

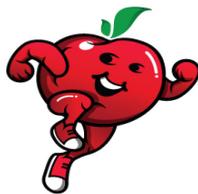


**Department of
Education**

Dennis M. Walcott, Chancellor



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



THE ACTIVE LEARNING ELEMENTARY SCHOOL

P.S. 244

25Q244

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DANIELLE DIMANGO

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
Robert Groff	Principal*	
Rebecca Kaizerman	UFT Chapter Leader*	
Jonathan Chang	PTA Co-President*	
Anran Wang	DC 37 Representative	
Devon Huang	CBO Representative	
Karen Sandner	UFT member	
Rita Tautonico	UFT member	
Charlene Cruse	UFT member	
Tracy Fung	Parent	
Michelle Trahan	Parent	
Karen Lee	Parent	
Anu Ahluwalia	Parent	
Tripti Arora	Parent	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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 adapted from 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 “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, 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.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

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

- PS244Q students in grades K-3 will demonstrate competency in the area of literacy by: completing two tasks embedded in Common Core Standards aligned units of study ((1) writing task related to opinion/ persuasion embedded in nonfiction curriculum units, (1) task related to speaking / listening and language standards) and by at least 86% of students reading at or above grade level as measured by DRA 2 by June 2013. (Minimum grade level expectations for each grade are: Kindergarten level 3 (ELL – level 2); 1st grade level 16 (ELL level 12); 2nd grade level 24-28 (ELL level 20); 3rd grade level 34-38 (ELL level 30).

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.

Based on the June 2012 DRA Results, 89.7% of kindergarten students are scored at or above level 3. 74.2% scored at a 4 or above. Over 41% scored at 6 or above. 11.3% of Kindergarten students scored a level 10 or above and were deemed far above grade level. 7 out of 9 students that did not attain a level 3 or higher were ELL's and 7 out of the 9 students were promoted to first grade by attaining a level 2 and being an ESL student and/or having been moved into a special education class.

For first grade, 85% general education students (80 out of 94) students scored at level 16 or above. 90.4% of all students that attended TALES since Kindergarten attained this level of growth. Of the 14 students that did not attain a level 16, 12 of them were ESL students and 9 of those were in their first year at TALES. In the 12-1-1 class, 17% of students attained a level 16 or higher and an additional 25% of students made significant progress towards attaining grade level performance.

For second grade, 90.6% of students scored at or above level 24. All 6 students that scored below a level 24 were ELL's however 2 of them attained a level 20 and therefore were promoted to 3rd grade. 26.5% of students scored at a level 34 or above and were deemed far above grade level.

For third grade, 86% of all students passed the NY State ELA with either a 3 or a 4. 92% of general education and 33% of special education 3rd graders attained either a 3 or a 4. All other special education students (4 students) attained a 2.

Through the analysis of our assessments, the school believes these gains to be directly attributed to a stronger focus on comprehension and a strong intervention program for ELL students, a marked increase in teacher efficacy and our focus on continuing to develop strong curriculum that match the common core state standards. We have seen the importance of continuing our focus on building comprehension strategies and language development as well as expanding our focus on speaking and listening in all subject areas. The school recognizes that our students need extended services in the areas of language development as many are very recent arrivals to the United States and focused attention on our small but significant special education population. The school will continue with and expand upon established strong intervention and support systems for its ELL population as it is those supports that the school believes has allowed for excellent growth with this population over the past four years.

Instructional strategies/activities

- Students' progress assessed using DRA2 in September, January, May-June.
- Students assessed using ECLAS2 in September, January and June.
- Reading Recovery program added in response to RTI and struggling first grade students.
- Teachers create and align units of study to meet the needs of students and align to Common Core Standards.
- ESL/ Literacy teacher pushes into each class during Reading for co-teaching, guided reading and small group student support.
- Literacy and ESL Consultants provide professional development to teachers monthly.
- Additional support provided to students through 37.5 minute extended day.
- After school activities and clubs created that support literacy including special ELL intervention groups.
- Provide teachers with opportunities to plan collaboratively and meet for professional development both during the day and after school.
- Teachers are paid per-session 1 hour per month for unit planning, rubric creation and assessment development.
- Grade teams create their own rubrics for reading units, where students are evaluated at the end of each unit based on those rubrics and analyze the results.
- Teachers are paid 30 minutes per-session per month for paperwork and data analysis coming from assessments.
- Grade level specific inquiry teams meet each week to address individual students and curriculum needs.
- Creation of a Literacy Through Play book club for Pre-K through 1st grade teachers and clusters to investigate language development through play.
- Use of Comprehension Through Conversation for professional development and study of talk in classrooms.
- ESL staff developer brought on from Queens College to focus on oral language development through social and persuasive conversation.
- After school program for struggling students emphasizing literacy development.
- \$20,000 Partnership with Queens Botanical Gardens through Cultural After School Adventures (CASA) funding from City Councilman Koo's office.
- Integration of a task focusing on a non-fiction opinion/ persuasion topic in a Common Core aligned unit for each grade to push student critical thinking and deepen concept understanding.
- Instituted summer small reading program for first grade students taught by a first grade teacher
- Integration of special education students during science, language through movement, language through music, lunch, recess and literacy centers to ensure that SPED students are in general education settings for at least 20% of the day.
- Integration of a task focusing on speaking/ listening and language standards in a Common Core aligned unit for each grade to encourage conversation, social and academic language development.
- Creation of ELL specific AIS groups for each grade to address the particular needs of students struggling with language.
- Comprehensive guided reading library for whole school.
- Cool Culture passes purchased for families in order to gain students exposure to cultural opportunities and life experiences that they can relate to their reading and writing.
- Commitment to bring in animal rescue experts such as Bobby Horvath, and other area conservancy programs to teach students about animals, environment and health to gain exposure to various experiences
- Opportunities to reinforce learning through real life experiences on field trips.

Strategies to increase parental involvement

- Conduct parent workshops with topics that include: parenting skills, English language classes, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; helping parents of ELL students and technology training to build parents' capacity to help their children at home;
- Schedule additional parent meetings, e.g., open house, back to school night with flexible times, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and technology;
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- Provide assistance to parents in understanding City, State and Federal standards and assessments;
- Share information about school and parent related programs, meetings, family handbook and other activities in a format, and in languages that parents can understand;
- Parent workshop to focus on how parents can help improve their child's reading at home.
- All parent workshops are translated into Mandarin.
- The Parent Coordinator, principal and other staff (e.g., teachers) will attend regularly scheduled PTA meetings to share information and respond to parent questions and inquiries.
- Conduct numerous book fairs to get books into the hands of families
- Multicultural night for families to share experiences and foods.
- Create a lending library for families to borrow and donate books

Strategies for attracting Highly Qualified Teachers (HQT)

- All of TALEs teachers are and must be highly qualified and hold NY state certifications.
- Administrative staff attends hiring fairs when needed to identify and recruit highly-qualified ELA teachers.
- The pupil personnel secretary will work closely the network HR point to ensure that any future non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support 1st year and struggling teachers.
- Teachers are interviewed rigorously and asked to teach demonstration lessons prior to being hired.
- The school advertises positions when necessary and maintains a website with information about the school for potential new teachers to scout.
- As word of mouth is a powerful tool in itself, the principal tries to ensure that his current staff is fully supported and engaged within the school community.
- Specific professional development promised for teachers joining the staff.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

TALES has expanded our partnership with FAN4Kids (a local non-profit organization) to help teach our students about health and nutrition as it is part of the schools mission. We have also received a silver medal from the Alliance for a Healthier Generation, joined with the city sponsored Move

To Improve program and received additional grant funding through the creation of a School Wellness Council. The school has also partnered with Project Healthy School Foods to expand the healthy options offered during lunch and we continue to look for additional health related programs and funding opportunities. We have begun a relationship with Studio in a School to provide arts education, and the Queens Botanical Gardens as well as expanding our relationship with Math in the City to provide math professional development for teachers. We have also continued our relationship with the Chinese American Parent Association and Modern Chinese to offer in house after school programs for students and our relationship with TZU-HANG Chinese School to offer Chinese language education on weekends. We also use Responsive Classroom techniques as violence prevention and community building throughout the school. While these programs and relationships have proven to be beneficial, we will also continue to explore other resources available from federal, state, and local sources.

