



Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 244 DR. RICHARD R. GREEN

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 18K244

PRINCIPAL: GRACE ALESIA **EMAIL:** GALESIA@SCHOOLS.NYC.GOV

SUPERINTENDENT: BEVERLY WILKINS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

| Name | Position and Constituent Group Represented | Signature |
|------------------------|--|-----------|
| Grace Alesia | *Principal or Designee | |
| Melanie Balzano | *UFT Chapter Leader or Designee | |
| Akilah Cotttoy-Spencer | *PA President | |
| Jennifer Pazmino | Parent /Co-Chairperson | |
| Arline Rabito | Member/Co-Chairperson/DC37 | |
| Jeanine Santopietro | Member/Grade 3, 4 & 5 teachers | |
| Michelle Becker | Member/Cluster Teachers | |
| Michelle Gabbe | Member/Paraprofessionals | |
| Angela Gray | Member/Grade Pre K-2 teachers | |
| Jonelle Carter | Member/Special Education Staff | |
| Marsha Baptiste | Member/Parent | |
| Trisha Coker | Member/Parent | |
| Hilret Laird | Member/Parent | |
| Mark Lindsay | Member/Parent | |
| Samoia Watson | Member/Parent | |
| Adette Samuel | Member/Parent | |

ANNUAL GOAL #1 AND ACTION PLAN

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

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| Annual Goal #1 <ul style="list-style-type: none">By June 2012, grade 3 students will demonstrate an increase of 3-5% in levels 3 & 4 on the NYS ELA exam. |
| Comprehensive needs assessment <ul style="list-style-type: none">In June 2011, a grade 2 assessment showed a weakness in the identification of the main idea for students who would reach third grade in 2011-2012.The inquiry team met and evaluated the results of grade 2 writing samples and Spring 2011 end of year assessments. A disparity was noted between the two evaluations, indicating a need to provide more rigorous instruction focusing on main idea.Core inquiry team members met with grade 2 and 3 classroom teachers to review and discuss results of evaluations and determined this need would be addressed. |
| Instructional strategies/activities <ul style="list-style-type: none"><u>Instructional Strategies</u>: Teachers will provide instruction using Units of Study, with a focus on non-fiction reading and writing. Teachers will plan collaboratively during common preps and grade conferences to provide students with unified, consistent lessons addressing Common Core Learning Standards.<u>Professional Development</u>: During extended day periods and grade conferences professional development staff will meet with teachers to develop and enhance rigorous instructional methods. Differentiation of instruction will be a focus of professional development. Formal observations will be conducted, focusing on Enhancing Professional Practice, with timely feedback provided.<u>Target Population</u>: All students in grades 3<u>Responsible Staff Members</u>: Grade 3 teachers, Assistant Principals, Principal, Staff Developers, Data Specialist<u>Implementation Timeline</u>: September 2011 – June 2012 |
| Strategies to increase parental involvement <ul style="list-style-type: none">Parent workshops to provide greater understanding of standardized testing proceduresTraining in the use of the ARIS Parent LinkComputer located in the lobby, dedicated to parent use.Regular communication between the home and school, through parent/teacher conferences, curriculum meetings, daily planners |
| Strategies for attracting Highly Qualified Teachers (HQT) <ul style="list-style-type: none">Mentors are assigned to newly hired, untenured teachers.UFT Teacher Center provides support and materials to develop and promote the Common Core Standards.School staff works closely with CFN 531 HR personnel to ensure that all teachers have required documentation and assessment. |
| Service and program coordination <ul style="list-style-type: none">Line item Congressional grant was used to create an additional computer lab which provides opportunities for students to complete research assignments during the school day and have available to them a plethora of electronic resources.Anti bullying program ensures a safe environment to facilitate greater performance during and after the school day.An after school intensive program for grade 3 students, including ELL, deemed to be at risk. |
| Budget and resources alignment <p>As a Title I SWP school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, and human resources to implement this action plan from Sept. 2011 to June 2012 as indicated below:</p> <ul style="list-style-type: none">Consumable materials for students to use in an after school program.Instructional materials focusing on informational textsTeacher per session (5 ½ hours per week) for an after school program.Supervisor per session (2 days per week). |

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2012, 80% of students in grade three through five will move up one or more levels on the Informational Writing Rubric “using evidence” section.

