P.S. 244 encourages parents to participate in community based and citywide workshops and maintains and updates a parent bulletin board in the school to promote such events.

Our phone messenger service affords us the opportunity to provide parents with instantaneous and up to date information on all school events and information that is important and relevant to the parents.

Public School 244
5400 Tilden Avenue
Brooklyn, NY 11203
Grace Alesia, Principal
Robin Kirby, Assistant Principal
Leona Shapiro, Assistant Principal

SCHOOL-PARENT COMPACT

Public School 244 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children) agree that this Compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

This School-parent Compact is in effect during school year 2010 - 2011.

SCHOOL RESPONSIBILITIES

Public School 244 will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

We provide a collaborative environment in which our dedicated faculty, parents and school community strive to provide the highest quality of education for all of our children. In order to promote academic excellence, in our every changing society, it is our responsibility to support our students' diverse learning styles through the highest quality, standards based curriculum. We support a balanced literacy approach which includes differentiated instruction in all subject areas. All classrooms have extensive classroom libraries and core curriculum materials, supporting a standards based approach. The continued implementation of Everyday Mathematics, with parallel instruction in all classes, including special education enables our students to meet or exceed mathematics academic achievement standards. Ongoing, authentic assessment is used to drive instruction and academic intervention services are provided to those students deemed to be at risk.

- **Hold parent teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

November 9, 2010

1 P.M. – 3 P.M. and 5:30 P.M. – 8 P.M.

March 15, 2011

1 P.M. – 3 P.M. and 5:30 P.M. – 8 P.M.

- **Provide parents with frequent reports on their child's progress. Specifically, the school will provide reports as follows:**

Report cards will be distributed to students on November 9, 2010, March 15, 2011 and June 28, 2011. Report cards will be distributed to parents when they attend the fall and spring parent-teacher conferences. Calls will be made to those parents who do not attend to attempt to schedule appointments to disseminate report cards. If this is not possible, reports will be sent home with the student.

- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

Staff members will be available at the school, daily on their preparation periods, by appointment. In addition, staff members will do their utmost to be available for consultation before and after official school hours. If consultation in person is not possible, telephone consultations will be scheduled that are convenient to all parties.

- **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**

Parents are encouraged to participate in the Learning Leaders program to provide them with training to volunteer effectively in classrooms. Upon completion, classroom volunteer time will be scheduled based on the parent's availability. The parent coordinator will conduct outreach to encourage greater participation. In addition, parents are encouraged to participate in classroom read aloud days, the annual school multicultural fair in May, class field trips and lunchroom duties. Time is scheduled for parents to observe their children in the classroom environment in November during open school week.

PARENT RESPONSIBILITIES

We, as parents, will support our children's learning in the following ways:

- Supporting my child's learning by making education a priority in our home by:
 - Making sure my child is on time and prepared everyday for school

- Monitoring attendance
 - Talking with my child about his/her school activities everyday
 - Scheduling daily homework time
 - Providing an environment conducive for study
 - Making sure that homework is completed
 - Monitoring the amount of television my children watch
- Volunteering in my child's classroom
 - Participating, as appropriate, in decisions relating to my children's education
 - Promoting positive use of my child's extracurricular time
 - Participating in school activities on a regular basis
 - Staying informed about my child's education and communicating with the school by promptly reading all notices from the school and responding as appropriate
 - Reading together with my child every day
 - Providing my child with a library card and scheduling trips to the library
 - Communicating positive values and character traits, such as respect, hard work and responsibility
 - Respecting the cultural differences of others
 - Helping my child accept consequences for negative behavior
 - Being aware of and following the rules and regulations of the school and district
 - Supporting the school's discipline policy
 - Express high expectations and offer praise and encouragement for achievement

STUDENT RESPONSIBILITIES

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Come to school ready to do our best and be the best
- Come to school with all the necessary tools of learning
- Listen and follow directions
- Participate in class discussions and activities
- Respect the rights of others
- Follow the school's rules of discipline
- Follow the school's dress code
- Ask for help when we do not understand
- Do our homework every day
- Study for tests and assignment
- Read at least 30 minutes per day at home
- Get adequate rest each night
- Use the library
- Give our parents all notices that we receive at school