Budget and resources alignment

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

- Title III funding for teacher per session (3 days per week) for ESL after school program
- Title I and FSF money used for professional development
- Title I and Title III funding for teacher per session (3 days per week) for after School program
- Title I funding for teacher per session (minimum 2 days per month) for additional professional development/ collaborative planning time along with regularly scheduled PD and collaborative planning.
- Professional instructional materials to support curriculum development during the regular school day.
- Title I funding used for consumable instructional materials for use during extended day programs.
- FSF funding for Assistant Principal
- FSF funding for Literacy/ESL Push In teachers
- FSF funding for dedicated guided reading/intervention paraprofessional
- Title I funding for ELA Consultants
- Title I funding for Reading Recovery costs
- \$10,000 in Title I money set aside for purchasing nonfiction books and materials for classes.
- CEI-PEA consultant hours for ELA Consultants
- Title I, FSF, and NYSTL funding for library and textbooks
- Supervisor per session (3 days per week) for afterschool program

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

- PS244Q students in grades K-3 will demonstrate competency in the area of mathematics by completing two math tasks embedded in curriculum units closely aligned to the Common Core standards (through Singapore Math and Math in the City) and students averaging at least 77% across each grade on year end assessments by June 2013.

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.

Kindergarten students (including ESL and native language speakers) averaged 89% on their end of year math assessment in June 2012. Only 8 students out of 97 scored below a 3 on their end of year assessment rubrics. These assessments were administered whole class and individually where students needed to perform the given task successfully.

For first grade, all general education students averaged 80.75% on their end of year assessment (including ESL and native language speakers). Special education students averaged 75% on the same assessment.

For second grade, all students (including ESL and native language speakers) averaged 83% on the Math in Focus end of year math assessment. ESL students separately averaged 76% on the assessment.

For third grade, 90% of all 3rd grade students passed the NY State mathematics exam with a 3 or a 4. 96% of general education students and 50% of special education students attained a 3 or a 4. All other students (5 in all) attained a level 2.

The school will continue to use the Math in Focus curriculum 2012-2013. In 1st through 3rd grade, the curriculum has been in effect for 3 years. We will also be using the full program in Kindergarten this year for the first time. In analyzing data, our students, though excelling much of the time in mathematics, struggled when vocabulary played a major part in mathematical tasks and understanding the important vocabulary needed to determine steps for multi-step word problems. The Math in Focus curriculum focuses on vocabulary and follows a more traditional sequence of lessons, thus allowing students to identify and learn math concepts and vocabulary in depth. At the same time, it lacks some depth in critical thinking and exposure to multiple theories of solving problems. As such, we have determined that to better align the curriculum to match the Common Core expectations, we will be using portions of the Math In the City theories, tasks and units to better help our students critically think and explain more complex math. Along with this, we will have a staff developer on site at least 15 days during the school year to assist teachers in developing critical thinking in math. The school will continue to analyze its math curriculum and integrate additional curriculum materials to challenge our students and provide the most enriching experience possible.

Instructional strategies/activities

- Expansion of relationship with Math in the City (MITC) through sending teachers to workshops, math institutes as well as increasing on site professional development.
- Developing investigations with MITC to promote critical thinking.
- Using MITC routines and strings to promote critical thinking and number sense.
- Using MITC staff developer to conduct after-school professional development.
- Continue to integrate the Math in Focus curriculum, promoting richer vocabulary and allowing deeper connections to content areas.
- Using Math in Focus smart-board resources regularly.
- Students' progress assessed using end of unit assessments from Math in Focus or created at the school level.
- Student progress also assessed using Math in Focus Mid Year and End of Year Assessments as well as a benchmark assessment in September (these may be created at the school level).

- Teachers create and differentiate Units of Study to meet needs of students (Teachers develop these units based on the Math in Focus curriculum and use Math in the City to supplement).
- Additional support provided to students through 37.5 Minute extended day periods that support mathematics.
- Provide teachers with opportunities to plan collaboratively and meet for professional development both during the day and after school.
- Curriculum integration where possible to help support cohesion amongst subjects and promote language acquisition amongst ELL students.
- Professional Development and support from Math in Focus consultants.
- After school program for struggling students.
- Integration of two math tasks in Common Core aligned units for each grade to push student critical thinking and deepen concept understanding.
- Integration of “project work” to involve application of math concepts to real life issues.
- Integrate special education students into general education math classes whenever possible

Strategies to increase parental involvement

- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents’ capacity to help their children at home;
- Schedule additional parent meetings, e.g., open house, back to school night with flexible times, to share information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Schedule math game nights for each grade for parents to play math games used in classrooms with their children
- Translate all critical school documents and provide interpretation during meetings and events as needed;
- Provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and technology;
- Foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- Provide assistance to parents in understanding City, State and Federal standards and assessments;
- Share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- All of TALES teachers are highly qualified and hold NY state certifications.
- Administrative staff attends hiring fairs when necessary to identify and recruit highly-qualified math teachers.
- The pupil personnel secretary will work closely the network HR point to ensure that any future non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support 1st year and struggling teachers.
- Teachers are interviewed rigorously and asked to teach demonstration lessons prior to being hired.
- The school advertises positions when necessary and maintains a website with information about the school for potential new teachers to scout.
- As word of mouth is a powerful tool in itself, the principal tries to ensure that his current staff is fully supported and engaged within the school

community.

- Specific professional development promised for teachers joining the staff.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

TALES has expanded our partnership with FAN4Kids (a local non-profit organization) to help teach our students about health and nutrition as it is part of the schools mission. We have also received a silver medal from the Alliance for a Healthier Generation, joined with the city sponsored Move To Improve program and received additional grant funding through the creation of a School Wellness Council. The school has also partnered with Project Healthy School Foods to expand the healthy options offered during lunch and we continue to look for additional health related programs and funding opportunities. We have begun a relationship with Studio in a School to provide arts education, and the Queens Botanical Gardens as well as expanding our relationship with Math in the City to provide math professional development for teachers. We have also continued our relationship with the Chinese American Parent Association and Modern Chinese to offer in house after school programs for students and our relationship with TZU-HANG Chinese School to offer Chinese language education on weekends. We also use Responsive Classroom techniques as violence prevention and community building throughout the school. While these programs and relationships have proven to be beneficial, we will also continue to explore other resources available from federal, state, and local sources.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - FSF, Title I, and NYSTL funding for mathematics curriculum, Math in Focus
 - FSF funding for ESL Teachers
 - Title I and FSF money used for professional development
 - Title I funding for After School program
 - Title III funding for ESL After School program
 - FSF Funding for Teacher Professional Development (per session) or subs (per diem)
 - Title I funding for Math in the City staff developer for professional development and individualized student instruction.

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

- PS244Q ELL students in grades K-3 will improve their performance in the area of speaking and listening as measured by students with beginning of the year benchmarks in phase 1: improving an average of 16%, in phase 2: improving an average of 12% and phase 3: students improving an average of 6% (or moving to a new phase) using the Student Oral Language Observation Matrix (SOLOM) by June 2013.

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.

Using the SOLOM matrix, we will focus on assessing and measuring student progress in oral language in key developmental areas including Comprehension, Fluency, Vocabulary, Pronunciation and Grammar. In the fall of 2012, Kindergarten ESL students averaged an overall 9.28 (phase 1) on the assessment, 1st grade ESL students averaged 10.92 (late phase 1), 2nd grade ESL students averaged 16.66 (phase 2) and 3rd grade students averaged 13.33 (phase 2). Students that entered third grade and had passed the NYSESLAT at the end of second grade are not tested with the SOLOM at the beginning of third grade, thus explaining the “drop off” in average scores from second to third grade.