Comprehensive needs assessment

- In June 2011, an analysis was done of the final writing piece for grades 3 – 5. It was deemed that there was a lack in the “using evidence” section when we aligned the curriculum maps to the Common Core Learning Standards (CCLS). The core inquiry team met with each grade to determine the need for this goal.

Instructional strategies/activities

- Instructional Strategies: Teachers will collaboratively plan ELA units of study using the Common Core Library as a guide. Students’ task will be to create a written opinion/argument based on analysis of informational text. Upper grade rubric for informational writing will be created by school staff and shared with students. Rubric will allow teachers to analyze class wide trends. After school program will provide assistance to students needing additional support.
- Professional Development: Teachers will have time allotted during afterschool for collaborative planning, reflection and assessment of student work. A focus of professional development will be on the differentiation and rigor of instruction
- Target Population: All students in grades 3 – 5
- Responsible Staff Members: Grade 3 – 5 teachers, Assistant Principals, Principal, Staff Developers, Data Specialist
- Implementation Timeline: September 2011 – June 2012

Strategies to increase parental involvement

- Parent workshops to provide greater understanding of standardized testing procedures
- Training in the use of the ARIS Parent Link
- Computer located in the lobby, dedicated to parent use.
- Regular communication between the home and school, through parent/teacher conferences, curriculum meetings, daily planners

Strategies for attracting Highly Qualified Teachers (HQT)

- Mentors are assigned to newly hired, untenured teachers.
- UFT Teacher Center provides support and materials to develop and promote the Common Core Standards.
- School staff works closely with CFN 531 HR personnel to ensure that all teachers have required documentation and assessment.

Service and program coordination

- Line item Congressional grant was used to create an additional computer lab which provides opportunities for students to complete research assignments during the school day
- Anti bullying program ensures a safe environment to facilitate greater performance during and after the school day.
- An after school intensive for grades 3, 4 and 5, including ELL students deemed to be at risk.

Budget and resources alignment

As a Title I SWP school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, and human resources to implement this action plan from Sept. 2011 to June 2012 as indicated below:

- Consumable materials for students to use in an after school program.
- Instructional materials focusing on informational texts
- Teacher per session (5 ½ hours per week) for an after school program.
- Supervisor per session (2 days per week).

ANNUAL GOAL #3 AND ACTION PLAN

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

| |
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| <p>Annual Goal #3</p> <ul style="list-style-type: none">• By June 2012, 80% of all our third grade students will improve one or more levels on the math rubric for Interpreting Multiplication and Division. |
| <p>Comprehensive needs assessment</p> <ul style="list-style-type: none">• Our inquiry team conducted a thorough examination of the Math 2011 item skills analysis. A weakness was noticed in Book 2 (performance section) Math Standard 3.N20 (Use a variety of strategies to solve multiplication problems with factors up to 1212). Upon careful consideration, it was determined that this need should be addressed. |
| <p>Instructional strategies/activities</p> <ul style="list-style-type: none">• <u>Instructional Strategies</u>: Teachers will use common core aligned tasks with instructional supports. A task will be embedded into a 4 – 5 week unit intertwined with Chapter 4 of Math Connects. The tasks will assess the full range of Depth of Knowledge, including recalling and recognizing, using procedure, explaining, concluding and making connections, extensions and justifying. Collaborative planning will include the Grade 3 team, math team members and staff developers. Initial, formal and final assessments will be conducted using the same rubric to evaluate growth.• <u>Professional Development</u>: McGraw Hill will provide professional development sessions focusing on the optimal use of the Math Connects mathematics program. Learning Directions will provide updated reports of test scores, along with professional development on the reading and interpretation of these documents. These results will be disseminated to teachers, staff developers and supervisors for analysis.• <u>Target Population</u>: All third grade students• <u>Responsible Staff Members</u>: Grade 3 teachers, Principal, Assistant Principals, Staff Developers, Data Specialist, Math Team members• <u>Timeline</u>: September 2011 – June 2012 |
| <p>Strategies to increase parental involvement</p> <ul style="list-style-type: none">• Parent workshops to provide greater understanding of standardized testing procedures• Training in the use of the ARIS Parent Link• Computer located in the lobby, dedicated to parent use.• Regular communication between the home and school, through parent/teacher conferences, curriculum meetings, daily planners |
| <p>Strategies for attracting Highly Qualified Teachers (HQT)</p> <ul style="list-style-type: none">• Mentors are assigned to newly hired, untenured teachers.• UFT Teacher Center provides support and materials to develop and promote the Common Core Standards• School staff works closely with CFN 531 HR personnel to ensure that all teachers have required documentation and assessment. |
| <p>Service and program coordination</p> <ul style="list-style-type: none">• Introduction of a new math series, Math Connects, a program closely aligned to Common Core Standards• Use of Learning Directions to provide organized, standardized data reports for grades 3 – 5 students.• The school has established an afterschool program for at risk grade 3 students |
| <p>Budget and resources alignment</p> <p>As a Title I SWP school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, and human resources to implement this action plan from Sept. 2011 to June 2012 as indicated below:</p> <ul style="list-style-type: none">• Instructional materials (Math Connects) to support Common core Learning Standards• Teacher per session (1 day per week) for after school program• Supervisor per session (1 day per week) for afterschool program• Professional Development materials through Learning Directions• Consumable material for use in afterschool program |