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CEI-PEA 531	District 18	School Number 244	School Name Richard R. Green
Principal Grace Alesia		Assistant Principal Robin Kirby/Leona Shapiro	
Coach Arline Rabito		Coach Susan Daynowski	
Teacher/Subject Area Eric Smith/ESL		Guidance Counselor Judith Pique	
Teacher/Subject Area Michelle Becker/Reading		Parent Akilah Cottoy-Spencer	
Teacher/Subject Area Danielle Pontrello/Science		Parent Coordinator Gail Wright	
Related Service Provider Zahava Fishbein		Other	
Network Leader Althea Salant		Other	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	834	Total Number of ELLs	25	ELLs as Share of Total Student Population (%)	3.00%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

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

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

Paste response to questions 1-6 here

1) Describe how you identify ELLs in your school.

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

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

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

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

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

Parents are kept in the loop throughout this process. There are letters sent home that indicate the child's status in the parent's home language (entitlement letters, non-entitlement letters). In addition, throughout the first days of school Mr. Smith is present at dismissal to informally update parents on the progress of the ELL identification and testing process.

Students are thus classified as ELLs, or not, if they score proficient on the LAB-R. The next step is to inform the parents of their legal choices and responsibilities as the parent of an ELL in the NYC public school system. That process will be described below. It bears mentioning that the entitled ELL will remain an entitled ELL until he or she can successfully score a "P" (proficient) on the annually-administered NYSELSAT, given each spring.

2) What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

It is incumbent on the parents of ELLs to be involved in choosing a language path for their child. It is the school's responsibility to explain the choices to the parents. We do this at P.S. 244 in a thorough and linguistically diverse way.

As soon as the child is identified as an ELL, an entitlement letter is sent or handed to the parent in the home language. If it is suspected that the parent may not be literate in his or her first language, a more succinct version of the letter (basically informing the parent of the meeting date and time) is given in addition to the entitlement letter.

Two dates are given on the letter for parent meetings. The first date is within the subsequent ten days, as required, but a backup date is also provided. In addition, because we have a small number of ELLs, we are able to work with the parents to find a day and time for an orientation meeting. We also provide separate meeting dates for the two main language groups at our school (Haitian Creole and Spanish), as to accommodate adequate translation in the shortest amount of time.

While the initial parent meetings are scheduled for late September, most parents need to book this meeting in early October. We accommodate them, as we understand that child care and work need planning to be covered.

3)

Entitlement letters are sent as soon as the hand-scoring of the LABs is completed. A date for a parent meeting is included in the entitlement letter.

Ideally, the parents are able to attend either the first meeting date or the second one given. Parent meetings are the best place

for the parents to fill out the Parent Survey and Program Selection form.

However, if a parent is unable to attend the meeting (and watch the video) , a copy of the brochure found in the EPIC kit that explains the program choices, as well as the Parent Survey and Program Selection form in the preferred home language is sent home.

We ask that program selection forms are returned to school in a timely manner. If a parent still hasn't returned a program selection form, we will conduct a third parent meeting at the parent-teacher conferences.

4) After a student is identified as an entitled English language learner, we conduct the parent meetings as shown above. Our school offers the program that the parents have been choosing: E.S.L.

In the parent meetings, the parents are shown the DVD which explains the program choices. Since parents have not been choosing Dual Language or TBE at our school, we only currently offer freestanding ESL.

Next, a schedule is worked up that includes all the entitled ELLs at the school. When students can be grouped by grade into a common classroom, a push-in schedule is used. Otherwise the students are pulled-out for freestanding ESL in the ESL classroom.

Students are given a certain amount of ESL as determined by their proficiency level on the LAB or on the previous year's NYSESLAT. Advanced ELLs are given 180 minutes a week, which breaks down into four periods. Intermediate and beginning ELLs are given 360 minutes a week, which breaks down into eight periods a week.

5) All the parents have been choosing Freestanding ESL in the past few years.