Assessing and measuring progress with this matrix is important because the school has noticed a trend in analyzing its NYSELAT results since year 1. Students on average score higher on the reading and writing portions of the test than on the speaking and listening sections and in turn typically gain proficiency at a faster rate in reading and writing than they do in speaking and listening. In consulting with ESL experts, this is a trend that is the reverse of what is normally seen at this young age for students in language development. The school made several adjustments to its curriculum and daily schedules over the several years to improve listening and speaking results. The school also developed its physical education program (Language through Movement) and Music program (Language through Music) and Kindergarten science to be more language based programs taught by ESL certified teachers where students will be exposed to a variety of terms and language structures that correlate to the matter being taught in core subjects when possible. Dedicated time for Language Development Centers was expanded in kindergarten and first grade classes and work was done on developing additional language objectives in each unit. Focused time in each unit is spent on speaking, listening and building conversation amongst students. We have also been working to include more oral grammar in daily activities.

Instructional strategies/activities

- Searching for an ESL staff developer to give professional development to staff on a regular basis.
- ESL staff will begin developing an ESL language development continuum to align ESL curriculum across grades.
- Students' progress assessed in all subject areas using end of unit rubrics created in house by TALES' staff.
- Student progress in literacy measured by DRA/ECLAS assessment tools 3 times per year
- Teachers create, align and differentiate Units of Study in Reading and Writing to meet needs of ELL students (Math units are based on Math in Focus curriculum).
- Math in Focus curriculum is now being used full time and has a richer vocabulary focus and follows a sequential order that will allow students to delve deep into subjects

- Teachers create and align or differentiate Units of Study in Reading and Writing to meet needs of students (Math units are based on Math in Focus curriculum)
- Additional support provided to students through 37.5 Minute extended day periods that support language development
- Provide teachers with opportunities to plan collaboratively and meet for professional development both during the day and after school
- Curriculum integration where possible to help support cohesion amongst subjects and promote language acquisition amongst ELL students
- All classrooms receive push in support for Reading Workshop
- Provide teachers with opportunities to plan collaboratively and meet for professional development both during the day and after school.
- All classrooms receive ESL push in teacher support for Reading Workshop.
- Creation of ELL specific AIS extended day groups to address the particular needs of students struggling with language.
- Language Development Centers integrated for students in Kindergarten.
- Language thru Movement (Physical Education) cluster position that has a strong emphasis on language development.
- Language thru Music cluster position that has a strong emphasis on language development.
- For additional exposure to Music/ Art and language, the school will partner with Music Together and Studio in a School for both student enrichment and teacher professional development.
- After school program for struggling students (subject to funding).
- Numerous field trips for each class to enhance student experience opportunities for talk and scaffold language.
- Professional Development to build on previous extensive ESL PD and continued curriculum planning to help support the needs of ELL's with relation to the Common Core Standards.
- Use of Comprehension Through Conversation for professional development to drive the study of talk in classrooms.
- Ensure translators on staff to communicate with families in an effective manner.
- Hired staff with the ability to speak Mandarin to help school effectively communicate with families.
- Book club to study Literacy Through Play and develop social language in Pre-K, Kindergarten and 1st grade classrooms.
- Addition of an oral storytelling unit in Kindergarten to help build oral language and vocabulary.
- Addition of a digital oral story unit and task in second grade

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 - conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
 - translate all critical school documents and provide interpretation during meetings and events as needed;
 - provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and technology;
 - share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
 - Bring in volunteers to help translate for parents during major events such as parent teacher conferences.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- All of TALEs teachers are highly qualified and hold NY state certifications.
- Administrative staff attends hiring fairs when necessary to identify and recruit highly-qualified math teachers.
- The pupil personnel secretary will work closely the network HR point to ensure that any future non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support 1st year and struggling teachers.
- Teachers are interviewed rigorously and asked to teach demonstration lessons prior to being hired.
- The school advertises positions when necessary and maintains a website with information about the school for potential new teachers to scout.
- As word of mouth is a powerful tool in itself, the principal tries to ensure that his current staff is fully supported and engaged within the school community.
- Specific professional development promised for teachers joining the staff.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

TALES has expanded our partnership with FAN4Kids (a local non-profit organization) to help teach our students about health and nutrition as it is part of the schools mission. We have also received a silver medal from the Alliance for a Healthier Generation, joined with the city sponsored Move To Improve program and received additional grant funding through the creation of a School Wellness Council. The school has also partnered with Project Healthy School Foods to expand the healthy options offered during lunch and we continue to look for additional health related programs and funding opportunities. We have begun a relationship with Studio in a School to provide arts education, and the Queens Botanical Gardens as well as expanding our relationship with Math in the City to provide math professional development for teachers. We have also continued our relationship with the Chinese American Parent Association and Modern Chinese to offer in house after school programs for students and our relationship with TZU-HANG Chinese School to offer Chinese language education on weekends. We also use Responsive Classroom techniques as violence prevention and community building throughout the school. While these programs and relationships have proven to be beneficial, we will also continue to explore other resources available from federal, state, and local sources.

Budget and resources alignment

- FSF funding for ESL Teachers
- FSF funding for dually certified ESL teachers for Cluster Program and classroom positions.
- Title I and FSF money used for professional development
- Title I funding for consultants with ESL knowledge and experience.
- Title I funding for After School program
- Title III LEP funding for ESL After School program
- FSF, Title I, and NYSTL funding for Math curriculum with vocabulary focus and classroom libraries
- FSF and Title III funding for translation/interpretation services through school aides

- Additional ESL certified teacher was hired to push-in for second grade reading and teacher ESL through science instead of hiring an Assistant Principal.

ANNUAL GOAL #4 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 #4

- PS244Q teachers will increase their effectiveness by averaging an increase of at least .5 points or moving to a new level within the TALEs Teacher Efficacy Rubric in an area of self identified need according to the “PD needs identification survey” or administration identified need by June 2013.

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.

TALES knows the importance of focusing on the needs of teachers and building their ability to deliver instruction and attend to the individual needs of students. This is of particular importance for the school because of the high academic standards that have been established over the last 4 years. In addition, the school has 7 untenured teachers (which accounts for 27% of teaching staff) including 2 first year teachers (who have mentors). 8 of the schools teachers (31% of staff) are either in their first year at TALEs or untenured. This clearly presents the need to focus on continuing the high quality of instruction. Administration must build capacity with new teachers and those unfamiliar with their subject areas to ensure that an environment of excellence continues. The school has incorporated Charlotte Danielson’s teacher efficacy work into the daily conversation about effective teaching and uses her model as a guide to develop instructional practices within the TALEs efficacy rubric.

Instructional strategies/activities

- Principal and AP will conduct a minimum of 5 informal observations for each teacher using the TALEs efficacy framework based on Danielson to provide teachers with meaningful feedback.
- All teachers completed a “PD needs identification” survey aligned with the teacher efficacy rubric to identify domains of need to improve teaching.
- All teachers will complete an end of year survey to identify personal needs for upcoming school year and reflect on the past school year.
- Teachers will receive periodic “informal observation” data based on the TALEs Teacher Efficacy Rubric from the Principal or Assistant Principal to help inform instruction and improve in areas of need.
- Principal will conduct numerous learning walks with the AP, educational consultants and network leader to identify strengths and weaknesses in the school and provide professional development where needed.
- Staff developers for ESL, ELA and Math visit and conduct curriculum PD and demo lessons regularly.
- Data from each “informal observation” will be tracked to observe teacher trends, improvements and needs.
- Collaborative meeting time averaging at least two hours per week scheduled for teachers to help each other with specific needs thru prep periods, grade conferences and per session work.
- First year teachers are assigned a mentor and will be scheduled to work together for at least 40 hours over the course of the school year.
- Teachers that are new to the building are paired with a teacher that has been in the building to help them understand how we build the curriculum, deliver instruction, develop behavior expectations etc.