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- By June 2112, 60% of all teachers will move up one or move levels, using Charlotte Danielson's "Questioning and Discussion Techniques Rubric."

Comprehensive needs assessment

- After conducting an analysis of student performance data in conjunction with formal and informal observations of teachers by supervisory staff, it was determined that although teachers were requiring higher order thinking skills in their questions, teachers needed support in the development and use of high quality questions in their lessons. As a result of this, we are making this professional development a priority need.

Instructional strategies/activities

- Professional Development: PD and team planning in order to increase the rigor and effectiveness of teacher instruction, emphasizing the use of high quality questions. PD will focus on Charlotte Danielson's Domain 3: Instruction, specifically component 3b: Questioning and Discussion Techniques. Supervisors, with teacher input, will also provide PD on Ms. Danielson's Framework for Teaching, creating an observation template that focuses on questions and discussions. Supervisors will engage in (at least 10) short, frequent cycles of classroom observations, providing timely feedback citing Danielson and using a school-designed template
- Target Population: All teachers
- Responsible Staff Members: Principal, Assistant Principals, Staff Developers, Data Specialist
- Implementation Timeline: September 2011 – June 2012

Strategies to increase parental involvement

- Parent workshops to provide assistance in understanding standards and assessments
- Parent Coordinator to act as liaison between school and families
- Monthly family night programs to promote home/school connections
- Translation of all critical documents as needed

Strategies for attracting Highly Qualified Teachers (HQT)

- Mentors are assigned to newly hired, untenured teachers.
- UFT Teacher Center provides support and materials to develop and promote the Common Core Standards.
- School staff works closely with CFN 531 HR personnel to ensure that all teachers have required documentation and assessment.

Service and program coordination

- The school has planned a CCSS inquiry group which will meet weekly to address high quality questions.
- Grade level meetings with group discussions to support teachers and provide learning opportunities.
- Bimonthly team meetings will be held to support teachers, foster collegial learning in order to help students develop along the continuum toward college readiness.

Budget and resources alignment

As a Title I SWP school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I funds, and human resources to implement this action plan from Sept. 2011 to June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the school day
- Per diem coverage to allow for mentor teachers to meet with their mentees and to allow for classroom intervisitations
- Classroom materials to correspond with Common Core Curriculum
- Teacher per session (6 hours per month) to coordinate family night activities
- Teacher per session (1 day per week) for CCSS Inquiry group meetings

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

| | 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 | 28 | 25 | N/A | N/A | 1 | 0 | 0 | 0 |
| 1 | 44 | 45 | N/A | N/A | 3 | 0 | 0 | 1 |
| 2 | 31 | 33 | N/A | N/A | 3 | 0 | 0 | 1 |
| 3 | 56 | 48 | N/A | N/A | 43 | 2 | 0 | 1 |
| 4 | 81 | 42 | 24 | 24 | 39 | 3 | 0 | 1 |
| 5 | 51 | 28 | 32 | 32 | 120 | 0 | 0 | 0 |
| 6 | | | | | | | | |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| 11 | | | | | | | | |
| 12 | | | | | | | | |

