



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** COLONEL JEROMUS REMSEN

28Q 144

**PRINCIPAL:** REVA GLUCK-SCHNEIDER

**EMAIL:** [RGLUCKS@SCHOOLS.NYC.GOV](mailto:RGLUCKS@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** DR. BEVERLY FOLKES-BRYANT



### 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
Reva Gluck-Schneider	*Principal or Designee	Signatures on original
Martha Mayorga	*UFT Chapter Leader or Designee	
Paulette Radulovic	*PA/PTA President or Designated Co-President	
Roseanne Gangi/Gartner	Member/Parent	
Tricia Kampton	Member/Parent	
Eric Bergerson	Member/Parent	
Lisa Brody	Member/Parent	
Nikki O'Sullivan	Member/Parent	
Barbara Martin	Member/ UFT Elected	
Tara Apley	Member/ UFT Elected	
Elizabeth Schneider	Member/ UFT Elected	
Michelle Montaquiza	Member/ UFT Elected	
Lois Olshan	Member/ UFT Elected	
Jeanne Kwok	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## **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.

### **Annual Goal #1**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Schools will strengthen the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of Charlotte Danielson's *Framework for Teaching*.

Schools will select competencies relevant to teachers' developmental needs and that most support implementation of the Common Core standards. While schools have discretion, by June 2013, 100% of the pedagogical staff at PS 144Q will develop understanding of and capacity in the following selected components via frequent cycles of observation and feedback:

- Designing coherent instruction (1e);
- Using questioning and discussion techniques (3b);
- Using assessment in instruction (3d).

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The City has put forth overarching goals in the area of curriculum, assessment and classroom instruction. In order to achieve this goal, teachers need to look at student work through the lens of the Common Core Standards. To this end, we need to support our teachers through high quality staff development. All students are striving to reach the college and career readiness goals, so we need to assist by increasing student performance. Our Progress Report this year went from an A to a B. However, while our Progress went down from a 37.2 to a 35.7,(B) our student performance went from a 8.0 to a 14. 6 ( C to a B). Our School environment grade rose from a 7.3 to a 10.1. ( B to an A) Our total score was a 62.9 which is actually higher than the 57.7 we received in 2011. In order to earn an A in 2012, a school needed to be at 64.7. The standard changed, so the score of 62.9 did not earn an A in 2012. It is significant that in 2011 we earned 5 points for exemplary gains among our students receiving Special Education, English Language Learners and our children in the Citywide Lowest 1/3 in Mathematics. We earned 2.5 for exemplary gains this year. While we had a raise in student performance, we did not demonstrate enough progress with these sub groups to gain more points. Our focus remains focused on refining our staff development in order to meet the ever higher standards demanded from the Common Core. We will continue to improve performance movement with high quality teaching and staff development.

### **Instructional strategies/activities**

We have hired Teacher's College to support reading and writing instruction. Specifically TCRWP as stated on their website:

"Based on long-term goals of college and career readiness for all students, these standards call for a general ramping-up of expectations for students at all levels, and specifically an attention to higher-level thinking skills as they play out in reading, writing, and in speaking. The Reading and Writing Project has studied these Standards intensely in order to understand their infrastructure, to locate the 'power standards,' that enable a host of other proficiencies, and to highlight gaps between existing practice and the Common Core Standards. "

Further, we make use of TCRWP staff development, and leadership as well as in house work with teachers and school leaders. The Project gives us information, insights and methods pertaining to the Common Core Standards. The Project has created curriculum modifications to align with the Common Core Standards, prompting us to lift the level of student work and to broaden the scope of instruction. Our staff development encompasses the Common Core values of comparing and contrasting work as an example of analytic thinking across texts or parts of text. TCRWP also created performance assessments and is training our teachers to track students' performances in relation to the standards. This work reaches identified student subgroups, includes all teachers and administrators, and includes teacher participation in the rollout and has a yearlong timeline.

Our other partner is CFN 207. Through the support of our Math, ELA, Science, Social Studies ELL and Special Education staff, teachers are trained in all areas to understand and implement the Instructional Expectations for the City as well as the NYS Common Core Standards. Further, the Principal and AP participate in professional development in the understanding and use of the Danielson Framework via network Principal and Asst. Principal monthly meetings.

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

We have highly involved parents. Some of the workshops offered and attended are as follows:

- New parent orientation
- Back to school workshop (
- Volunteerism Meeting ( so parents can assist in lunchroom and classroom as well)
- Curriculum Meetings – all grades ( 700)
- Teas with the administration ( all grades get a chance ask Administration questions regarding curriculum and learning.)
- Teachers College Workshop at TC
- Parent to Parent ( for parents of children receiving Special Education services
- K Open House
- Family Math Night

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy \_\_\_\_\_ Title I \_\_\_\_\_ Title IIA \_\_\_\_\_ Title III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Tax Levy funds are used for TCRWP staff development, substitutes to support the work. Materials monies come from OTPS.

## 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Using Common Core Standard aligned tasks and rubrics, by June 2013, 60 % students will show improvement from pre to post performance task.

Teachers will explore ways to implement pedagogical practices that focus on the mathematical instructional shifts that require fluency, application, and conceptual understanding

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The City has determined that all students need to build upon the work done during the 2011-12 school year. To this end, one of each teacher's Common Core-aligned units of study in 2012-13 should focus on Mathematical Practices 3 and/or 4 and the selected domain of focus by grade. Further, The other unit should also focus on Mathematical Practices 3 and/or 4 as well as on other relevant Mathematical Practices (and may center on standards in the same domain or on other major work10 of the grade.).

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

Teachers will adapt/adopt units from the Common Core Library or other external sources; units will include points of access for all students. The culminating task for at least one unit must be aligned to the DOE's selected Common Core standards. These activities will encompass the needs of identified student subgroups, utilize our CFN Math Staff to design and implement these strategies/activities, include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, and be yearlong in implementation.

We will have PD in the following area:

- Monitoring and revising curriculum;
- Use of student data to inform instructions;
- Lucy West PD's from out Network;
- School Visits and one- on one and group PD's from out Network point people.

### **Strategies to increase parental involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

WE ARE NOT TITLE I, however all the above mentioned partners create Parent Workshops on applicable topics. Additionally we have parental PD's in homework assistance as well as math shifts. Family Math nights bring families in to work and solve Common Core based problems out together.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Tax Levy monies are used for PD, and OPTS for materials such as math consumables and books.

### **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.

#### **Annual Goal #3**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To continue to strengthen parent involvement and community resources to increase student achievement; by June 2013, 20 % of Parents will attend resource sessions with the parent coordinator.

#### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Our school has a strong history of parent involvement. Our survey indicates that we have increased from a B to an A. We want to continue this work through further parental workshops in all areas of interest and or concern.

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

By June 2013, 20% of the parents will attend workshops and or informational meetings that will include them more closely in their child's education, thereby providing more meaningful academic support to their students at home.

#### **Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

WE ARE NOT TITLE I, however all the above mentioned partners create Parent Workshops on applicable topics.