6) Yes, the program at our school, Freestanding ESL, is very much in line with parent choices. No parents are requesting bilingual or dual language. They are informed that if a critical number of them do request this, we will create such programs at the school (as required by law), but nonetheless they seem to see ESL as the quickest path towards their child's English proficiency.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	23	Special Education	5
SIFE	1	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	23	1	4	2	0	1	0	0	0	25
Total	23	1	4	2	0	1	0	0	0	25

Number of ELLs in a TBE program who are in alternate placement: 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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			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																
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	0	1	3	0	0	0	0	0	0	0	0	0	7
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Haitian	0	2	3	3	2	2	0	0	0	0	0	0	0	12
French	0	1	1	0	0	2	0	0	0	0	0	0	0	4
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	3	4	6	6	2	4	0	0	0	0	0	0	0	25

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

Paste response to questions 1-4 here

1)

Instruction for ELLs at P.S. 244 is delivered in a way to ensure that content is taught as much as possible while the students learn English. Both push-in and pull-out classes are held in the school. All pull-out sessions involve small groups of fewer than ten children.

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

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

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

This year (2010-2011), the ESL teacher has been pushing-in to a first-grade room where there are three ELLs. He is able to monitor their progress, pull them aside for one-on-one instruction at appropriate intervals, and co-teach lessons to the whole class using TESOL methodology and best practices.

This first grade class happens to be a CTT class, although the ELLs are on the general-education side. During a recent push-in session, the special education teacher led a mini-lesson with all the students on the mat. She read a big book and demonstrated how to extract literary elements such as characters and setting.

Next, the class was broken up into small guided-reading groups. The ESL teacher gathered his three students into a small group. They read another book together (*I Can* by Catherine Peters) and used a graphic organizer to extract the literary elements that had just been taught in the mini-lesson. In addition, this lesson synced nicely with what has been taught recently in the same students' bi-weekly pull-out sessions: "wh-" questions. The E.S.L. teacher was able to fit in a micro-lesson connecting "who" to the Haitian Creole "kimoun" and connecting both of those words to the literary element of "character". All three ELLs in this class speak Haitian Creole. The English "where" was paired with the Creole "kikote" and the literary element "setting" in a similar fashion.

In addition, the ESL teacher has been pushing in to the science cluster room. A rapport has been developed with the science teacher, and the ESL teacher delivers one period of instructional support to one class of third-graders (including two ELLs and one former-ELL) once a week. Science vocabulary is explicitly taught in advance, and scaffolding for lab experiments is given as needed. Often the

realia is on hand (measuring cup, beaker) but the process words (mix, measure, combine) are the words that give the ELLs pause. As the science teacher Ms. Pontrello shares her lessons in advance with the ESL teacher Mr. Smith, they are able to jointly highlight such process words for pre-teaching.

2)

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

Whenever possible, ELLs are clustered together in the same class on a grade level. The principal and ESL teacher work together at the end of the school year to plan ahead for the next year's class groupings. This year (2010-2011), the general education first graders, the general-education second graders, all of the fourth graders and two thirds of the general-education fifth graders are in the same class. (There are a few ELLs who are required to be in a special education 12:1:1 setting and we cannot put them into the gen-ed classes with the other ELLs on the grade, however they are fully included in pull-out groups with their appropriate grade cohort).

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

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

2a)

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

Students who are at the beginning or intermediate level are pulled-out during the time that their class is doing ELA. However, whenever possible, the ESL-teacher pushes in during ELA and the students are thus able to get their ESL minutes at the same time as their classes are doing ELA. A prime example of that would be the push-in scaffolding delivered during the recent CTT first-grade ELA lesson, as described earlier.

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

Native-language support is always available no matter the model or language proficiency of the student. Our school is a mix of Haitian Creole speakers and Spanish speakers. We have one family that speaks Fulani at home and we have one family that speaks Arabic at home.

Spanish and Haitian Creole are often spoken in the ESL classroom and used on ESL class posters. One example is the "wh-" question word wall which includes "who, what, where, when, why and how" translated into Creole, French and Spanish.

There are bilingual dictionaries and glossaries readily available. Students negotiate meaning with each other through use of the native language. Students also get to play the role of "language ambassador", explaining to the class (and the teacher) how to say a particular word in their native language. This is especially important for the Fulani speaker and the Arabic speaker, who are always the only speaker of their language in the room. The first language is implicitly and explicitly valued through these types of explorations, and this valuation pays dividends in lowering the affective filter and in English acquisition.