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

| Name of Academic Intervention Services (AIS) | Description |
|---|---|
| ELA | <ul style="list-style-type: none"> • Wilson Reading System – decoding and encoding, small group and one on one service provided during the school day • Read 180 – one on one instruction, during the school day • Scholastic News – small group instruction, grades 4 & 5, during extended day period • Headsprout – Grades K – 3, one on one instruction during the school day and in extended day • Individual tutoring in extended day |
| Mathematics | <ul style="list-style-type: none"> • Triumphs Math – grades 2 – 5, small group instruction, during the school day • 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 extended day period, gr. 3 • Individual tutoring in extended day |
| Science | <ul style="list-style-type: none"> • 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 extended day period |
| Social Studies | <ul style="list-style-type: none"> • Comprehension Plus – grades 2 – 5, one on one instruction, during the school day • Scholastic News – small group instruction, grades 4 & 5, during extended day period • Houghton Mifflin Leveled Readers- grades 2 – 3, small group instruction , during the school day |
| At-risk Services provided by the Guidance Counselor | Individual or small group counseling, during the school day and in extended day |
| At-risk Services provided by the School Psychologist | Individual or small group counseling, during the school day and in extended day |
| At-risk Health-related Services | One on one instruction provided by the speech therapist |

PARENT INVOLVEMENT POLICY PS 244

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family

literacy and parenting skills;

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

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

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

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

| | | | |
|---|--------------------|-------------------------|--------------------------|
| Cluster Leader/Network Leader Debra Maldonado/ Joseph Blaize | District 18 | Borough Brooklyn | School Number 244 |
| School Name Richard R. Green | | | |

B. Language Allocation Policy Team Composition [?](#)

| | |
|--|--|
| Principal Grace Alesia | Assistant Principal Robin Kirby/Leona Shapiro |
| Coach Arline Rabito | Coach Susan Daynowski |
| ESL Teacher 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 Zahavia Fishbein | Other |
| Network Leader Joseph Blaize | Other |

C. Teacher Qualifications [?](#)

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

| | | | | | |
|--|----------|--|----------|--|----------|
| Number of certified ESL teachers | 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 education teachers with bilingual extensions | 0 | Number of teachers of ELLs without ESL/bilingual certification | 0 |
| Number of teachers who hold both a bilingual extension and ESL certification | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | | |

D. School Demographics

| | | | | | |
|------------------------------------|------------|----------------------|-----------|---|--------------|
| Total number of students in school | 824 | Total Number of ELLs | 25 | ELLs as share of total student population (%) | 3.03% |
|------------------------------------|------------|----------------------|-----------|---|--------------|

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. 

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

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

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

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

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 NYSESLAT, given each spring. All English languages learners will take the NYSESLAT in the spring.

All ELLs receive the NYSESLAT. We use ATS reports, especially the R-LAT, to determine NYSESLAT eligibility. The E.S.L. teacher works with the testing coordinator to block out time for each of the four subsections of the test. The E.S.L. teacher individually tests the students for the speaking component. The students are then grouped by testing bands for the listening, reading, and writing portions of the test. There is also time blocked out for makeups during the testing window.

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. Parent orientations are scheduled for within the first ten days of school. Many parents need to attend a second meeting, as they can't make the first. We accommodate them, as we understand that child care and work need planning to be covered.

Eric Smith, the ESL teacher, is the pedagogue responsible for explaining the three programs. If and when a TBE or DL class becomes available, parents are notified by letter.

Copies of parent choice forms are kept in a binder in the ESL room; the originals are kept in the students' cumulative folders. A spreadsheet of parent choice is kept on the computer in the ESL room as a backup.

3) **This school serves the following grades (includes ELLs and EPs)** K 1 2 3 4 5 6 7 8 9 10 11 12
Entitlement letter. Mrs. Leona Shapiro, A.P. and Eric Smith the ESL teacher, are responsible for ensuring that parent choice letters and entitlement letters are distributed.

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. The address for the New York City Department of Education website that has the orientation video is included in this letter. Parents can obtain all information on the program choices if they have access to a computer.

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 parent orientation at the parent-teacher conferences.

Copies of entitlement letters are maintained in the ESL room in binder labeled "data binder" with the year. They are also stored digitally on the computer in the ESL classroom. Parent survey and selection forms are copied once returned. The originals are placed in the student's cumulative record folder, the copy is stored in a binder called "parent selection" in the ESL room.

Subsequent outreach to parents who do not attend the first two meetings includes phone calls, and impromptu meetings at dismissal. Letters are sent with the web address of the parent choice video. Every possible effort is made to ensure that parents of ELLs know their rights and responsibilities.

4) After a student is identified as an entitled English language learner, we conduct the parent orientations as shown above. Our school offers the programs that the parents have been choosing. Very few parents choose TBE or Dual Language. The school currently has a freestanding ESL class, but will open a TBE class if and when the number of parents requesting this on two contiguous grades in one language reaches 15.