#### **Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

TAX Levy monies are used for the Parent Coordinator salary and monies for parental involvement.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
<p>ELA Wilson</p> <p>Learning Leaders</p>	<p>Wilson: The program incorporates five elements:</p> <ul style="list-style-type: none"> <li>• phonemic awareness</li> <li>• direct instruction of word analysis, prosody and comprehension</li> <li>• coordination of reading and spelling instruction</li> <li>• intensive, cumulative instruction</li> <li>• teaching for mastery</li> <li>• repeated readings</li> </ul>	<p>small group, one-to-one</p>	<p>During the school day and Extended Day</p>
<p>Mathematics Learning Leaders At Risk Resource Room</p>	<p>Math assistance designed for students having difficulties with the understanding from the simple to complex in addition, subtraction, multiplication and division.</p>	<p>small group, one-to-one</p>	<p>During the school day and Extended Day</p>

Science	Instruction on grade level conceptual and procedural expectations.	small group, one-to-one	During the school day and Extended Day
Social Studies	Instruction on grade level conceptual expectations.	small group, one-to-one	During the school day and Extended Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Services provided to assist children in understanding his/her school role and in achieving at his/her highest potential.	small group, one-to-one	During the school day and Extended Day

### **HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

In order to keep and attract HQT we will strive to remain a high achieving school, an arts filled community and a place where families and teachers work in partnerships to increase student achievement. Specifically, we look as a team at resumes for experience with data, running records, workshop model, differentiation work, professional reading in Danielson, and knowledge of the Common Core Standards , ARIS, and the instructional expectations for the city. As per the 2011-2013 BEDS Survey, 100% of staff are considered "Highly Qualified Teachers."

**SCHOOL-PARENT COMPACT**  
The New York City Department of Education  
**Community School District 28**  
**Public School 144**

93-02 69<sup>th</sup> Avenue Forest Hills, New York 11375

(718) 268-2775

Fax (718) 575-3734

Reva Gluck-Schneider, Principal

Jennifer Lucadamo, Assistant Principal

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

Provide parents reasonable access to staff by:

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>Peggy Miller</b>	District <b>28</b>	Borough <b>Queens</b>	School Number <b>144</b>
School Name <b>Jeromus Remsen</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Reva Gluck-Schneider</b>	Assistant Principal <b>Jennifer Lucadamo</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Harriet Rabunski</b>	Guidance Counselor <b>Aimee Mizzi</b>
Teacher/Subject Area <b>type here</b>	Parent <b>Jeannie Kwok</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Siobhan Kyne</b>
Related Service Provider <b>Kristin Bulavinetz</b>	Other <b>, type here</b>
Network Leader <b>Peggy Miller</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>1</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>712</b>	Total Number of ELLs	<b>37</b>	ELLs as share of total student population (%)	<b>5.20%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. A welcome sign, in a number of different languages including Chinese, Spanish, Korean and Arabic is prominently displayed in the entrance lobby of PS 144. This sign advises all visitors to our school that translation services are readily available, should the need arise. When a parent and a child, new to the New York City school system enter the General Office to enroll the child at PS 144, they are often accompanied by a family member or friend, who is English speaking, to assist in the registration process. It should be noted that many of our newly admitted ELLs are offspring of fluent English speakers, who are in the United States for only a few years for education and/or job transfers.

At this time, our experienced Pupil Accounting School Secretary determines whether or not a parent requires assistance in completing the HLIS in English. If a parent speaks another language, the school secretary always administers the HLIS in the parent's native language. At our school, the forms are readily available in Spanish, Chinese, Korean, Russian, French, Arabic, Urdu and Bengali. She always requests the assistance of our New York State English as a Second Language (ESL) certified teacher, who has been teaching in NYC for more than thirty five years, and is also state certified in Spanish and in French, to conduct the initial screening. In 2011, the parents of all New York City students who attended a pre-kindergarten program under the auspices of the DOE, will have to fill out a new Home Language Inventory Survey, (HLIS) upon their child's entrance to kindergarten, since the information filled out in any previous HLIS is not valid. After the parent completes the HLIS, the school secretary, always in conjunction with the ESL teacher, or another trained educator, interviews the parent, and scrutinizes this form to be sure that if one question in Part I is answered with another language, and two questions in Part II are answered the same way, the child is entered into ATS with the correct OTELE. The admission slip generated for this child indicates that he/she is eligible for LAB-R testing. Then, the ESL teacher will administer the LAB-R within ten days of a new admission's entrance into the NYC school system. If it is determined, through a child's scores on the LAB-R, that he/she does not require ESL services, a letter is sent home in English and in the parents' native language informing them that their child is proficient in English. The ESL teacher always places the score that the child receives on the LAB-R, along with the date of the exam directly on the HLIS. If the child does not pass the LAB-R, the ESL teacher contacts the parent by telephone, e-mail, or by letter inviting them to view the DVD entitled Parent Orientation in English and their native language, or watch it on-line. At this meeting, the parent is given the Parent Selection form in English and in their native language. It should be noted that these Parent Orientation meetings are always held in September and October, since the beginning of the school year coincides with the greatest number of new admissions. However, individual and group orientation sessions continue to be offered throughout the school year.

The NYSESLAT is administered annually in May, towards the end of the school year. In order to make sure that all entitled ELLs are administered the NYSESLAT, the ESL teacher will generate the RLER report on ATS. In addition, the RLAT report is also generated to confirm the correct number of students eligible for the NYSESLAT.

2. At the beginning of the school year, new admits, who are potential ELLs are identified through the HLIS, and then tested within ten school days, with the LAB-R by the ESL teacher. As soon as testing and scoring are completed, parents of entitled ELLs are invited to attend a Parent Orientation meeting. Three meetings are scheduled by the beginning of October, at different times during the school day and in the evening, to accommodate working parents. The ESL teacher, who is also state certified in French and Spanish, hands out

parent guides to bilingual and ESL programs, which have been translated into a number of different languages such as Spanish, Chinese and Korean. In addition, the parents view the DVD entitled Parent Orientation in English and in their native language, or watch it online. A question and answer period is provided at the end of each meeting. The Parent Coordinator, other staff members, and members of the Parents Association, who are bilingual, thus facilitating communication with the parents, attend these meetings. Finally, the Program Selection forms, which have been translated into a number of different languages, are distributed and sent home with parents, to be filled out, signed, and returned to school in a timely fashion. New admits, who arrive later in the school year, receive an individual orientation, where they are given the opportunity to view the DVD in their native language, and are also given the Program Selection form to be filled out, signed and returned to school as soon as possible.

3. We generally have very high attendance at our Parent Orientation meetings, and the parents fill out and return the Program Selection forms in a timely fashion. Once these forms are returned with a signature, they are kept on file with the ESL teacher, until the child achieves proficiency in English. In addition, copies of the Entitlement letters and Continued Eligibility letters in English and the parents' native language are retained. If a parent of a new admit is unable to attend any of the Parent Orientation meetings, the ESL teacher would contact the parent by telephone, letter or e-mail, and then send home the Parent Selection form along with a copy of the Parent Orientation DVD. Finally, if a parent is unwilling to return the signed Parent Survey Form after a number of outreach efforts, the ELL Specialist from our Network, who speaks the parent's native language, will make a further attempt to contact him/her to secure the signed form.

4. At PS 144, we can only offer a freestanding ESL program because we never have fifteen ELLs on one grade, or across two grades, speaking the same native language, which would necessitate the establishment of a bilingual class. Our parents select PS 144 for its excellent academic reputation, outstanding visual and performing arts programs, and supportive learning environment. Many of the parents of our ELLs are fluent speakers of English, who have been transferred to the United States for only a few years. They want their children to be immersed in an English language speaking environment. In order for the new admit to feel more comfortable at PS 144, the school secretary always tries to place the new admit in a class, where there is another child who speaks the same native language.