3)

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

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

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

During the activity, or practice, the ESL teacher circulates while the class is performing the task. He will assist and rephrase directions to any group, not just that of the ELLs. When he reaches the ELLs, he will once again highlight the vocabulary, and ask the ELLs to identify the vocabulary in the task at hand, and then make up their own problem using the vocabulary. Finally, if the ELLs are not able to

complete the task at hand (perhaps it hasn't been well-scaffolded enough, perhaps it's too linguistically complex), the ESL teacher will sit with them in the classroom and have them rephrase the question or activity as they understand it. They will work together to figure out what is being asked and how to solve the problem, which are of more importance than the correct answer alone.

This year, Mr. Smith has also been pushing-in to the science cluster teacher's classroom (laboratory) during a time when a third grade class with one former ELL and two current ELLs receive their once-weekly science prep. Time is often short, as a mini-lesson and lab experiment must all happen in one period. Nonetheless, the above method (as shown in the math push-in example) of presenting the vocabulary at the top and reviewing it at the end, while making sure to include a lot of the key process words (as well as nouns), is utilized. This idea draws on the SIOP ELL best-practices book "Making Content Comprehensible for English Learners, the SIOP Model" by Jana L. Echevarria, MaryEllen J. Vogt, and Deborah J. Short.

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

4)

Differentiation happens for all ELLs at P.S. 244. Of course, particular attention is paid to the different sub-groups including students with interrupted formal education, newcomers, and ELLs with special needs.

4a)

Students with interrupted formal education (SIFE) come to our schools with two fewer years of schooling than a typical age-cohort of theirs. Determining whether or not this interrupted schooling has had an effect on the students' reading and math abilities is left up to the school. There is a formal diagnostic, the ALLD, but it is not ready for our population. At this time the ALLD test (Academic Language and Literacy Diagnostic) is only available in Spanish and English. Our current SIFE student comes from a Haitian household.

The ALLD will be implemented should we ever encounter a Spanish speaking SIFE student. For now, we will use an informal diagnostic of the students' ability to read in their home language. We have several native-language story books. If third or fourth or fifth grader cannot read the most basic of these in his or her home language, and this is shown with the two-plus year gap in formal education, then the SIFE status is given.

The first step in determining a plan for SIFE students is assessment. We determine their rough native-language literacy, and their English literacy. Next we develop a plan of instruction which generally includes a basic introduction to the letters and phonemes of English, as well as lots of exposure to the English language through stories, videos, games and books.

The Haitian Creole speakers in the school are often recruited to work one-on-one with the SIFE student. There is an academic component to this, but there is also an emotional component. Often the entrance into a school environment combined with a move from country to country is a jarring experience for the child. Having someone to speak with in a familiar tongue is helpful.

4b)

We have a basic newcomers program. The newcomers are of course assessed with the LAB-R. Many have had at least some exposure to English, including English classes in their previous countries. But we begin all newcomers with a basic foundational English language toolkit that will assist them in their English language school work.

The basic text that we use with newcomers is the Scott Foresman Newcomers series of workbooks. This includes a Newcomer Book A and a Newcomer Book B. Activities in the book include learning the names of the numbers in English, learning the English alphabet, telling time in English, and speaking about the neighborhood and community.

The Newcomer books are a great beginning and assessment tool. They also allow the students to connect concepts that they are already familiar with in their home languages (such as addition, subtraction, telling time, giving directions) to English.

Lessons are built around the Newcomer books. After about two weeks, themed units begin. These units revisit a lot of what had been covered briefly in the book. For example, one themed unit early on in the year will be "Community". Another one will be "The Seasons".

Through all of this, newcomers are given lots and lots of exposure to English. Stories are read aloud. Short videos are watched. There are hands-on activities that require negotiating meaning using language. A new online software program is also being used this year -- BrainPopESL -- which uses short amusing cartoons to implicitly and explicitly teach English grammar and vocabulary.

Newcomers are also welcomed into the larger school community. They participate in classroom activities and get to know their peers. Their classroom teachers are made aware of their language status, but also gently reminded that a LEP student comes with a wealth of knowledge and skills.