In the parent meetings, the parents are shown the DVD which explains the program choices. Since only one parent this year, and none last year chose TBE at our school, we only currently offer freestanding ESL.

Placement letters are sent to the parents. Copies of these letters are kept in a central binder in the ESL classroom, as well as stored on the computer.

Continued entitlement letters are sent to the parents. Copies of these letters are kept in a central binder in the ESL classroom, as well as stored on the computer.

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) The trend at our school has been for parents to choose freestanding ESL. This year, of newly enrolled ELLs, one parent chose TBE and three parents chose free-standing ESL. This 3-1 ratio of ESL to TBE has held solid over the years, with the vast majority of parents choosing ESL.

6) Yes, the program at our school, freestanding ESL, is very much in line with parent choices. Few parents are requesting bilingual or dual language. For the few that request TBE, we inform them that they have the right to transfer to a nearby school which offers TBE classes, or they may stay here and if the critical mass of 15 parents between two grades request TBE, we will create such programs at the school (as required by law).

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*

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|--|----|-------------------------------|---|
| All ELLs | 25 | Newcomers (ELLs receiving service 0-3 years) | 24 | Special Education | 7 |
| SIFE | 1 | ELLs receiving service 4-6 years | 1 | Long-Term (completed 6 years) | 0 |

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

| ELLs by Subgroups | | | | | | | | | | |
|--|------------------|------|-------------------|------------------|------|-------------------|------------------------------------|------|-------------------|-------|
| | ELLs (0-3 years) | | | ELLs (4-6 years) | | | Long-Term ELLs (completed 6 years) | | | |
| | All | SIFE | Special Education | All | SIFE | Special Education | All | SIFE | Special Education | Total |
| TBE | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | 0 |
| ESL | 24 | 1 | 7 | 1 | 0 | 0 | 0 | 0 | 0 | 25 |
| Total | 24 | 1 | 7 | 1 | 0 | 0 | 0 | 0 | 0 | 25 |
| Number of ELLs in a TBE program who are in alternate placement: <u>0</u> | | | | | | | | | | |

C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education | | | | | | | | | | | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| 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 | |
| | EL | EP |
| Spanish | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Chinese | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Russian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Korean | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Haitian | | | | | | | | | | | | | | | | | | | 0 | 0 |
| French | | | | | | | | | | | | | | | | | | | 0 | 0 |
| Other | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 |

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

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| | 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 |

This Section for Dual Language Programs Only

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

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Spanish | 2 | 2 | | 1 | 1 | | | | | | | | | 6 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | 1 | 1 | | | | | | | | | | 2 |
| Haitian | 5 | | 2 | 2 | 1 | 1 | | | | | | | | 11 |
| French | | | | 1 | | | | | | | | | | 1 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | 2 | 1 | 2 | | | | | | | | | 5 |
| TOTAL | 7 | 2 | 5 | 6 | 4 | 1 | 0 | 25 |

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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, an afternoon pull-out group includes advanced ELLs from the fourth grade, one newcomer beginner ELL from the fifth and intermediate, advanced and beginner ELLs from the third grades. Differentiated instruction takes place within this group; the E.S.L. teacher utilizes the more English-proficient ELLs as buddies for the newer ELLs during paired activities.

Another example of a pull-out group is the "advanced writers' workshop". This is a group of advanced ELLs 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.

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

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

This year (2011-2012), the ESL teacher has been pushing-in to a fourth-grade room where there are three current ELLs and two recently proficient 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.

The ESL teacher has also been pushing into the science cluster room. It's the second year that he's partnered with the science teacher. The ESL teacher delivers one period of instructional support to the same class of fourth-graders once a week. Science vocabulary is explicitly taught in advance, and scaffolding for lab experiments is given as needed. Often the realia is on hand (measuring cup, beaker) but the process words (mix, measure, combine) are the words that give the ELLs pause. As the science teacher Ms. Pontrello shares her lessons in advance with the ESL teacher Mr. Smith, they are able to jointly highlight such process words for pre-teaching.

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

A. Programming and Scheduling Information

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 (2011-2012), the general education third graders and the general-education fourth graders are in the same class on their grade.