It should be noted that we have set up a buddy system for parents of newly entitled ELLs. If a Chinese, Spanish or Korean speaking parent expresses any interest at all in a bilingual program, the buddy parent, who speaks the same language, would explain the different options to the ELL parent. If a parent was interested in transferring the child to a Dual Language or Transitional Bilingual program, the ESL teacher would contact the Compliance Specialist for our district to find out about the availability of a seat in one of these programs.

Finally, it should be noted that many of our ELLs speak Indonesian and Japanese. At the present time, there are no Dual Language or Transitional Bilingual programs offered in these languages in our district.

5. The ELLs at PS 144 speak more than a dozen languages and come from a variety of socio-economic backgrounds. Many of our ELLs come to the United States for job transfers, and plan to return to their native countries in three or four years. These parents are very anxious for their children to achieve proficiency in English, and always select a freestanding ESL program as their first choice. During the 2009-2010, 2010-2011, 100% of the parents of our new admits requested ESL, where instruction is provided in English, rather than Transitional Bilingual or Dual Language programs for their children. In 2011-2012, a number of parents checked off Transitional Bilingual classes as their first choice, even though there are presently no transitional bilingual classes offered in Indonesian, Japanese or Arabic in our district. However, at the Orientation Meeting, they also indicated that they wanted their children to remain in our school and be placed in a freestanding ESL program. The ESL teacher, the administration, and other staff members regularly review the Parent Surveys and the ESL teacher retains these forms until the child achieves proficiency in English. In addition, the ESL teacher indicates on the ELPC screen on ATS if the parent attended an orientation meeting, what the parent choice was and in which program the child was placed.

6. In accordance with the Parent Selection forms, and the diverse languages spoken at PS 144, a freestanding ESL program is currently offered and will continue to be offered at PS 144, by a certified ESL teacher.

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	5	7	3	7	8	7								37
<b>Push-In</b>														0
<b>Total</b>	5	7	3	7	8	7	0	0	0	0	0	0	0	37

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups			
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	34
SIFE	0	ELLs receiving service 4-6 years	3
		Special Education	14
		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									Total	
	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		
TBE											0
Dual Language											0
ESL	34	0	12	3	0	2	0	0	0		37
<b>Total</b>	<b>34</b>	<b>0</b>	<b>12</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>		<b>37</b>

Number of ELLs in a TBE program who are in alternate placement:

**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

**Transitional Bilingual Education**

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

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

**Dual Language (ELLs/EPs)**

**K-8**

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

	<b>K</b>		<b>1</b>		<b>2</b>		<b>3</b>		<b>4</b>		<b>5</b>		<b>6</b>		<b>7</b>		<b>8</b>		<b>TOTAL</b>	
	EL L	EP	EL L	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)**

**9-12**

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

	<b>9</b>		<b>10</b>		<b>11</b>		<b>12</b>		<b>TOTAL</b>	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	2	1	3	1	3								11
Chinese		1	2		3									6
Russian		1			1									2
Bengali					2									2
Urdu														0
Arabic	1													1
Haitian				1										1
French														0
Korean	1			1										2
Punjabi						1								1
Polish		1												1
Albanian					1									1
Other	2	2	0	2		3							0	9
<b>TOTAL</b>	<b>5</b>	<b>7</b>	<b>3</b>	<b>7</b>	<b>8</b>	<b>7</b>	<b>0</b>	<b>37</b>						

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you 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

## A. Programming and Scheduling Information

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?

1a. The freestanding ESL program at PS 144 is primarily a pull-out program. There are generally only five to seven ELLs on each grade, and they are usually divided equally among all the classes on a particular grade, rather than being concentrated in one classroom. In this way, the classroom teacher has more of an opportunity to provide additional support and differentiate instruction for these students. The school secretary always tries to place an ELL in a classroom, where at least one other child speaks the same native language as the newly admitted ELL, and can serve as his/her buddy and translator.

At the present time, the ESL teacher offers instruction to two grades simultaneously, in order to meet the CR Part 154 instructional mandates of 360 minutes weekly for beginner and intermediate ELLs and 180 minutes weekly for advanced ELLs. In addition, the ESL teacher always tries to push into a classroom with the greatest number of ELLs, in order to offer additional assistance to the classroom teacher and students.

During 2010-2011, a para professional provided extra support to ELLs through the Great Leaps Program. This program provided the ELLs with skills for strengthening their vocabulary and comprehension of fiction and non fiction materials, If the monies are available for 2011-2012, we expect to offer this additional support.

1b. At PS 144, the kindergarten and first grade ELLs are grouped together, second and third grade ELLs are also grouped together, and finally the fourth and fifth grade ELLs are taken together. Special education ELLs are grouped together with their peers chronologically, in order to provide a mainstreaming experience for them. For four periods a week, the groups are a mixed proficiency level, and the beginner and intermediate ELLs are grouped homogeneously for the other four periods a week.

2. Our ESL teacher ensures that all of our ELLs are fully served with the mandated number of minutes necessary for each proficiency level. The school secretary consults daily with the ESL teacher to make sure that all new admits are entered accurately on ATS, with the correct OTELE. In addition, an examination of our annual BESIS report indicates that 100% of our ELLs are receiving the necessary ESL services.

2a. Explicit ESL occurs during the ESL period, especially for the newcomer ELLs. Here, the emphasis is on the acquisition of social and academic vocabulary taught through such ESL strategies as Total Physical Response, the Language Experience Approach, and Sheltered English. In addition, the classroom teacher is provided with supplementary materials, as well as useful websites on the Internet for our newcomer ELLs. It is especially important for our newcomer ELLs, in the upper grades, to develop good decoding skills, so that they can ultimately become fluent readers in English. The ESL teacher makes suggestions on the modification of homework and long term assignments to the classroom teacher.

In 2011-2012, all of our ELLs are expected to meet the new Common Core Standards adopted by New York State. All of our ELLs are assessed in Language Arts after only one year of enrollment in an English language school system. The ELLs are also taking the Predictive and Acuity Assessments twice during the school year and the Teachers College Assessments four times annually, unless they are very recent arrivals to the United States. The ESL teacher, along with the classroom teacher is devoting time to test preparation, so that our ELLs can try to meet NYS standards in language arts and the content areas. Our advanced ELLs also receive an additional period of language arts from the classroom teacher. The ESL teacher collaborates with the classroom teacher, so that all ELLs receive instruction in reading and writing, using the Workshop Model during the Literacy period, and also during the ESL period.

## A. Programming and Scheduling Information

3. Instructional approaches such as Sheltered English and an emphasis on vocabulary development are used to make the content areas of mathematics, social studies and science more comprehensible for the ELL. It is particularly important that our ELLs learn the appropriate mathematics vocabulary since the New York State Mathematics Assessment focuses on the children's ability to solve word problems. Thematic units that are pertinent to social studies and science are taught as well. The ESL teacher has a variety of non fiction books, written on a variety of reading levels in English, which are aligned with the social studies and science curriculum of different grades. The different units from Teachers College give our ELLs greater exposure to non fiction reading material. In addition, the requirement to produce informational reports also increases the development of academic vocabulary. It must be noted that the ability to comprehend non fiction reading material and to write informational reports are included the Common Core Standards adopted by New York State. Also, graphic organizers such as K-W-L Charts, Venn Diagrams, where the children have to compare and contrast and organize information sequentially have been helpful in facilitating language development and making the content areas more comprehensible for ELLs. Finally, the Internet with its large collection of websites that rely on graphics and videos, has been very useful for extending knowledge of a particular content area.