Finally, the drills and lessons evolve into a daily routine. Dialogue journals between the student and the ESL teacher are a form of conferencing, as well as a way for the student to practice writing and for the teacher to continually assess. Drills and lessons hit all four modalities of English, and when the NYSELSAT comes around, students are well-versed in the types of questions that will be asked.

4c)

ELLs receiving services for four to six years have generally acquired social English, BICS (basic interpersonal communication skills). The above-described programs for newcomers are not used with these ELLs. These ELLs can function very well in their classrooms and often score proficient year-in and year-out on the NYSESLAT speaking and listening modalities.

What these ELLs often need is a command of academic English, CALP (cognitive academic language proficiency). This year, the ESL teacher is engaging these ELLs (all of whom are advanced-level) in intensive "advanced writers' workshops".

The writers' workshops begin with dialogue journals. Daily writing for a variety of purposes is a must for these children. The next focus of these workshops is the basic organizational skills needed in writing coherent pieces. Different conjunctions are highlighted and practiced. Students workshop their essays on the large classroom computer screen, and the whole class determines how well the essay is organized and what elements are missing.

Some ELLs in the program between 4 and 6 years are also the types of students who have trouble showing what they know on a standardized test. In the classroom, they relaxed and able to write very well, but they get nervous and stressed-out during the NYSESLAT, perhaps not scoring as best as they could. To this end, test-taking strategies are explicitly taught. Students are taught how to relax on the test day and also given plenty of practice in taking these tests. One text used here is Continental Press's Getting Ready for the NYSESLAT. This book provides many sample essay prompts and sample reading passages for reading practice.

4d)

It is rare to encounter ELLs who have completed six years of ESL in the elementary school setting. Nonetheless, we have had two in the past few years and experience with these two students will help to set the plan of how to service this category of ELL.

LTELLs in the elementary school setting are English-dominant children who generally have a learning disability that keeps them from scoring proficient on the text-based (reading and writing) components of the NYSESLAT. These children often have IEPs and receive any number of services including SETTs and occupational therapy. In ESL these students receive the same types of support for reading and writing as mentioned above for the ELLs who are in the program for four to six years.

4e)

ELLs having special needs are not singled out for separate ESL services at P.S. 244. Instead, they are grouped with an age-appropriate pull-out group for pull-out ESL.

The ESL teacher is aware of the student's needs and has read his or her IEP. However, in the pull-out group the student is not isolated or given different work. The student is able to work with the other pull-out students in a productive way.

The only real difference between students with special needs and students without special needs at our school is that the students with special needs do not receive push-in ESL services if they are in a 12:1:1 setting. Generally there is only at most one ELL in a 12:1:1 setting per grade, and therefore he or she will be pulled out with other age-cohorts.

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

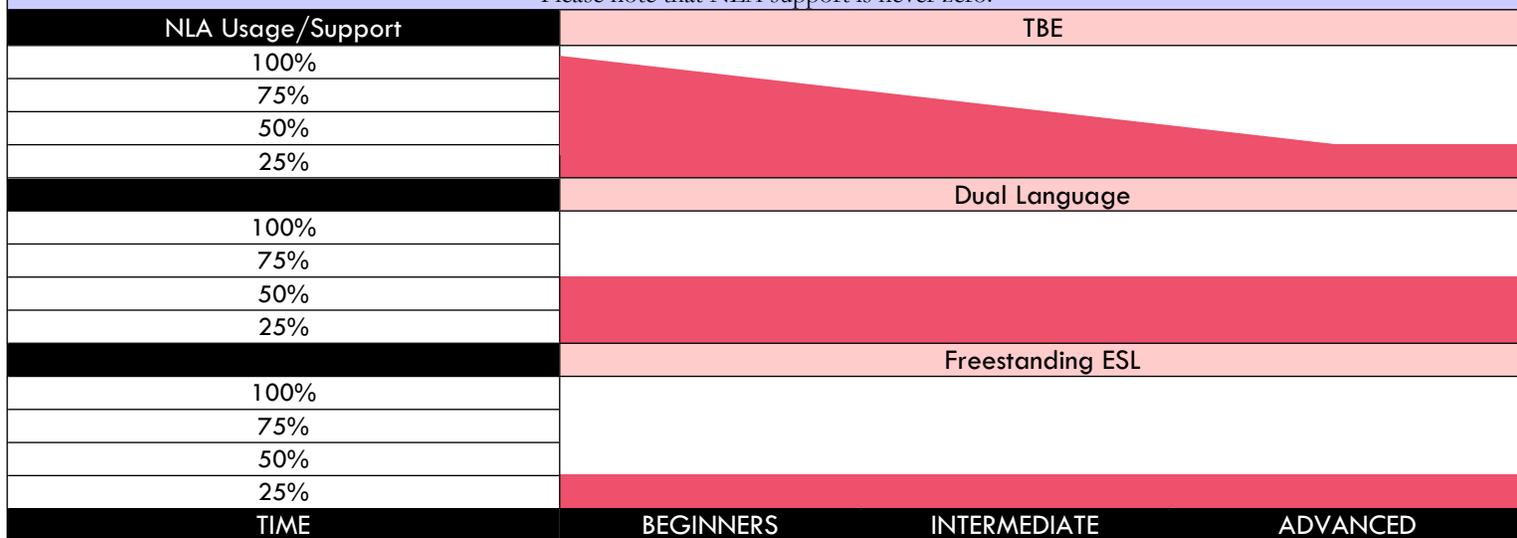
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