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

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

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

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

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

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

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

There are bilingual dictionaries and glossaries readily available. Students negotiate meaning with each other through use of the native language. Students also get to play the role of "language ambassador", explaining to the class (and the teacher) how to say a particular word in their native language. This is especially important for the Arabic speaker who is always the only speaker of her 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 fourth grade class with two former ELLs and three current ELLs receive their 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

A. Programming and Scheduling Information

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) Accommodations for ELLs provide for native-language editions of all state tests except for the ELA and NYSESLAT. Math and science tests are therefore presented to ELLs in their native-languages.

5)

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.

5a)

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.

5b)

We have a basic newcomers program. The newcomers are of course assessed with the LAB-R. Many have had at least some

Native Language Usage and Supports

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

| Native Language Usage/Support | Transitional Bilingual Education (TBE) |
|---|--|
| 100% alphabet, telling time in English, and speaking about the neighborhood and community. Many hands-on activities are inspired by the text. 75% The Newcomer books are a great beginning and assessment tool. They also allow the students to connect concepts that they are 50% already familiar with in their home languages (such as addition, subtraction, telling time, giving directions) to English. 25% Lessons are built around the Newcomer books. | |
| Dual Language | |
| 100% Seasons". 75% Through all of this, newcomers are given lots and lots of exposure to English. Stories are read aloud. Short videos are watched. 50% There are hands-on activities that require negotiating in English. 25% BrainPopESL -- which uses short amusing cartoon videos. | |
| Freestanding ESL | |
| 100% 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. 75% Finally, the drills and lessons evolve into a daily routine. Dialogue journals between the student and the ESL teacher are a form of 50% conferencing, as well as a way for the student to practice English. 25% | |
| TIME | BEGINNERS INTERMEDIATE ADVANCED |

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

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

A Programming and Scheduling Information

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In addition, the ESL teacher is in continued contact with these former ELLs. Often they will be in the same classes (like the aforementioned fourth-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!

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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)?

N/A

| | | | | |
|-------|-----|--|--|--|
| Math: | N/A | | | |
|-------|-----|--|--|--|

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 in the past has attended several programs organized by HABETAC.

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.

Paraprofessionals, guidance counselors, special education teachers, psychologists, occupational and physical therapists, speech therapists, secretaries and the parent coordinator all receive this training.

The professional development sessions are often held in the auditorium during Election Day, and during the Chancellor's Day in June. The ESL teacher designs activities where participants are to puzzle out messages in languages they're not familiar with. Obviously, the task is nearly impossible. Then, the participants are given key translations for six vocabulary words and six 'tier one' words in the foreign language. The participants are able to make more of the message. Finally the participants are given six more vocabulary translations. Groups are to compare notes and write what they've learned. Finally, the full translation of the document is revealed. (Often the document is in Turkish, which since Attaturk has used the Roman letters). The purpose of this activity is to make the adults understand what the ELLs go through on a daily basis, and how a modicum of translation and native language support can go a long way.

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.

Staff members who observe the ESL teacher as he works are then invited back to participate in one-on-one tutoring sessions with the ELLs. As they work with the ELLs they're encouraged to use best practices as they've been taught at the professional development workshops. The ESL teacher observes them and afterwards gives them notes. Often, these notes will be reminders to speak slower, repeat questions, and give the ELLs adequate wait time.

Records are maintained in a binder in the ESL classroom. Copies of the records, signed by the principal, are given to the participants.

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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?

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, and Mr. Joseph. 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

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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 was family reading night which was held on November 19th of last year. Parent volunteers read aloud stories to the students. One story was also read in Haitian Creole, another was read in Spanish.

Another family night that happened last year was The Family Banquet. Families brought food from their cultures and we all feasted and learned.

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. The parent coordinator asks the parents what they need. She follows up with phone calls, aided by a translator if needed.

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.