- Facilitate inter-class visitations and peer observations organized within the school with specific foci for teachers in their area of self-identified need.
- Beginning a 3 year plan of developing peer observations.
- Out of school professional development opportunities including workshops and school visits with particular focus on teachers self identified needs (when possible), will be arranged for staff.
- Numerous teachers are scheduled to attend Math in the City workshops, Teachers College and Reggio Emilia workshops.
- Principal and Assistant Principal will consult with teachers on best practices.
- Teachers will work with the school data specialists to deepen staff awareness and understanding of data.
- Teachers with expertise in particular areas will give Professional Development.
- Collaborate with CFN staff to enhance PD offerings.
- Schedule collaborative meeting times thru prep periods and per session work.
- Hire per diem substitutes to allow teachers additional time to collaborate on units and teaching strategies.
- Work with data specialist(s) to deepen staff awareness and understanding of data.
- Particular focus on questioning and discussion in Professional Development.
- Teachers offered per-session pay for voluntary additional Professional Development on a monthly basis.
- Creation of a voluntary book study group lead by teachers to focus on the development of project work.
- Provide professional development opportunities to substitute teachers covering for maternity leaves.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children.
 - Begin parent book study group to help educate parents on the importance of reading aloud to their children.
 - Provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - All of TALES teachers are highly qualified and hold NY state certifications.
 - Administrative staff attends hiring fairs when needed to identify and recruit highly-qualified ELA teachers.
 - The pupil personnel secretary will work closely the network HR point to ensure that any future non-HQT meet all required documentation and assessment deadlines.
 - Mentors are assigned to support 1st year and struggling teachers.
 - Teachers are interviewed rigorously and asked to teach demonstration lessons prior to being hired.

- The school advertises positions when necessary and maintains a website with information about the school for potential new teachers to scout.
- As word of mouth is a powerful tool in itself, the principal tries to ensure that his current staff is fully supported and engaged within the school community.
- Specific professional development promised for teachers joining the staff.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

TALES has expanded our partnership with FAN4Kids (a local non-profit organization) to help teach our students about health and nutrition as it is part of the schools mission. We have also received a silver medal from the Alliance for a Healthier Generation, joined with the city sponsored Move To Improve program and received additional grant funding through the creation of a School Wellness Council. The school has also partnered with Project Healthy School Foods to expand the healthy options offered during lunch and we continue to look for additional health related programs and funding opportunities. We have begun a relationship with Studio in a School to provide arts education, and the Queens Botanical Gardens as well as expanding our relationship with Math in the City to provide math professional development for teachers. We have also continued our relationship with the Chinese American Parent Association and Modern Chinese to offer in house after school programs for students and our relationship with TZU-HANG Chinese School to offer Chinese language education on weekends. We also use Responsive Classroom techniques as violence prevention and community building throughout the school. While these programs and relationships have proven to be beneficial, we will also continue to explore other resources available from federal, state, and local sources.

Budget and resources alignment

- FSF Funding for SSO Support (CEI-PEA) and consultant hours.
- Title I 5% highly qualified money will be used for professional development
- Title I 10% money set aside for professional development.
- Title I funding for Consultants in ELA, Math and ESL.
- Title I funding for Monday Professional Development Meetings
- FSF funding for per session activities related to professional development/data meetings
- Title I funding for Studio in a School professional development
- Title I funding for sending teachers to out of school professional development workshops and conferences
- Title I funding set aside for substitute teachers to cover classroom teachers to engage in professional development opportunities within the school day
- ARRA RTTT Inquiry team Citywide Instructional Expenditure
- ARRA RTTT Data specialist allocation

ANNUAL GOAL #5 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 #5

PS244Q will partner with the PTA to increase the frequency of family events including workshops, PTA meetings, performances etc. to 2 per month and boost attendance at each session by June 2013.

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.

On a regular basis we have over 95% attendance at Parent Teacher Conferences, approximately 50% of families attend Back to School Night events and we routinely have over 125 TALES family members at movie nights. However, aside from those events, there is typically a large drop off in the number of parents that attend PTA meetings and other events in the school. As such, we feel it is important to improve on the types of activities organized for families in the hopes that we will be able to draw them into the building on a more regular basis. As such, numerous activities have already been planned along with the PTA to boost parent attendance including, numerous FAN4Kids nutrition workshops, reading, writing and math workshops, a running race, a teacher lead dance event and a family dinner night. We hope to have the school become more of a “community center” with numerous family activities throughout the year. We hope to have the school become more of a “community center” with numerous family activities throughout the year.

Instructional strategies/activities

- TALES will continue to send the Parent Coordinator to Professional Development workshops for the 2012-2013 school year
- Parents will receive “Mid-marking period reports” advising of student progress (student goals) between the 1st and 2nd as well as 2nd and 3rd marking periods as well as their report cards.
- The school will provide a website where important announcements and news will be shared
- The school will employ school aides/community assistants who speak multiple languages in order to provide translation services to its families
- School documents will be translated into Chinese and any other language as necessary/possible
- School celebrations to be designed centered around school themes or student work
- “Cool Culture” passes for Pre-K and Kindergarten families to have free entrance into an expansive list of NYC cultural institutions.
- The school's cultural organization partners, Music Together and Studio in a School to assist in school celebrations
- An effective governance structure to be established by the PTA and SLT
- Parent Workshops to be offered in the areas of Reading, Writing, Math, reading aloud to your child at home, nutrition, homework help and various other topics throughout the year
- Additional events will be scheduled to attract families throughout the year such as “family dinner night,” a Zumba exercise event, multiple book fairs, health and nutrition workshops, continuation of “TALES Health and Wellness Week,” a spring Earth day event, teacher read aloud nights,

running events and other organized efforts to draw families into the building.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

A major goal of TALES is to maximize parent involvement. The school has made a consistent effort to ensure that school-home communications are clear and consistent. The school's website is updated with information regularly. All home communications are sent home in Chinese (the primary native of Language of TALES' families) and are available to be orally translated in a families' native language if necessary by our parent coordinator, school aides or various other staff members. The school sends mid-marking period reports detailing students' academic and behavioral progress twice yearly along with report cards three times a year and monthly curriculum letters to let families know what is being taught on a regular basis. The school will hold a series of workshops to assist families with the education of their children in areas such as reading, writing, math, nutrition, family yoga, reading aloud to your child, how to help your child with homework and numerous other topics. We will offer food, coffee and raffles in order to increase attendance at these events.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- All of TALES teachers are highly qualified and hold NY state certifications.
- Administrative staff attends hiring fairs when needed to identify and recruit highly-qualified ELA teachers.
- The pupil personnel secretary will work closely the network HR point to ensure that any future non-HQT meet all required documentation and assessment deadlines.
- Teachers are interviewed rigorously and asked to teach demonstration lessons prior to being hired.
- The school advertises positions when necessary and maintains a website with information about the school for potential new teachers to scout.
- As word of mouth is a powerful tool in itself, the principal tries to ensure that his current staff is fully supported and engaged within the school community.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

TALES initially partnered with FAN4Kids (a local non-profit organization) to help teach our students about health and nutrition as it is part of the schools mission. We have also received a bronze medal from the Alliance for a Healthier Generation, joined with the city sponsored Move To Improve program and received additional grant funding through the creation of a School Wellness Council. The school has also partnered with Project Healthy School Foods to expand the healthy options offered during lunch and we continue to look for additional health related programs and funding opportunities. We have continued our partnership with the Metropolitan Opera Guild to help provide arts and music instruction to students, our relationship with the Chinese American Parent Association and Modern Chinese to offer in house after school programs for students and began a relationship with TZU-HANG Chinese School to offer Chinese language education on weekends. We also use Responsive Classroom techniques as violence prevention and community building throughout the school and are participating in a Reading Recovery grant as a program to help us with

out Response to Intervention. These programs and relationships have proven to be beneficial however, we will also continue to explore other resources available from federal, state, and local sources.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Contract for Excellence and Title I funds for cultural partners
 - FSF and Title I funding for per session activities related to parent involvement (i.e. parent workshops or trainings held by the parent coordinator, teachers or outside organizations.)
 - Title I funding set aside to bring in cultural organizations and performances.
 - Title I funding at 1% for parent involvement FSF funding for school aides/community assistant functioning as translator
 - TL funding for Parent Coordinator and supplies
 - TL and Title I money set aside for translation services
 - Universal Pre-K set aside money
 - Title I funding for the beginning of a school-wide lending library
 - FSF money for parent literature