5)
ELLs are included in targeted interventions for math, ELA and other content areas when appropriate. These interventions are most

often for ELA and are always given in English. But an ELL is not excluded from an intervention because "he already receives ESL". Interventions are available for all students when needed.

One intervention in the younger grades is the "Head sprouts" program. All three ELLs in the first-grade CTT class work with their whole class on this program. They use a new imac computer lab and individually work through the different levels of the computer program, which assists them in building phonemic awareness and practicing sight words.

An intervention used with the fourth-graders is the Read180 program. It was determined this year that one of the two fourth-grade ELLs was a good candidate for this program. He works with the Read180 teacher in a group with his classmates directly after his morning academic ESL pullout class.

6)

ELLs who score proficient on the NYSESLAT are celebrated and exited from the ESL program, but not forgotten about! In monthly conferences with their classroom teacher, the ESL teacher will make sure that the student is keeping up, and remind the teacher of some basic strategies (like increased wait-time) that even former ELLs benefit from.

In addition, the ESL teacher is in continued contact with these former ELLs. Often they will be in the same classes (like the aforementioned third-grade science prep) that he pushes in to. They receive the same kind of scaffolded vocabulary support as their ELL and non-ELL peers when he is pushing into their classroom.

Of course these newly proficient ELLs are also included in the test modifications for current ELLs. They receive time-and-a-half on all state tests for two years, as well as word-to-word thesauruses. The testing teacher, Ms. Becker, is vigilant about ensuring testing accommodations for all current and former ELLs.

Finally, one means of continued communication and support with former ELLs is the optional continuance of dialogue journal writing. Both the ESL teacher and his student have found that these dialogue journals are a meaningful way to conference and keep a connection going between teacher and pupil. The former ELLs are given the choice of taking home a notebook to continue this practice with the ESL teacher. Often, they will choose to continue it!

7)

This year, there are several new programs being implemented with the ELLs. Some have been described above and will briefly be recapped in this section.

The writers' workshops for advanced ELLs is a new targeted writing intervention that is being tried this year. This type of writing has gone on in previous years, but generally in one-on-one conferences with the ESL teacher. Now, whole-group workshops hope to include a group of students in collectively improving their writing.

One software program that is new this year is BrainPop ESL (www.brainpopESL.com). This program teaches English grammar and vocabulary using two cartoon characters, Ben and Moby. The students really like these characters and are enthusiastic to drill and practice with the variety of games and activities included on the website. The subscription that our school purchased includes a password that allows up to three computers to be simultaneously logged-in to the site. Plans are underway to find an appropriate time for students to practice with this program when they are not in ESL (perhaps during their technology prep). In addition, those students who have internet access at home can log into the site themselves after school.

Both of the above programs-- the writers' workshops and the BrainPop ESL computer program can be used with a smart board. There are now several Smart boards in P.S. 244. The next step will be reserving smart board time for the ESL pull-out groups.