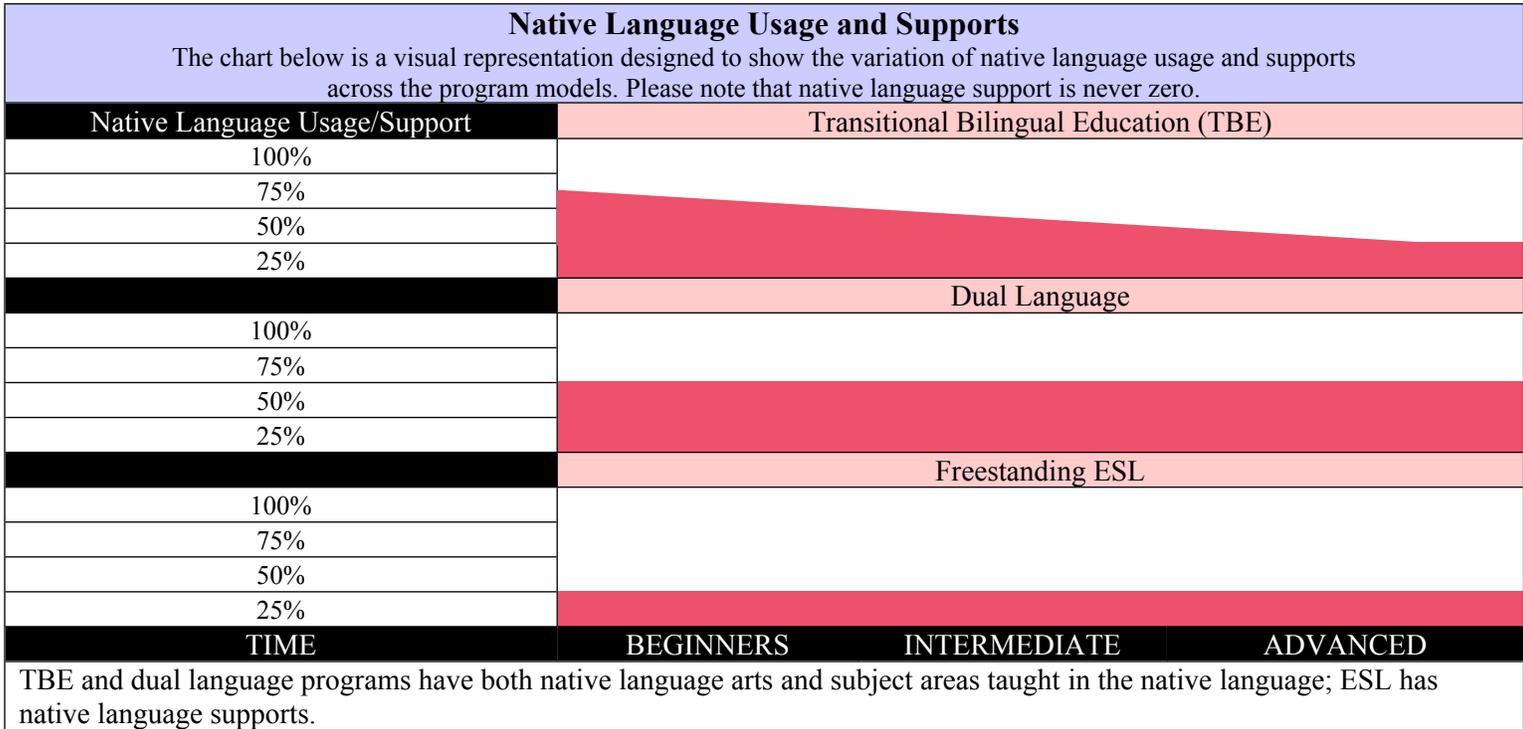
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

| | 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 |
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| 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 |

| | | | |
|---|--------------------|--------------------|----------------------|
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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!

10)

Many of the new programs from last year, such as BrainpopESL and the writer's workshops will be continued this year, as in their initial beta runs they proved successful. Additionally, a "Tree Club" in partnership with the Urban Park Rangers is under consideration for this year.

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)?

N/A

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 in the past has attended several programs organized by HABETAC.

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.

Paraprofessionals, guidance counselors, special education teachers, psychologists, occupational and physical therapists, speech therapists, secretaries and the parent coordinator all receive this training.

The professional development sessions are often held in the auditorium during Election Day, and during the Chancellor's Day in June. The ESL teacher designs activities where participants are to puzzle out messages in languages they're not familiar with. Obviously, the task is nearly impossible. Then, the participants are given key translations for six vocabulary words and six 'tier one' words in the foreign language. The participants are able to make more of the message. Finally the participants are given six more vocabulary translations. Groups are to compare notes and write what they've learned. Finally, the full translation of the document is revealed. (Often the document is in Turkish, which since Attaturk has used the Roman letters). The purpose of this activity is to make the adults understand what the ELLs go through on a daily basis, and how a modicum of translation and native language support can go a long way.

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.