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	78	78	N/A	N/A	1	0	0	0
1	48	48	N/A	N/A	3	0	0	0
2	51	51	N/A	N/A	3	0	0	0
3	27	27	N/A	N/A	3	0	0	0
4								
5								
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Students identified as “AIS” receive an additional 112.5 minutes of instruction per week (3x 37.5 minute blocks) Tues-Thursday. Struggling students and ELL students are provided with additional small group instruction that helps promote language acquisition and develop essential skills. In addition, at-risk push-in and pull out programs have also been developed for students who are identified as needing severe intervention. Some students who are identified as critically at risk (due to limited exposure to language) receive instruction in smaller guided reading and shared reading groups or individual attention. Our afterschool program (3x 50 minutes) Tuesday – Thursday also provides ELA assistance to struggling students through academic clubs.
Mathematics	Students identified as “AIS” receive an additional 112.5 minutes of instruction per week (3x 37.5 minute blocks) Tuesday-Thursday. Teachers review skills and learning outcomes reviewed from prior lessons and/or units using the Math in Focus curriculum. Children who are identified as “at-risk” in the area of mathematics receive small group instruction from the classroom teacher or pull out instruction from other teachers. In addition, our afterschool program (3x 50 minutes) Tuesday – Thursday provides math assistance to struggling students through academic clubs.
Science	none
Social Studies	none
At-risk Services provided by the Guidance Counselor	The school has an itinerant social worker/guidance counselor to service students one day a week. Children identified most at risk visit with this person for a 30 minute block once each week. Children who have been identified as having disruptive behavioral issues, domestic issues at home or are recommended by their classroom teacher for any other reason are serviced by the guidance counselor at risk. This person will provide these students with a pressure free atmosphere to discuss various aspects of their lives, as well as work on important social skills to help them interact with their peers.

At-risk Services provided by the School Psychologist	none
At-risk Services provided by the Social Worker	none
At-risk Health-related Services	none

PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

- conduct parent workshops with topics that may include: reading, writing, math, parenting skills, understanding educational accountability grade-level curriculum and assessment expectations, accessing community and support services, and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- hold the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., information sessions, open house, back to school night with flexible times, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and technology;
- provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- provide assistance to parents in understanding City, State and Federal standards and assessments;
- share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- provide professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;
- The school is planning to develop appropriate roles for community-based organizations through a number of involvement activities. These activities will bring together members of the local community in order to address the needs of individual students.

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association);
- supporting or hosting Family Day events;
- use the parent coordinators office as a Parent Resource Center
- encouraging more parents to become school volunteers;
- creating a parent e-mail list for notifications;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a monthly grade level curriculum letter designed to keep parents informed about school curriculum;
- developing and distributing regular reminders regarding half days, days off and other important information for families.
- providing school folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand (when possible);
- Bring in volunteers to help translate for parents during major events such as parent teacher conferences.

The Active Learning Elementary School also agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title 1 eligible students consistent with Section 1118- Parental Involvement of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under Section 111- State Plans of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will carry out programs, activities and procedure in accordance with this definition of parental involvement:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring— that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in Section 1118- Parent Involvement of the ESEA.

1. The Active Learning Elementary School will take the following actions to involve parents in the process of school review and improvement under Section 1116- Academic Assessment and

Local Educational Agency and School Improvement of the ESEA:

- Parent members of the school leadership team will participate in reviewing data and trends regarding school outcomes
- Parents will be interviewed as part of the school's Quality Review
- Parent surveys will be a vital part of the School's Progress Report process

2. The Active Learning Elementary School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs:

- FAN4Kids Program, Music Together and Studio in a School

3. The Active Learning Elementary School will take the following actions to conduct, with the involvement of parent, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- An evaluation will be conducted at a spring PTA meetings providing opportunity for parents to give feedback and suggestions on school improvement strategies. The survey will be the responsibility of the PTA President and Parent Coordinator. The PTA President and parent coordinator, along with other members of the PTA Executive board will organize the parent feedback and present the findings to the principal for review and consideration. Parents will have the opportunity to provide feedback on topics such as: instruction, school-to-home communication, guidance services, academic intervention services and security. The evaluation component will also be addressed by members of the school leadership team.

5. The Active Learning Elementary School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

6. The school will, with the assistance of the PTA and its SSO, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the schools by: Providing teachers with professional development regarding the most effective techniques in involving parents through respectful conversations. Teachers will have daily access to email to allow teachers to communicate with parents in a regular and easy manner as well as any phone systems necessary to allow for communication.

7. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and to the extent practical, in a language to parent can understand: school letters are translated and ELL students are provided with native language letters of school events Translation services information are posted in the school lobby in the appropriate native languages.

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under Section 1118- Parental Involvement- (e) Building Capacity for Involvement of the ESEA:

While the school will ensure that the above stated procedures are adhered to, as PS244Q is only in its fourth year of operation, its Parent Involvement Policy is constantly under review. PTA and SLT members will work on reviewing and revising this policy as necessary.

SCHOOL-PARENT COMPACT

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

The Active Learning Elementary School Community Contract

Staff, family members, and students are expected to abide by this agreement which details expectations for each constituency. These are the "non-negotiables" of TALES. This agreement will be reviewed at school open houses/orientations or on a 1 to 1 basis as needed. Please review this agreement, as well as the New York City Discipline Code, with your child in order to clearly understand TALES' expectations:

The Active Learning Elementary School Community Agreement

The underlying belief at TALES is that strong teaching in a caring environment combined with an intensive and holistic school day will stimulate the child's mind, nourish their bodies, and develop their character. Staff, students and parents must each do their part to ensure that this belief is realized.

Therefore,

As a staff member at TALES, I promise to:

- Provide students with a safe, nurturing, environment.
- Hold students to high standards and doing the best work they are capable of.
- Share information and resources with parents that will aid in student learning.
- Share information and resources with other staff members that will aid in student learning.
- Have zero tolerance for off task behavior or lack of effort.
- Become an expert in the field of teaching and use the best instructional practices.
- Assess students on a regular basis and work with students and parents to provide the best possible individualized instruction.
- Be direct and respectful in communication with all members of the TALES community.
- Hold myself to behaving in accordance with TALES' Core Values.
- Understand that critical feedback is an important part of professional growth.

By signing this statement I am agreeing to uphold these commitments to TALES parents and students.

Teacher Signature _____

As a parent/caring adult at TALES, I promise to:

- Work with TALES staff to support my child's learning and development.
- Maintain clear and frequent communication with the school including returning all Periodic Reports and other signed documents when they are due.
- Attend all required school meetings including parent teacher conferences.
- Support TALES' behavioral policy, its rewards, and its consequences; work with the TALES staff to make sure

- that my child is following the school and class rules so as to protect the safety, feelings and rights of other students, staff, parents and him or herself.
- Have zero tolerance for off task behavior or lack of effort.
- Ensure that my child maintains a minimum of 95% attendance and is on time each day
- Check my child's homework each night to make sure it is complete and done with care.
- Make arrangements so that my child is appropriately taken care of at dismissal each day.
- Come in immediately when it is requested by the school.
- Be direct and respectful in communication with all members of the TALES community.
- Hold myself to behaving in accordance with TALES' Core Values.

By signing this statement I am agreeing to uphold these commitments to TALES staff and my child.

Parent/Caring Adult Signature _____

As a student at TALES, I promise to:

- Participate in class.
- Arrive at school on time each day.
- Complete all my class-work and homework with care.
- Respect other peoples' bodies and feelings.
- Be on task and work hard at all times.
- Take advantage of enrichment opportunities made available.
- Follow school rules and regulations.
- Wear the TALES uniform (when applicable).
- Hold myself to behaving in accordance with TALES' Core Values.
- Try hard at everything I do.

By signing this statement I am agreeing to uphold these commitments to TALES staff, my family and myself.