8)

One program that will be discontinued this year is the WiggleWorks program. The trade books and lesson guides that came with the software are still useful, but the software itself is outdated and can't be run from the school's new computers.

9)

ELLs are afforded equal access to all school programs and supplemental programs. They are never explicitly or implicitly excluded.

One way that ELLs are included are by being invited in their first language. Whatever the program, be it a family night or a CPR workshop, translated notices are sent home in the family's language.

Due to a tightened budget, there are no afterschool programs this year beyond extended day. However, in years past, ELLs were included and attended several different afterschool programs. And of course, all ELLs are invited to extended day, and this year five of the newcomers are participating in an ESL investigations program which involves learning about electronic circuits, solar panels, and other science-related subjects.

ELLs are invited to the family nights that P.S. 244 started last year. The family nights will continue this year.

10)

Many instructional materials are used to support ELLs, including technology. Several have been mentioned above, and will be

mentioned again here.

Scott Foresman textbooks, including the Newcomer books and the ESL 1-4 textbooks and workbooks are used with the students.

Continental Press's Getting Ready for the NYSESLAT is used to as test practice with the ELLs.

BrainPop ESL, the subscription-based website has been started this year. The levels on this range from very basal to high intermediate. More detailed description of its use and planned implementation can be found above in answer (7).

There is a small classroom library of trade books which students are allowed to borrow overnight. They are encouraged to borrow picture books as well as chapter books. The ESL teacher, Mr. Smith, describes how he still reads picture books when he's learning a foreign language.

In addition to the class library, there are also books-on-tape (with accompanying picture books) that students listen to at the books-on-tape station.

11)

Native language support is always available in freestanding ESL. There are plenty of bilingual dictionaries around the classroom and several multi-lingual signs and postings.

It is also made clear to the students that this is not an English-only classroom. The students are made to feel that their first language is very special, and that their ability to speak two or more languages is unique in the school, and indeed in the country at large. We endeavor to share and translate as much as possible in ESL.

12) Yes, required services support, and resources correspond to ELLs' ages and grade levels. For example, in years past, if an ELL was receiving speech therapy or SETTS, he would receive it in a group of his age-cohort peers.

13)

We don't have any programs to support newly enrolled ELLs before the beginning of the school year.

14) (N/A) There are no electives offered at the elementary school level (N/A).

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Paste response to questions 1-3 here

1) Describe the professional development plan for all ELL personnel at the school.

Our teachers understand many of the basics of teaching ELLs, and are continually receiving updates on best practices and methods.

Our ESL teacher has a TESOL masters' degree and is available to turnkey information to the rest of the staff. In addition, the ESL teacher regularly attends ESL professional development programs. He has gone to the network's P.D. this year, and last year attended several programs including one organized by HABETAC called "The education of the Haitian child".

There is also a plan to have ESL workshops in school during extended day hours for all teachers who have or will have ELLs in their classes. The ESL teacher will lead these programs, using the smartboard to demonstrate best practices.

As ELL students transition from one grade to the next, the ESL teacher will provide support to the staff members who will be providing instruction to the student. This support will include strategies for differentiation of classroom instruction and additional materials as needed.

2)

Our guidance counselor assists ELLs in choosing an appropriate middle school.

3)

Teachers at P.S. 244 who have not received their mandated 7.5 hours of Jose P. training are invited to observe the ESL teacher as he works. Also, this time can also be accounted for in the aforementioned extended-day workshops that will be offered this year.

E. Parental Involvement

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

Paste response to questions 1-4 here

1) P.S. 244 is a school that welcomes and encourages parent involvement. Parents of ELLs are particularly welcomed and made to feel included.

As mentioned above, parent notices are sent home in a variety of languages, including Haitian Creole, French, and Spanish. In addition, there are often staff members on hand who are able to speak the parents' home languages. Several teachers and professionals at the school speak Haitian Creole: Ms. Waring, Ms. Desvarieux, Ms. Jucema, Ms. Brutus, Mr. Joseph, and Ms. Bernard. Several teachers and professionals at the school speak Spanish including Mr. Smith and Ms. Mazariegos. These teachers are on hand during parent teacher nights and parent events for translation and for welcoming.

One major parent event is the monthly family night, hosted by the P.A. and jointly run by the P.A. president Ms. Akilah Spencer, and the ESL teacher Mr. Eric Smith.