Staff members who observe the ESL teacher as he works are then invited back to participate in one-on-one tutoring sessions with the ELLs. As they work with the ELLs they're encouraged to use best practices as they've been taught at the professional development workshops. The ESL teacher observes them and afterwards gives them notes. Often, these notes will be reminders to speak slower, repeat questions, and give the ELLs adequate wait time.

Records are maintained in a binder in the ESL classroom. Copies of the records, signed by the principal, are given to the participants.

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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?

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, and Mr. Joseph. 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

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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 was family reading night which was held on November 19th of last year. Parent volunteers read aloud stories to the students. One story was also read in Haitian Creole, another was read in Spanish.

Another family night that happened last year was The Family Banquet. Families brought food from their cultures and we all feasted and learned.

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. The parent coordinator asks the parents what they need. She follows up with phone calls, aided by a translator if needed.

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 | 1 | 2 | 1 | | 1 | | | | | | | | 7 |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Intermediate(I) | | | | 3 | 1 | | | | | | | | | 4 |
| Advanced (A) | 5 | 1 | 3 | 2 | 3 | | | | | | | | | 14 |
| Total | 7 | 2 | 5 | 6 | 4 | 1 | 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 | 2 | | 2 | | | | | | | | | | |
| | I | | 1 | | 1 | | 1 | | | | | | | |
| | A | 5 | 1 | 3 | 2 | 3 | | | | | | | | |
| | P | | | | 3 | 1 | | | | | | | | |
| READING/ WRITING | B | 2 | 1 | 2 | 1 | | 1 | | | | | | | |
| | I | | | | 3 | 1 | | | | | | | | |
| | A | 5 | 1 | 2 | 2 | 3 | | | | | | | | |
| | P | | | 1 | | | | | | | | | | |

| NYS ELA | | | | | |
|------------------------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | 2 | 2 | | | 4 |
| 5 | | | | | 0 |
| 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 | 2 | | | | 2 | | | | 4 |
| 5 | | | | | | | | | 0 |
| 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 |
| 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 | | | | |
| Integrated Algebra | | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Government | | | | |
| Foreign Language | | | | |
| Other | | | | |
| Other | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| Native Language Tests | | | | | | | | |
|----------------------------|---|------------------------|------------------------|------------------------|---|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (dual lang only) scoring at each quartile (based on percentiles) | | | |
| | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile | Q1 1-25 percentile | Q2 26-50 percentile | Q3 51-75 percentile | Q4 76-99 percentile |
| ELE (Spanish Reading Test) | | | | | | | | |
| Chinese Reading Test | | | | | | | | |

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?

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.

Part VI: LAP Assurances

School Name:

P.S. 244 Richard R. Green

School DBN: 18K244

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|--------------|---------------------|-----------|-----------------|
| Grace Alesia | Principal | | 10/25/11 |
| Robin Kirby | Assistant Principal | | 10/25/11 |
| Gail Wright | Parent Coordinator | | 10/25/11 |
| Eric Smith | ESL Teacher | | 10/25/11 |

School Name:

P.S. 244 Richard R. Green

School DBN: 18K244

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|----------------------------|----------------------------------|-----------|-----------------|
| Akilah Cottoy-Spencer | Parent | | 10/25/11 |
| Michelle Becker/Reading | Teacher/Subject Area | | 10/25/11 |
| Danielle Pontrello/Science | Teacher/Subject Area | | 10/25/11 |
| Arline Rabito | Coach | | 10/25/11 |
| Susan Daynowski | Coach | | 10/25/11 |
| Judith Pique | Guidance Counselor | | 10/25/11 |
| Joseph Blaize | Network Leader | | 10/25/11 |
| Leona Shapiro | Other <u>Assistant Principal</u> | | 10/25/11 |
| Zahavia Fishbein | Other <u>Speech Therapist</u> | | 10/25/11 |
| | Other | | 10/25/11 |
| | Other | | 10/25/11 |

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 05 **Network:** 531

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

Part A: Needs Assessment Findings

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

Parent surveys, teacher surveys, recommendations from the ESL teacher and interviews with office staff indicate that languages in need of translation are Spanish and Haitian Creole. Parents whose primary language is not English receive translated documents in addition to the one 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 oral, 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 in a timely fashion, by in-house staff members.

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 will be provided by in-house personnel. Parents and staff members who have fluency in the languages mentioned in Section A will be identified. A listing of these people will be provided to office staff in order to call on the appropriate person when necessary.

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

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