Student Signature _____

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Mae Fong	District 25	Borough Queens	School Number 244
School Name The Active Learning Elementary School			

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

Principal Robert Groff	Assistant Principal
Coach	Coach
ESL Teacher Rebecca Kaizerman	Guidance Counselor
Teacher/Subject Area Jackie Mark	Parent
Teacher/Subject Area Maggie Stratigakos	Parent Coordinator Lalita Kovvuri
Related Service Provider	Other
Network Leader Mae Fong	Other

C. Teacher Qualifications [i](#)

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

D. School Demographics

Total number of students in school	370	Total Number of ELLs	171	ELLs as share of total student population (%)	46.22%
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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) Our ESL coordinator, Rebecca Kaizerman, organizes and oversees the ELL intake process. At registration, HLIS forms are given in the parents' native language unless an English form is specifically requested. Prior to and during the filling out of the HLIS, an ESL-certified pedagogue interviews each parent (with a translator if necessary) to ensure that each student's language status is accurately represented on the HLIS. The pedagogue does this by reading each question of the HLIS with the parent, answering any questions parents may have, and making sure that all parts of the HLIS are filled out clearly and accurately. The ESL coordinator checks each HLIS to ascertain which students are eligible for LAB-R testing. Students who are eligible for LAB-R testing are administered the test within 10 days of registration, and those whose scores determine that they are ELLs are immediately placed in a freestanding ESL program.

Each spring, all ELLs are administered the NYSESLAT by one of our out-of-classroom ESL teachers (Rebecca Kaizerman, Jackie Mark, and Maggie Stratigakos). At the beginning of the testing period, eligible ELLs are identified using the RLAT report (eligible students only) in ATS. The RLAT is downloaded and turned into a spreadsheet which includes spaces for all four modalities (Listening, Speaking, Reading, and Writing). The spreadsheet becomes a master checklist, and each time a child takes a test in one of the modalities it is noted by a mark in the appropriate column. This checklist helps us keep track of make up exams and ensures that all ELLs are tested in each modality of the NYSESLAT.

2) All parents of newly-identified ELLs are invited to one of several parent orientations held to introduce the various types of services ELLs can receive. All parents view a video, in their native language when available, explaining in detail the three available programs (Transitional Bilingual Education, Dual Language, and Freestanding ESL). Parents are also provided with a copy of the pamphlet entitled Guide for Parents of English Language Learners, again in their native language when possible. All parent orientations are also attended by bilingual staff members, in case parents have specific questions not answered in the video or the pamphlet.

Parents who do not attend one of the scheduled orientations are contacted by our parent coordinator or a bilingual school aide. These parents make an appointment to see the video in the parent coordinator's office, after which they meet with the ESL coordinator, who answers any questions before the parents fill out the Parent Survey and Program Selection form.

Each completed Parent Survey and Program Selection form is photocopied, and the original is placed in the student's cum while the copy is stored in the ESL records room. All parent choices are recorded on an in-house spreadsheet that we use to track ELL data. Parents who choose a program not available at our school are informed that they have the right to transfer their child to a school where such a program is available – to date, all parents presented with this choice have elected to remain at P.S. 244. Should a previously-unavailable program become available, we can use our in-house records (the ELL data spreadsheet and photocopied Program Selection forms) to easily identify and contact those parents who have expressed interest in such a program.

3) During the first week of every school year, Continued Entitlement letters and Non-Entitlement/Transition letters are sent to all returning ELL students. All correspondence is prepared by one of the three out-of-classroom ESL teachers (listed above), and is delivered to parents via each student's take-home folder (used throughout the school). The dates that these letters are given out are recorded on the in-house ELL data spreadsheet. As students are administered the LAB-R, Non Entitlement letters are sent to the parents of those students who score above the eligibility cutoff. Entitlement Letters and invitations to parent orientations are sent out at

the end of the LAB-R testing period, to all students whose LAB-R scores indicate eligibility for ESL services. The dates that the entitlement letters are sent out, plus second and final notices if necessary, are also recorded on the in-house ESL spreadsheet. Parents who do not respond to the Entitlement Letter by attending an orientation are contacted by phone and invited to a private viewing of the video (see #2 above).

4) All parent choices are recorded on our in-house ELL data spreadsheet, and parent choices are reviewed and discussed when deciding how to best service our school's ELLs. Placement letters are sent out to the parents of all newly-identified ELLs, informing them that their child has been placed in a Freestanding ESL program; this is done by one of the out-of-classroom ESL teachers, and is delivered via the student's blue folder. Copies are made of all placement letters, and are attached to the copies of the Parent Survey Program Selection forms in the ESL records room. Up until now, the majority of parents have chosen a Freestanding ESL program, which is therefore the only program currently in place for servicing ELLs. Ongoing discussions with members of the parent community will also be used when deciding on service for future ELLs.

5) During the four years that the school has been open, the majority of parents of ELLs have indicated Freestanding ESL as their first choice on the Parent Survey and Selection form. However, during the past two years there has been increased interest in a Dual Language program from our Mandarin Chinese speaking parents, and we are currently looking into the logistics of establishing such a program.

6) Our current program model of Freestanding ESL is aligned with parent requests up to this point. If future trends continue to indicate interest in a Dual Language program, we will investigate possible opportunities for such a program with assistance from our network.

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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	2	2	2	2										8
Total	2	2	2	2	0	0	0	0	0	0	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	168	Newcomers (ELLs receiving service 0-3 years)	146	Special Education	13
SIFE	0	ELLs receiving service 4-6 years	22	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	146		7	22		6				168
Total	146	0	7	22	0	6	0	0	0	168

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
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Ethnic breakdown of EPs (Number):
 African-American: ____ Asian: ____ Hispanic/Latino: ____
 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		4	1	5										10
Chinese	49	53	24	10										136
Russian		1												1
Bengali	1													1
Urdu	1	1	1	1										4
Arabic														0
Haitian														0
French														0
Korean		1												1
Punjabi	3		2											5

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
Polish														0
Albanian		1												1
Other	4	8	2	1										15
TOTAL	58	69	30	17	0	174								

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 content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1) ELLs at TALES are serviced with a combination of push-in/co-teaching and content classes taught with ESL methodologies. All classes are heterogeneous, with up to 15 ELLs of different levels in each class. In Kindergarten, ESL service is split between whole-group instruction and small-group sessions for practicing new language concepts. In grades 1 – 3, ESL teachers push in to work with small groups, teaching vocabulary and syntax to enhance literacy instruction for ELLs. Additionally, three content courses (Language through Movement, Language through Music, and Language through Science) are taught by certified ESL teachers, who incorporate ESL strategies throughout their lessons.

2) All ELLs receive more than the federally-mandated minutes of ESL service (180 minutes for Advanced ELLs, 360 minutes for beginning and intermediate ELLs). This is achieved through the combination of ESL certified push-in and cluster classes. In addition, 30% of classroom teachers are also ESL certified, ensuring compliance of federally-mandated ESL time throughout the school.

3) Our current instructional model at TALES is a Freestanding ESL program, in which students are exposed to ESL methodologies through small-group work with push-in teachers and whole-class sessions with ESL certified cluster teachers (Language through Movement, Language through Music, and Language through Science). Although instruction is conducted in English, our ESL teachers support students in their native language whenever possible. ESL, cluster, and classroom teachers use Total Physical Response (TPR), songs, manipulatives, visuals, and hands-on and cooperative learning to integrate authentic language use across the four language modalities each day. We will be installing SmartBoards and sound systems for voice amplification in every classroom by December 2011.

A. Programming and Scheduling Information

to further enhance ESL instruction.

4) TALES relies on its multi-lingual staff (which includes speakers of Mandarin, Spanish, Hindi, Bengali, Telugu, French, Greek, and German) to ensure that students are appropriately evaluated in their own language. Students whose English skills are not yet sufficient to provide evidence of learning can meet informally with one of these bilingual staff members at the teacher’s request.

5) The ESL program is collaboratively designed (by administrators, ESL teachers, and classroom teachers) to be directly aligned with both the daily instructional material and NYS Standards for English as a Second Language and English Language Arts. Push-in ESL teachers largely work with small homogeneous groups, allowing differentiation among groups that need varying degrees of skill and strategy instruction. Additionally, ESL and classroom teachers have common planning periods for discussing class trends and individual student needs. Because we are a PK – 3 school, the vast majority of our ELLs are newcomers, who receive extra academic support in before-school AIS sessions and thrice-weekly after-school classes. Since most of our long-term ELLs are deficient in either speaking or writing, ESL support for these students concentrates largely on these expressive modalities.