4. As far as including the native language, our school has a site license with the on-line World Book Encyclopedia. An important feature of this website is instantaneous translation, in many different foreign languages, of many articles related to the various social studies and science curriculum areas.

5a. Although, there are no SIFE students currently registered at PS 144, we have devised a plan should the need arise. First, we would place the child in an age appropriate classroom, where he/she would be paired with a buddy who speaks his/her native language. Second, arrangements would be made to have a parent volunteer work with the SIFE child, on an individual basis. In addition, the SIFE child would receive additional support through ESL services and additional Academic Intervention Services, provided by a push-in certified teacher during the school day, and also during the thirty seven and a half minutes Extended Day program. Finally, the SIFE child would be eligible for the morning Title III program, a prescriptive technology program which provides extra assistance three mornings a week.

5b. Our plan for newcomers includes placing the child in a classroom with a buddy who speaks the same language. In addition, efforts will be made to secure a Parent Buddy, so that the parents of the newcomer would be able to familiarize themselves with the American educational system. All important school notices as well as report cards are offered in translated versions, so that newcomer parents can take an active role in their child's education. Translators will be provided at Parents Association meetings as well as at Parent Teacher Conferences. In addition, the newcomer child will be offered the services of a Parent Volunteer, who will work with them on an individual basis. The Parent Volunteer will help them acquire the basic English vocabulary, necessary for social communication, as well as academic skills. Newcomer ELLs, in Grades two through five, will be offered additional support through the Title III before school program. Also, an additional certified teacher will provide extra support, during the school day, with small group tutoring and/or pushing into the classroom during literacy and mathematics. Finally, our newcomer ELLs, particularly those students who have been in the U.S. for only one year, will be given extra help in developing strategies for success on standardized tests.

5c. Our plan for ELLs receiving service for 4 to 6 years would be to offer continued support during the school day through differentiated instruction, small group tutoring, and individual assistance. Extra support would also be provided before school with the Title III program and after school with the Extended Day Program. Educational research has shown that some ELLs require as much as seven years to achieve academic proficiency in English. Generally, if a child enters the New York City school as an ELL in kindergarten and cannot pass the NYSESLAT in fifth grade, (after six years of ESL services) there is a strong possibility that the child may have some kind of learning problem.

5d. After six years of instruction in an English language school system on the elementary level, these ELLs are generally proficient in speaking and understanding English, as measured by the NYSESLAT. Yet, these children still cannot meet the standards in reading and writing. At PS 144, the ESL teacher consults with the Pupil Personnel Team, where a group of staff members meet monthly to talk about children with academic and behavioral problems. After discussion by the team, a variety of pre-referral intervention strategies would be offered. If there was no improvement, the child might be offered at-risk Resource Room. After a number of months, the PPT would decide if a referral to the Committee on Special Education for a bilingual evaluation would be warranted, to determine the possibility of a learning disability.

6. All of our Special Education ELLs are expected to try and meet the NYS Standards in Language Arts and the content areas. Four of our special education ELLs have a severe disability and are considered to be NYSAA. The other ELLs-SWDs must take all NYS standardized tests in ELA, Math and Science. An examination of the data from the 2011 NYSESLAT for our special education ELLs indicates that more than 50% of them are proficient or advanced in listening and speaking skills. However, more than 75% of our special education ELLs are on a beginner or intermediate level for reading and writing skills. One instructional strategy that we have found helpful, which is also in alignment with the Common Core Standards, is the focus on the development of Academic Language, specifically Tier 2 and Tier 3 Words. Another instructional strategy is the use of thinking maps, such as the tree map, the circle map and the brace map, since they help

## A. Programming and Scheduling Information

special education ELLs organize non-fiction material in a meaningful way. Finally, our school is part of the Teachers College Reading and Writing Project, which encourages our children to write personal narratives, personal essays, character sketches and non-fiction reports. The ESL classroom and special education classroom have extensive libraries of fiction and non-fiction material, on a variety of reading levels and subject matter, to encourage our special education ELLs during independent reading. The ESL teacher tries to focus on vocabulary development in the content areas of mathematics, science and social studies, in order to make the language of grade level textbooks more comprehensible to these children. Finally, another instructional strategy is the placement of bilingual para-professionals to entitled special education ELLs. These para-professionals are fluent in the child's native language and often translate important information, which facilitates the child's comprehension of the curriculum, and help them try and meet the standards in literacy and the content areas.

7. Our ESL program at PS 144 is a freestanding program since there are only five to seven ELLs on each grade. Two grades are seen simultaneously, and the ESL class is a mainstreaming experience for the special ed ELL, since they are grouped together by chronological age and by language ability with general education ELLs. The majority of our special education ELLs are in self-contained classrooms, and the ESL class gives them an opportunity to function in a less restrictive environment. Our school uses the Readers and Writers Workshop Model which gives our special ed ELLs the opportunity to read fiction and non-fiction materials on their instructional level, rather than their grade level.

### Courses Taught in Languages Other than English ⓘ

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

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

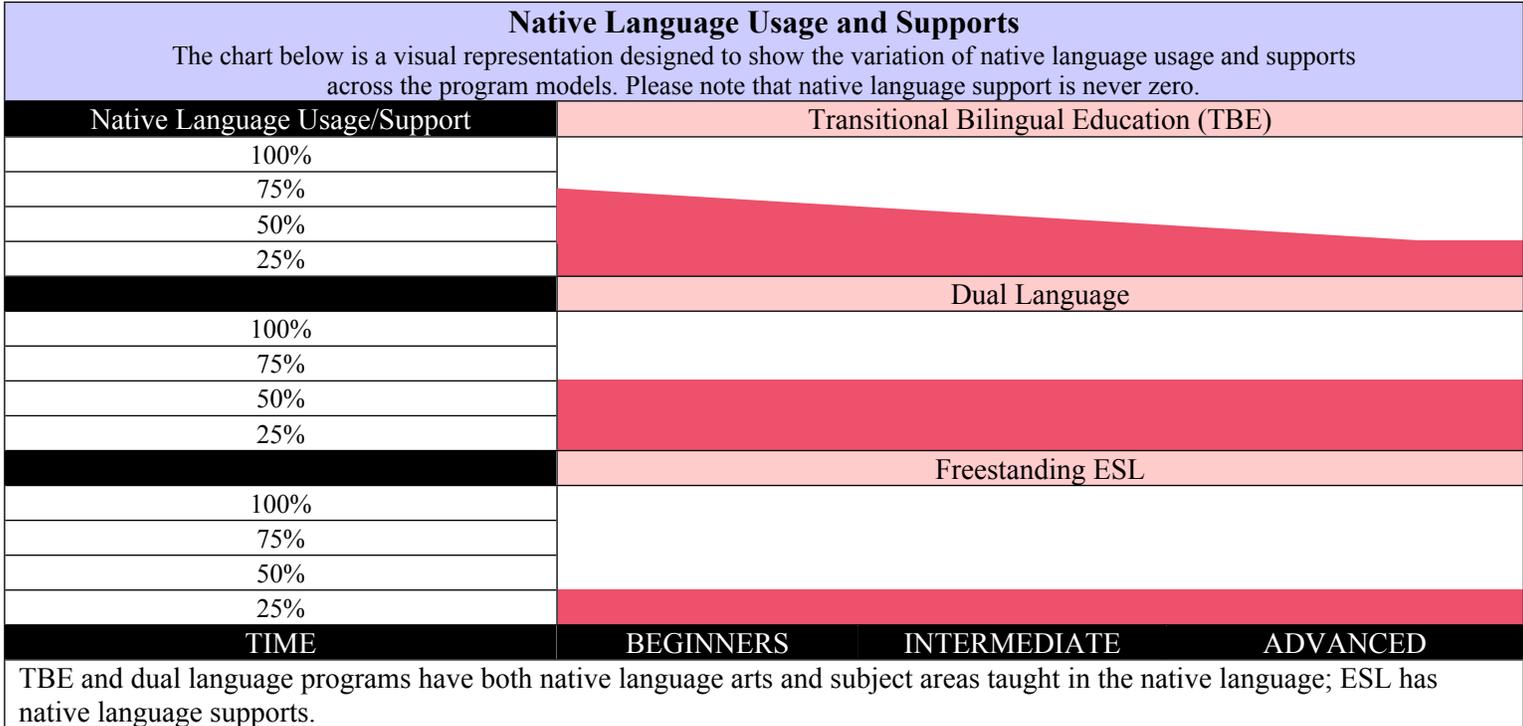
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	T			
Social Studies:				
Math:				
Science:				