Parents and children visit the school on a Friday night for workshops and activities that can give parents, including parents of ELLs, tips on how to work with their children at home. One such night will be family reading night which will happen on November 19th of this year. Parent volunteers will read aloud stories to the students. One story will also be read in Haitian Creole, another will be read in Spanish.

Another family night that happened last year was "Family nutrition night". Families learned how to read a nutrition label and were given healthy snacks to eat.

Parents are welcome into the ESL classroom any time, and are encouraged to ask about which programs are being used to help their children learn English, and how they can help at home. In addition, although there are no partnerships with community organizations, parents are directed to the few local organizations (including religious organizations) that offer free, non-religious adult- ESL classes.

2) Our school does not partner with any CBO's to provide workshops or services to parents of ELLs.

3) We evaluate the needs of parents through a parent survey. We evaluate the needs of parents of ELLs through translated parent surveys.

4) Our parental involvement activities address the needs of parents by responding, as best as possible, to what they ask for in the parent survey. Although there is not funding now for adult-ESL services in our school, parents are given or loaned adult-ESL resources from the ESL library. In addition, parents are directed to local organizations that will be able to help them, including the local public library on Utica Avenue.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		2	5	3		1								11
Intermediate(I)		2	1			2								5
Advanced (A)	3			3	2	1								9
Total	3	4	6	6	2	4	0	0	0	0	0	0	0	25

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4			1				1		2
5	3		1						4
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		1		2				4
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

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

Native Language Tests	
# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

1)

P.S. 244 uses ECLAS-2 to assess the early-literacy skills of ELLs. We also use Fountas and Pinnell to assess the reading levels of ELLs. All of our ELLs are "Eclased" and assessed for their reading level. This information is then put into ARIS.

In looking at the ECLAS results for this year, it's striking to be able to disaggregate the specific phonemic skills. For example, one student in the first grade is able to read several different blends, while his classmate is still struggling with initial consonants. This information can help guide the differentiated instruction that the ESL teacher provides to the students during the push-in ELA periods.

2)

Data patterns across proficiency levels on the LAB-R and NYSESLAT tests show that most students acquire English in a definitive order.

While there is generally improvement in NYSESLAT scores from year-to-year, we see that the initial areas of improvement are in listening and speaking. This aligns with what the literature (especially the Cummins) and what common sense dictates about learning a language: first comes the every-day social interactional aspect of language acquisition, next comes the academic aspect.

A student gains proficiency in reading and then finally writing. While these subjects are obviously taught from the beginning, they are the last subjects in which the ELL achieves mastery. Hence, the aforementioned writers' workshops.

3) NYSESLAT results are carefully scrutinized from year to year. Students are given instruction tailored to which modalities they are the weakest in. When a student begins to score proficient in one or two modalities (listening and speaking, for example) he or she is no longer given direct instruction in those areas. Instead, he or she will receive extra directed support and instruction in the areas which need the most improvement (generally reading or writing).

4) a)

We have just a few students who have taken the state tests in the last year. Several newcomers were exempt from the ELA test. Those who were taking the ELA for the first time scored predictably in the 1-2 range. There were no surprises there.

Math also saw scores in the 1-2 range. Although students were given a translated copy of the test, the word problems were still very difficult for them. One current fourth-grader scored a four on the NYS math test. He had worked very hard in the lead-up to the test,

b) N/A We are not administering the ELL periodic assessments.

c) N/A We are not administering the ELL periodic assessments.

5) N/A

6) A successful ESL program results in a student gaining confidence, and then proficiency in English. We see the student moving up from level to level over three or fewer years, and scoring proficient and moving out of the program.

We are looking to see that are ELLs are able to use their prior knowledge, including knowledge of a first language, in order to attain academic success in English. Use and maintenance of the first language is encouraged as the student becomes English proficient; indeed the first language is seen as a tool to greater English proficiency.

In conclusion, we are not trying to produce monolingual English speakers, rather we are hoping to build on a child's rich linguistic experience and add English to his or her repertoire of skills. Students will ideally exit from ESL and leave P.S. 244 as full bilinguals, ready for middle school and the challenges of a globalizing world.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		

	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		