6) Among the instructional strategies used by teachers of ELLs at TALES are: Total Physical Response (TPR), visuals and gestures, manipulatives, repetition and language modification, songs and chants, turn-and-talk, and direct instruction of vocabulary and lexical language objectives. Grade-level materials for providing both academic content and accelerating English language development include: On Our Way to English guided reading materials, an extensive listening library, VoiceThread, BookFlix, Learning A-Z , vocabulary and phonics instructional tools, and content-area SmartBoard resources.

7) The ESL program at TALES is fully integrated into the academic curriculum, and because we use a push-in model ELLs are never removed from their classroom for ESL instruction. Some of our ESL teachers have staggered schedules that complement the fixed academic schedule, allowing them to service students without interrupting important whole-group lessons with the classroom teacher. Moreover, the use of ESL teaching methodologies in certain content areas ensures that language learning occurs simultaneously with acquisition of content knowledge.

Courses Taught in Languages Other than English ⓘ

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

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

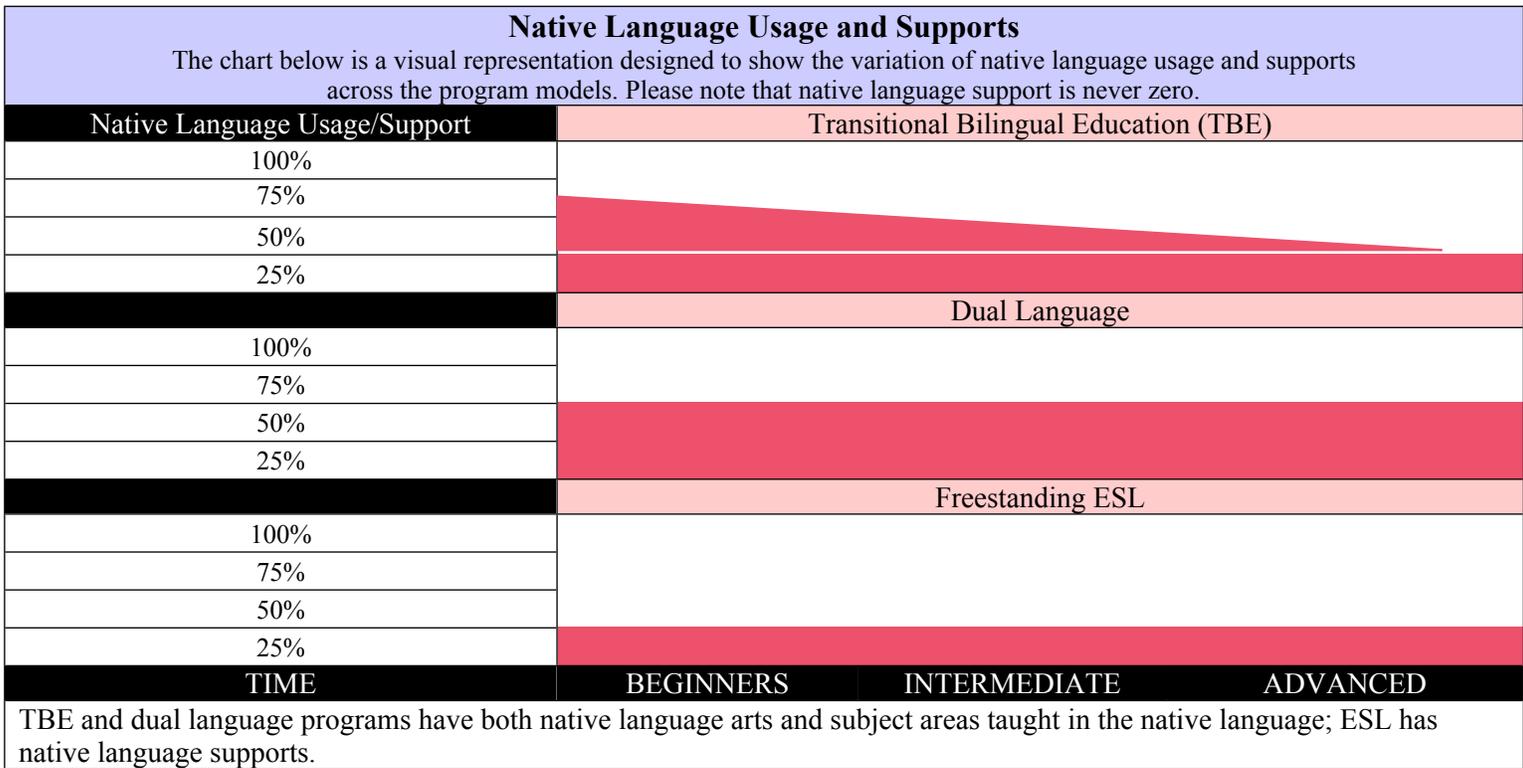
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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) TALES employs a push-in ESL model, in which teachers provide intensive small-group sessions for learning, practicing, and assessing certain language objectives that will promote and enhance literacy instruction and ELA achievement. Although all students are seen regularly by the ESL teacher, those students with greater language needs receive more small-group instructions than their more proficient peers. ELLs receive extra targeted interventions for ELA during morning Academic Intervention Services (AIS), Extended Day after-school instruction, or both. We also use the Fountas & Pinnell word study programs to promote vocabulary and language development. We have a visiting associate professor providing writing interventions for second grade ELLs, and have recently set up a schedule of pull-out small-group interventions for highly at-risk students.

To support mathematics achievement among ELLs, our school has made the move to Singapore math, specifically because of its extensive vocabulary component for ESL students. There is also math-based literature in every classroom library, to provide ELLs with extra support in attaining proficiency in mathematical language. Finally, those ELLs who struggle with math are given extra small-group support by the classroom teacher while more-proficient peers are working independently or in centers.

To provide students with social studies support, we have recently begun implementing the project approach in all grades. Understanding that students learn best when they are engaged, teachers facilitate projects around student interests, which allows ELLs to learn through exploration and interaction with other students. Wherever possible, social studies projects are aligned with ELA objectives, allowing ELLs extra opportunities to learn language through content. Finally, all students attend neighborhood walking trips, visits to community places, and culturally-instructive visits by outside performers.

9) The in-house ELL rosters for each class include recently proficient ELLs, in order that the classroom teacher can identify and monitor the progress of these students. Moreover, proficient ELLs who continue to exhibit certain language deficiencies are included in small-group ESL instruction that address needed skills and strategies.

10) The school has recently added the subject "Language through Science," a course for Kindergarten students taught by a certified ESL teacher who shelters academic content through ESL methodologies. Additionally, we are investigating the possibility of a Saturday program for ELLs, which would visit cultural sites related to academic content areas and provide both background knowledge and language support to beginning and intermediate ELLs. Finally, ELLs are being given increased opportunities to practice their oral English skills by including project-based learning in all grades, as well as extending the role of dramatic play in the Kindergarten curriculum.

11) There are no plans to discontinue any programs or services at this point.

12) All children have equal access to all programs at TALES. ELLs are integrated into each classroom, and ELLs' programs are indistinguishable from those of general education students, with the exception of more frequent small-group interventions for ELLs. ELLs participate in AIS groups, after-school classes, school trips, community visits, school festivals, and special family programs run by the school. Additionally, many of our cluster positions (gym, music, science) are taught by ESL-certified pedagogues, who seamlessly integrate language instruction with content objectives.

To promote participation of ELLs in all school programs, all notices are sent home in both English and Chinese, the latter being the home language of the vast majority of our ELLs. In addition, parents of ELLs who do not respond to written invitations for special programs are contacted by phone in their native language and given an oral invitation for their children to participate in those programs.