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

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

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



## B. Programming and Scheduling Information--Continued

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

8. Our school has targeted different interventions for the various ELL subgroups. First, all our struggling ELLs receive the assistance of a Learning Leader, who provides individual tutoring in decoding, comprehension and writing skills. Next, our newcomer ELLs in the upper grades receive additional support in ELA through the before school Title III individual prescriptive program. Our long term general and special education ELLs receive extra help in literacy and math by a certified teacher, in a small group setting and pushing into the classroom during the day. Finally, all of our ELLs are recommended for the Extended Day Program, where they receive extra help in all content areas, additional practice in preparing for standardized tests, and assistance with homework and long term projects. Due to budgetary constraints, we can no longer offer the Reading Recovery Program for our struggling first graders.

9. After our ELLs achieve proficiency on the NYSESLAT, their test scores on the ELA and NYS Math are examined to see if they would benefit from extra assistance on test taking strategies, inferential reading skills, writing literary essays, and solving word problems in mathematics. This additional support may be provided through small group tutoring during the school day and/or the Extended Day Program. This year, New York State will continue to allow former ELLs, who passed the NYSESLAT in 2010 and 2011, to receive the same testing modifications that were available to them as ELLs. The third reading of a listening passage, extended time and the use of foreign dictionaries will be very helpful to former ELLs during all standardized tests. In 2011, most of our former ELLs met NYS standards in literacy and mathematics.

10. PS 144 will be continuing to upgrade our computers and printers in the classrooms and in the ESL room, which will familiarize our ELLs with different websites on the Internet, thereby increasing their language proficiency. In spite of budget cutbacks, PS 144 will continue to maintain our art and science residencies, our Title III morning program, and our continued collaboration with Teachers College for this school year.

11. We will not be discontinuing any programs or services for our ELLs because we want to ensure that they are afforded every opportunity to achieve academic success by meeting standards in literacy and in the content areas.

12. All ELLs are afforded equal access to all school programs. Notices such as trip slips are also sent home in the native language to better inform the parents of ELLs. Our Parents Association has a professionally maintained website with the latest news and weekly e-mails by the Parent Coordinator. Many of the members of the Executive Board of the Parents Association are also bilingual, and are always willing to translate for our newcomer ELL parents and/or children.

The Extended Day Program is offered to all ELLs for extra preparation for standardized tests in reading and mathematics. Also, a before school Title III program is offered to our upper grade ELLs and to new admits throughout the school year. This program uses technology and Leapfrog materials to improve listening and reading comprehension skills.

As far as special programs for 2011-2012, PS 144 will again be the recipient of the New York State Council on the Arts Grant. This money provides us with a partnership with the Queens Museum of Art, which allows us to bring architecture and visual arts residencies into the classrooms. We will also be continuing our partnership with the Guggenheim Museum of Art. This unique residency, which lasts for twenty weeks, brings a teaching artist into all the third grade classrooms. The teaching artist develops unique art projects, in conjunction with the academic curriculum and current exhibitions at the museum. Finally, our ELLs will also benefit from other art residencies with such New York City cultural institutions as the American Ballroom Theatre. These residencies in the performing arts expose our children to music, dance and theatre and are especially beneficial to our ELLs, since they give them the opportunity to communicate, without having to use oral and/or written language. The ELLs can feel extremely successful in the arts, even though they may be struggling to meet academic standards in the classroom. Also, hands on science residencies are also provided and afford our ELLs another opportunity to demonstrate their scientific knowledge, even though they may face difficulties in learning the science curriculum.

13. Since PS 144 is a member of the Teachers College Reading and Writing Project, our major instructional materials are large collections of leveled libraries in each classroom and in the ESL room. Through the use of these libraries of fiction and non fiction books, from Levels A through Q, the ELLs have an opportunity to improve their phonemic skills, increase their social and academic vocabulary, and develop reading fluency. Big Books are used during Shared Reading to develop vocabulary, improve reading fluency and increase reading comprehension. The ESL teacher also uses the Scott Foresman ESL Series, to increase academic vocabulary, since it makes the content areas more meaningful for the English language learner. The kit entitled Poetry Power is also useful for ELLs, since it develops their oral reading and speaking ability. In addition, the ESL teacher uses test preparation materials, specifically designed to familiarize children with the different components of the NYSESLAT. Finally, technology plays an important role in the classroom, the computer room and in the ESL room. Certain websites such as [www.starfall.com](http://www.starfall.com) and [www.englishlistening.com](http://www.englishlistening.com) are very helpful for our newcomers to develop phonemic skills. The website [www.readwritethink.org](http://www.readwritethink.org) is useful for our intermediate and advanced ELLs since it teaches them how to map a story, how characters develop and change in a story, and also how to write personal and persuasive essays. The Internet provides numerous websites for our Ells to improve their listening and reading comprehension, and allows the classroom teacher to individualize instruction, particularly for the newly arrived ELL. There are also many websites with lots of pictures and videos, which enhance learning, particularly in the content areas. Thinking maps such as the bubble map and double bubble map are helpful in analyzing characters in fiction books, while circle maps and tree maps are useful in understanding key concepts in non fiction books.
14. In a freestanding ESL program, immersion in an English speaking environment helps the children develop oral and written language quickly. The native language is used by the ESL teacher and the classroom buddies to translate unfamiliar vocabulary and difficult concepts to the newcomer. The native language is used in math and science glossaries to further their understanding of the subject matter. Bilingual books are also used during literacy to enable the newcomer to feel more comfortable in the classroom environment. Also, the website [www.childrenslibrary.org](http://www.childrenslibrary.org) translates many picture books into different languages. Finally, our school has a site license for the World Book Encyclopedia. Many articles, pertinent to the different curriculum areas, are translated into various foreign languages.
15. Different services, support and resources are targeted for different ages and grade levels. For example, all our struggling ELLs are offered the services of a Learning Leaders. Our ELLs in the standardized testing grades are offered small group tutoring, or the services of a push-in teacher. In addition, we have different art residencies on each grade level. For example, our kindergarteners participate in a dance residency, the first graders are involved with a drama residency, the second graders create and produce plays with puppets, and our fourth graders are involved with a bookmaking residency, and finally our fifth graders are involved with a ballroom dancing residency. All of this exposure to the arts is very helpful to our ELLs, regardless of their language ability, since it offers them other ways, besides oral and written language, to communicate their ideas and feelings.
16. There will be no formal services provided to newly enrolled ELLs prior to the opening of school in September, since our school does not offer summer school. However, the school secretary and our ESL teacher, try to inform the parents about the availability of ESL services in the building. Every attempt is made to provide a newcomer ELL with a classroom buddy, who speaks their native language. The ESL teacher enlists the aid of parents who speak the newcomers' language, in order to familiarize them with the American educational system and the community.
17. There are no language electives offered to any of our students during the school day. However, we have a very extensive after school program run by the PA, and it is possible that a beginner class in French, Spanish or another foreign language may be offered in the future.

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

1. Professional development for all personnel of ELLs is continually ongoing at PS 144. During the 2011-2012 academic year, professional development on the implementation of the Common Core standards will be provided to all staff members. Our school schedule has been modified in order to allow time for classroom teachers to meet and plan with the ESL teacher how best to differentiate instruction for our ELLs. In addition, the ESL teacher regularly meets with each grade during grade conferences to discuss ESL strategies such as the Language Experience Approach, and the Interactive Read-Aloud during grade conferences and Staff Development days. She discusses how the units from Readers and Writers Workshop can be modified for ELLs. Also, the ESL teacher attends workshops sponsored by Teachers College, where different strategies to develop reading and writing skills for ELLs are discussed. She also provides classroom teachers with copies of articles from professional journals such as Edutopia and Instructor, and makes suggestions about useful websites on the Internet for ELLs, such as [www.colorincolorado.org](http://www.colorincolorado.org). Finally, our new teachers are always given the opportunity to observe an ESL lesson, to further their understanding of the difficulties facing the English language learner.

2. PS 144 currently enrolls students from pre-kindergarten to fifth grade. All of the children were given the opportunity to attend a morning orientation with their classmates, and an evening program with their parents, as they made the transition from fourth to fifth grade. The guidance counselor at PS 144 always meets with the guidance counselor at the middle school to discuss which ELLs will probably require services. Also, summer school is often offered to our ELLs, as a way to improve their reading, writing and math skills.

3. Many of our newer staff members receive ESL training by attending workshops sponsored by Teachers College. The ELL population is targeted by scaffolding the different units of Readers and Writers Workshop. Other workshops are offered where the teachers are given strategies on how to differentiate instruction for all students. Our ESL teacher has worked at PS 144 for twenty three years, and the majority of our staff has been teaching for at least ten years. During the 2011-2012 school year, the ESL teacher will offer workshops on Words their Way for ELLs, and the phonologic, morphologic and syntactic differences between English and Spanish, and English and Chinese. In addition, the ESL teacher will offer a number of workshops on how a search on Google for Elementary websites for English Language Learners can lead to a myriad of websites targeted for lower and upper grade ELLs. Also, she will offer a workshop on Helpful Hints for ELL Parents to Increase Language Development in Young Children. Finally, the ESL teacher will offer workshops on how to build Academic Language for ELLs, and also how to expand their vocabulary from Basic Interpersonal Communication to Tier 2 and Tier 3 Words.

## 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. Parents are an important part of the learning process, and parental involvement at PS 144 is encouraged in a friendly and nurturing environment. The ESL teacher always attends the spring and fall Kindergarten Orientation meetings in order to acquaint parents with our ESL program. As soon as children are identified as ELLs, their parents are invited to attend a Parent Orientation meeting, where they view a DVD in English and in their native language. At this meeting, parents are given information about state standards, city and state assessments, school expectations, and general program requirements. These Parent Orientation meetings are held in September and in October, at different times of the day, in order to accommodate working parents. If registration warrants it, additional orientation meetings will be scheduled throughout the school year. A Meet the Teacher evening is always scheduled during September, so that parents of ELLs can meet their child's ESL teacher along with other school personnel. In addition, Parent Teacher conferences are scheduled twice during the year, in the afternoon and also in the evening. Parents are always invited to attend school performances and multi-cultural holiday celebrations. Whenever possible, translators are available at parent conferences, workshops and Parent Association meetings. Important school notices, such as lunch forms and upcoming standardized tests, are sent home in a variety of different languages to accommodate our diverse school community.

Our Parent Coordinator has been instrumental in promoting communication between the parents of our ELLs and our school community. She provides weekly updates to parents about important school and community events on our Parents Association website, and regularly hosts workshops on topics of interest to our school community.

2. During 2010-2011, our Parent Coordinator secured a grant to teach parents of our ELLs an ESL class on Saturday. Besides instructing parents on the rudiments of English, the Parent Coordinator and a certified teacher acquainted parents with some of our better known New York City cultural institutions. If funding is available, we will continue this successful program for this school year. Our Parent Coordinator always informs our ELL parents of different multi-cultural events and workshops in the community.

In addition, our School Based Support Team, our guidance counselor and our social worker maintain a list of agencies with a multi-lingual staff. These various agencies can provide counseling and/or guidance to families needing assistance with family problem.

3. We evaluate the needs of our ELL parents informally through Parent Teacher Conferences, Workshops sponsored by the Parent Coordinator and Parent Association Meetings. The School Leadership Team evaluates their needs on a formal basis, by analyzing the results of the annual Public School Parent Survey, available in different native languages isponsored by the New York City Department of Education.

4. After the School Leadership Committee analyzes the results of this survey, they try and offer activities to cater to the concerns and interests of all the parents. In addition, the Parents Association prepares an annual questionnaire regarding the arts and science residencies under their sponsorship. Our Parent Coordinator offers many workshops which are particularly relevant to parents of ELLs. She will continue to offer these workshops regarding homework and standardized testing this year. In addition, the Parents Association offers many supplementary and fundraising activities which allow ELL parents to interact with the entire school community. The Halloween party, auction, candy sales, Thanksgiving pie sale, holiday boutique and Mother's Day plant sale are supported by all our parents.

## 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	3	0	1	5	0								11

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)	1	3	1	3	1	1								10
Advanced (A)	2	1	2	3	2	6								16
Total	5	7	3	7	8	7	0	0	0	0	0	0	0	37

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		1	0	0	1	0							
	I		2	1	1	1	0							
	A		1	2	3	4	2							
	P		2	0	2	2	4							
READING/ WRITING	B		3	0	1	5	0							
	I		3	1	3	1	1							
	A		0	2	2	2	4							
	P		0	0	0	0	1							

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

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

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4	1	0	0	0	3	2	0	0	6
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**

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. 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?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1. Our school uses the TCRWP to assess the literary skills of all our students, including our ELLs. The students are assessed individually four independent times during the school year in order to determine their instructional reading level. During these assessments, the lower grade students are asked to read simple books and the upper grade students are asked to read aloud a number of different reading passages, in order to evaluate their decoding skills. Afterwards, the students answer questions, related to the books or passages, in order to determine their literal and inferential comprehension skills. After the completion of this assessment, the students are assigned a reading level, which is helpful when they select fiction and non-fiction books to read during independent reading time.

These assessments provide insights about the reading abilities of our ELLs. For example, many of our newcomer ELLs cannot recognize English letters of the alphabet, or have a sight vocabulary, especially if their native language is Chinese or Korean, neither of which utilize the Roman alphabet. Generally, our intermediate ELLs have learned to decode English but are still hampered by their limited vocabulary and knowledge of multi-meaning words. They may be able to answer some literal comprehension questions. Finally, our advanced ELLs need assistance in comprehending inferential questions since they still face difficulties with idiomatic expressions in English. All of our ELLs need assistance in developing their academic language. They readily acquire the vocabulary necessary for basic interpersonal communication, but need to expand their knowledge of Tier II and Tier III vocabulary words.

The TCRWP Assessments and frequent reading conferences by the classroom and ESL teacher provide a great deal of information about the reading abilities and skills of their ELLs. This information will help all staff members to better differentiate instruction in the classroom. If a teacher has a number of newcomer ELLs in the classroom, he/she will find the Read Aloud and Shared Reading strategies to be particularly useful with this group of students. A teacher with a number of intermediate ELLs will need to focus on vocabulary development. Non-fiction reading presents a challenge to all ELLs because of the great number of difficult vocabulary words.

The TCRWP, which is administered individually, offers the teacher additional insights about the oral communication skill of the ELLs in the classroom. All ELLs, regardless of their language ability, must be given the opportunity to speak English in a non-threatening environment, even if at the beginning of their language acquisition skills, they are only able to repeat simple words and phrases in English.

2. All kindergarten children were tested with the LAB-R in the Fall of 2011. Three out of five of these children were considered to be beginner or intermediate ELLs, and need assistance in speaking and understanding English before they can begin to meet the New York State standards in literacy, and two out of five kindergarten ELLs, who had spent some time in an English language pre-kindergarten program, achieved an advanced level on the LAB-R.

An analysis of the data for our first graders indicates that three of the students, who were new admissions to the United States, remained at a beginner level and the other four ELLs moved to an intermediate level after one year of service in an English language school system.

An analysis of the data for our second grade ELLs indicates that one child moved from a beginner level to an intermediate level, while the other two second grade ELLs moved to an advanced level.

Four out of six of our third grade ELLs who took the NYSESLAT are receiving special education services. It should be noted that the NYSESLAT is a very rigorous examination for all second graders; particularly those students who have a learning disability. Most of the third graders remained at a beginner or at an intermediate level. Regarding the other two general education ELLs who took the NYSESLAT, one child was deemed proficient after only one and a half years in an English language school system, and the other two students moved to an advanced level after only one year in an English language school system.

An analysis of the data for our fourth graders shows that only two of the eight ELLs are general education students, who both moved to the advanced level. Our special education students, which included two NYSAA ELLs remained at a beginner or an intermediate level.

An analysis of the data for our fifth graders indicates that five out of six of our ELLs are now achieving at an advanced level, including two special education students, and two general education students, who were in the United States for only one year.

3. All of our ELLs in kindergarten have been in an ELSS for less than one year. An instructional decision will be to continue to offer two all day pre-kindergarten classes at PS 144, since those students enrolled in all day pre-kindergarten programs generally achieve proficiency on the L:AB-R upon their entrance into kindergarten.

The data analysis for our first grade ELLs indicates that the children need more support during Readers and Writers Workshop, so they can develop better phonemic awareness and writing skills. The NYSESLAT is a very challenging test for our former kindergarten ELLs, and this year we only had one student achieve proficiency on the NYSESLAT.

The data for our second, third, and fourth grade ELLs indicates that after only two or three years in an ELSS, the children have learned to speak and understand English. However, these students need extra assistance in vocabulary development, inferential comprehension skills and test taking strategies during Readers and Writers Workshop. PS 144 will continue to offer additional support to our ELLs during the thirty seven and a half minute Extended Day, and in the before school Title III program. This is an individual prescriptive program providing assistance in understanding, speaking, reading and writing English through the use of technology.

Finally, the data for our fifth grade ELLs indicates that their listening and speaking skills are stronger than their reading and writing skills.

In conclusion, it is our hope that Balanced Literacy and the differentiation of instruction in the classroom, along with scaffolds offered by the ESL teacher and other support staff, will continue to increase the number of ELLs who annually achieve proficiency on the NYSESLAT.

4A. An analysis of the ELA scores for our fourth graders, who took the ELA as third graders indicates that those ELLs who scored a Level 1, are in self-contained special education classes, or have only been in the country for two years. The other fourth grade ELL scored a Level 2. Our fifth graders, all special education students, except for one, scored a Level 2. It should be noted that only one of these four fifth grade ELLs is a general education student.

Our ELLs were more successful on the New York State Mathematics assessment in 2011. The only students who scored a level 1 on the NYS Math in the fourth grade is in self-contained special education classes. The other ELLs all scored at least a Level 2. It should be noted that five of our fifth grade ELLs scored a Level 3 or Level 4.

An analysis of the results of the fourth grade NYS Science assessment indicates, that with the exception of two special education ELLs, all of the other ELLs scored a Level 3 or Level 4 on that assessment.

It should be noted that our ELLs must take all assessments after only one year of instruction in an English language school system. This year, there was a change in the number of multiple choice questions and the essays. Giving ELLs extended time, a third reading of the listening passage, and the use of foreign language dictionaries have helped improve scores on the ELA. The use of translated tests, foreign language dictionaries and glossaries and oral translators have helped the majority of our ELLs achieve at least a Level 2 in mathematics and other content areas. Our former ELLs, who pass the NYSESLAT usually can pass all standardized tests.

In conclusion, it was more difficult for our ELLs to achieve a Level 3 this year, especially with the change in the length of the exam.

4b. For 2010-2011, the ELL Periodic Assessments were optional, and we do not plan to administer them to our ELLs during the 2011-2012 school year. Our school leadership and staff felt that these assessments were unnecessary, since the ELLs were already being assessed in literacy four times a year with the Teachers College Assessments, and four times a year with the Predictive and Acuity Assessments in Reading and Mathematics.

4c. After analyzing the data from the Periodic Assessments, we have concluded that immersion in oral and written English accelerates proficiency in ELA and the content areas. In addition, the extra support provided by our Learning Leaders and the Title III program has improved scores on the Periodic Assessments as well as on state standardized tests. Differentiated instruction in the classroom and scaffolds in our freestanding ESL program have also accelerated the development of oral and written language skills.

At PS 144, the native language is used to provide "just right" books for children, who are in the pre-production stage of second language acquisition. Also, the native language is used to assess the child in the content areas of mathematics, science and social studies. State assessments in mathematics and science are available in Spanish, Chinese, Russian and Korean. If a standardized test has not been translated into a particular language, children who are literate in their native language are counseled to use foreign language dictionaries and/or glossaries provided by the Department of Education in the classroom. This process is initiated early in the school year, in order for the children to become accustomed to their usage during the administration of standardized tests. Finally, a bilingual staff member can provide an oral translation in the child's native language, if a written translation of a particular assessment is not available.

6. At PS 144, our freestanding ESL program has proven to be very successful for our English language learners. First, we can measure their achievements quantitatively by examining their scores on the NYSESLAT. Our ELLs, especially those children entering a NYC school in kindergarten, generally achieve English proficiency in three years or less. Those children, who need four to six years to pass the NYSESLAT continue to make progress, even though it is at a slower pace. If we analyze the scores of our ELLs on the ELA and the NYS

Math, we can see that the majority of our general education students achieve at least a Level 2, after only one year in an ELSS. Most of our ELLs are able to meet the state standards in science and social studies. In addition, the data from the latest Progress Report indicates that our school received extra credit because our ELLs improved on the NYSES:AT and state assessments.

However, success for our English language learners cannot only be measured by examining quantitative data. Seeing an ELL or a former ELL win a storytelling contest, make a speech on stage in front of a large group, and dance in a class performance indicates that our present and former ELLs are successfully integrated into our school community, and are achieving on a social and emotional level too.

### 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: <b>Jeromus Remsen</b>		School DBN: <b>144</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Reva Gluck-Schneider	Principal		9/22/11
Jennifer Lucadamo	Assistant Principal		9/22/11
Siobhan Kyne	Parent Coordinator		9/22/11
Harriet Rabunski	ESL Teacher		9/22/11
Jeannie Kwok	Parent		9/22/11
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Aimee Mizzi	Guidance Counselor		9/22/11
Peggy Miller	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01

**School Name: Jeromus Remsen**

**School DBN: 144**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 28Q144      **School Name:** PS 144

**Cluster:** 207      **Network:** Peggy Miller

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

**Part A: Needs Assessment Findings**

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

Information gathered on student emergency blue cards.  
Home Language Surveys of new students.  
Parent Coordinator outreach and creation of class-by-class language needs table  
ATS reports

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.

Our school has found that we are in need of translation for the Asian dialects, Spanish, Russian, Urdu and Bengali, just to name a few. We have reached out to these parents who have informed us on how they want the school communication whether that be via email, paper or over the phone. Many of our parents have elected for either email or a translated copy of correspondence we send home.

## Part B: Strategies and Activities

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

We will be utilizing the DOE Translation Department, school staff and parent volunteers.

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.

We have staff in our building that speak multiple languages and we will utilize them during parent conferences and meetings. Our school also has parent volunteers who help with translations.

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>.

When possible all notifications will be given to students' in the language requested by the parent. We will use our school staff to translate orally to parents. During parent teacher conferences our staff will utilize the paraprofessionals; who speak multiple languages; the translation hotline and parent volunteers.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

#### Part A: School Information

Name of School: Public School 144 Q

DBN: 28Q144

This school is (check one):  conceptually consolidated (skip part E below)

NOT conceptually consolidated (must complete part E below)

#### Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school       After school       Saturday academy       Other:

Total # of ELLs to be served: 15

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 2

# of certified ESL/Bilingual teachers: 1

# of content area teachers: 1

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: A before school program will target ELL students in Grades 2, 3, 4, and 5 totaling approximately 30 students. It is anticipated that approximately 15 eligible students will accept the invitation into this before school program. Our school will use the co-teaching and co-planning model. The language of instruction for this program will be in English. We will be targeting third, fourth, and fifth graders in order to provide them with additional support, in preparation for standardized testing in Language Arts, Mathematics, Science and Social Studies. Second grade students will be getting additional support in reading. As new admits are identified needed ESL services they will be offered this program. The teachers will provide instruction to the ELLs in the A.M. program, which will be held 4 days a week from 7:15 until 8:15 A.M. The students duration of the program will be seven months (4 times a week), beginning in November and ending in April. The ESL or Bilingual teacher will provide ESL services and utilize strategies to help English Language Learners. One teacher, who is certified in Common Branches, will give content support to student in Language Arts, Mathematics, Science and Social Studies.

The program that we will be utilizing will be from Charlesbridge Publishing, INSIGHTS: Reading Fluency, a scientific research based, multi-sensory, and differentiated resource. By providing continuous, auditory corrective feedback across all learning platforms, INSIGHTS address several important Children First goals and Title III guidelines. Charlesbridge Reading Fluency is research-based, field-tested, one-on-one guided oral reading technology for elementary and struggling readers. The award-winning speech-recognition software allows the computer to listen to students read aloud and provides visual and audio support. Besides working with the teachers, the students will utilize the computers for direct instruction with the computer program Reading Fluency.

Students will automatically notice the program's visual and auditory appeal as they choose from libraries of authentic fiction and nonfiction picture books. Charlesbridge Reading Fluency motivates students to become confident, expressive, and fluent readers. It maximizes students' time on task during independent learning blocks with standards based, data driven differentiated instruction. It provides a multi-sensory learning environment that scaffolds students through the five dimensions of reading toward a goal of independent reading. Its multi-sensory ingredient engages students, regardless of their proficiency or learning style, by incorporating all learning modalities-auditory, visual and tactile/kinesthetic. Our school in previous years has purchased the INSIGHTS Reading Fluency classroom library discs, a teacher's guide and fiction and nonfiction books for students. Teachers will use the reporting features including continuous assessment of accuracy, fluency, comprehension and vocabulary to monitor student progress

## Part C: Professional Development

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: The initial day of training for the Title III teacher will be held at P.S. 144 in November 2012. Teachers will learn how to implement the program for maximum student learning. Charlesbridge Publishing, (INSIGHTS Program) will conduct 4 workshops (one a month, one hour session) that will center around student assessment and how to utilize the program effectively. Charlesbridge will send a trainer to conduct the Professional Development.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: The Title III ESL teacher will be responsible for the parent involvement component. First, she will research the different languages spoken by the parents of the targeted students in the Title III program. Then, she will reach out to find parent or staff translators for each of these languages. Letters will be distributed with tear-off notifying parents of their child's eligibility for this program. The teacher will also introduce this program to parents at an ESL Meeting; Meet the Teacher Night and Parents Association Meetings. Workshops will be held both during school and in the evenings. During the course of the school year, the teacher, with the help of translators, will continue to maintain contact with parents of targeted children, giving feedback and suggestions. The teacher will discuss with the parents: how INSIGHTS helps their child learn English, give ideas for at home activities that extend ESL instruction time at home, and encourage computer based instruction to aid ELL learners at home. Parents will meet with the parent coordinator and the ELL teacher for 2 one-hour workshops. Additionally, parents will be invited to observe the ELL classes and this morning program throughout the year to assess how their child is doing.

### Part E: Budget

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for	\$6725.46	2 Teachers will work 4 days a week for 1 hour before school for days.

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		This amount also includes fringe benefits 67 Days, 1 hour a day for 2 teachers at the cost of \$50.19 an hour for a total of \$6725.46
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	\$1,500	Professional Development for the teachers (one workshop a month for 4 months at \$250 a workshop).  One Parent Workshop conducted in the morning.
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	\$2974.54	4 Lenovo Standard Laptop Computers to run the Insights Reading Fluency. The current laptops in the building will not support the Reading Fluency Software; so there is a need to purchase new laptops  Trade Books to support Reading Fluency.  Instructional Supplies (Paper, pens/pencils, folders, etc)
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>	<b>\$11,200</b>	