13) As mentioned previously, ESL methodologies are included throughout the curriculum, in all classes and content areas. A curriculum switch to Singapore Math, since it has a heavier emphasis on vocabulary and language development than other programs. SmartBoards are available in most rooms, both to enhance content instruction and provide supplemental support to ELLs through pictures, animated visuals, and videos. Audio books provide extra listening opportunities for ELLs, and student laptops provide linguistic support through software and website subscriptions, such as Benchmark Universe, BookFlix, and Reading A-Z.

14) TALES values all students' native languages. Because our ELLs are currently serviced through a Freestanding ESL program, no official instruction takes place in English, though when possible informal L1 support is used to both promote comprehension and accelerate the English acquisition process. Because the vast majority of our ELLs speak Chinese at home, all school-wide notices are translated into Chinese, and our parent coordinator is available to provide translation support to ELLs and parents of ELLs who speak Hindi, Bengali, or Telugu. Finally, Chinese and Spanish bilingual children's books are available in our parent coordinator's office, in order to promote parent involvement in their child's language-learning experience.

15) All support services and resources are age-appropriate, except in the case of holdovers and special education students whose age does not respond to the grade in which they are placed. At our school, a student's grade generally determines the primary focus of ESL instruction. After examining the RNMR reports for the past several years, we have discovered that many of our ELLs are attaining proficiency on the reading/writing portions of the NYSESLAT before attaining proficiency on the listening/speaking portions. Moreover, our lower-level (beginning) ELLs are concentrated exclusively in Kindergarten and first grade. However, those ELLs who are still eligible for services in the third grade have generally achieved proficiency in speaking and listening, and struggle more with writing. Therefore, the focus of ESL interventions in Kindergarten and the beginning of first grade tend to emphasize oral English skills (listening and speaking), and become more focused on reading and writing as ELLs move up through the grades.

16) Bilingual members of the school staff are made available before the beginning of the school year to translate school expectations to families and incoming students. Open houses are held to inform parents of expectations, and to answer any questions they may have about school procedures in general and English-language support in particular.

17) This is an early childhood school, therefore no "electives" are offered.

C. Schools with Dual Language Programs

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

N/A

D. Professional Development and Support for School Staff

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

1) TALES has made a concerted effort to train all staff in ESL methodologies across the four modalities of speaking, listening, reading, and writing. Push-in ESL teachers participate in the common planning meetings of the grade(s) they service, in order to maintain an ELL-oriented focus when reviewing, critiquing, and changing the curriculum. During first two years, our school support organization (CEI-PEA) provided an ELL specialist to observe and give feedback on the use of ESL strategies in the classroom, as well as to provide professional development concerning the education of ELLs.

Among the ELL-related staff workshops that have been given or are being planned are: How to scaffold language and learning (using Pauline Gibbons's book as a guide), How to structure language development centers and choice time to best benefit ELLs, How to administer the SOLOM, and How to understand and utilize ELL data. We also have had (and will have) turnkey sessions by staff members who attend relevant professional development centers outside the school, and teachers who visit schools with ELL populations similar to ours hold debriefing meetings after each visit, to disseminate best practices learned outside the school. Finally, we are looking, with the help of the ESL liaison for our network cluster, to find and invite one or more experts to hold PDs on ESL strategies and ESL-focused implementation of the project approach.

2) N/A, since this is an early-childhood school that only goes up to grade 3.

3) Teachers are given professional development sessions on most Mondays after school, and ELL students and the ESL curriculum are frequent subjects of discussion and focus. Since our ELL data shows that our students need to work on expressive language skills, especially speaking, during the coming year there will be several PDs about how to increase and improve our ELLs' oral language abilities. Specific staff development activities include an ELL book club (focusing each week on a different facet of ESL education), PD sessions on the needs of Chinese-speaking ELLs and their parents, and best practices meetings where teachers discuss ESL strategies for specific targeted interventions. The principal maintains records of all PD sessions, which include not only all attendees but also an outline of the subject matter at each meeting. Furthermore, each teacher keeps track of their own PD hours for certification purposes.

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) TALES has made a strong commitment to parent involvement at the school. All documents are translated into Chinese, which is the home language of the vast majority of our students. Moreover, most of the other languages spoken in our students' homes are spoken by at least one staff member, so non-Chinese parents can also receive bilingual support from these staff members. In the few cases when neither a written or oral translation is available for a parent, the school utilizes the NYCDOE's Translation and Interpretation unit.

So far this year we have scheduled three parent meetings to introduce our reading, writing, and math curriculum, to show parents what their children are learning, how we teach those subjects at our school, and how those parents can best help their children succeed academically. We have also held or scheduled a number of events to encourage family participation, such as the Spring Carnival, Field Day, Family Fitness Zumba Class, Family Dinner Night, and Family Nutrition workshops. Parents are invited to publishing parties and student performances, and are involved in all class trips. Finally, we have encouraged parent involvement in our school by having parent volunteers in many of our classrooms.

2) Since its inception, our school has partnered with the Chinese American Parents' Association (CAPA), which has been instrumental in providing the school and its families with external resources. CAPA is a well-known and trusted provider of support, having been active in the community for over 20 years. TALES is also currently partnered with Modern Chinese, another program that provides after-school classes and support to students at our school. Additionally, the Tzu-Hang Chinese School provides heritage language classes to Chinese-speaking students on the weekends. These community-based associations have many different activities to foster personal growth and academic achievement, such as homework help, visual arts, performance art, dancing, music, sportsmanship, and keyboarding.

3) Open communication with families is a top priority at TALES, and the school regularly communicates with families, both orally and in writing, to ensure that families' concerns are heard and their needs met. Formal surveys and informal one-to-one interviews are also used to gather data about the wants and needs of TALES parents.

4) TALES regularly holds parent workshops to teach parents about nutrition, parenting, and how they can support their children's academic progress. Thus far we have worked with the PTA to schedule parent workshops about health care and hygiene, home ownership, and fitness and nutrition. Additionally, parents are involved in the annual book fair, school festivals, school trips, etc. We are currently in the process of creating an ESL class for parents, many of whom have expressed interest in improving their oral English skills.

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)	20	16	0	0										36
Intermediate(I)	19	27	7	4										57
Advanced (A)	19	26	23	13										81
Total	58	69	30	17	0	0	0	0	0	0	0	0	0	174

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	B	1	2	0	0									

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
G	I	1	19	7	0									
	A	0	34	18	10									
	P	0	8	5	17									
READING/ WRITING	B	1	12	0	0									
	I	1	26	0	4									
	A	0	19	19	17									
	P	0	6	13	3									

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

6. Describe how you evaluate the success of your programs for ELLs.

1) TALES uses the DRA2 assessment as its main source of literacy data for its students, and also uses ECLAS-2 to track student progress. According to DRA and end-of-year assessments from the 2010-11 school year, 100% of Kindergarten ELLs (65 out of 65) achieved their benchmarks, compared to 75% in 2008-9 and 97% in 2009-10. Moreover, all 3rd grade ELLs and former ELLs achieved scores of 3 or 4 on both the ELA and Math exams. This data shows that our ELLs have continued to reach and exceed grade-level expectations over time in the area of literacy.

2) LAB-R scores indicate that many of our students enter TALES with basic alphabet knowledge but little or no grasp of spoken English. NYSESLAT scores confirm that a significant number of ELLs are acquiring academic English (reading and writing) more quickly than basic interpersonal English. The 2011 NYSESLAT scores also indicate that our ELLs are becoming increasingly proficient in English as they move into higher grades, as evidenced by the large number of beginning and intermediate ELLs in Kindergarten and first grade, compared to the absence of beginning students and very low number of intermediate students in grades 2 and 3.

3) Since data shows that many of our students are stronger in the reading/writing modalities than the speaking/listening modalities, teachers of ELLs will be focusing on oral English acquisition in professional development sessions, inquiry projects, inquiry teams and classroom activities. Additionally, each grade team will continue to meet weekly in order to discuss the implementation of language structures and explicit differentiation points to make lessons more accessible to ELLs. We are also working to refine and consistently use a speaking and listening assessment as a means to help students improve in this specific area.

4) In general, our ELL students lag slightly behind non-ELLs on all formal assessments (including DRA2, ECLAS-2, and in-school end-of-unit assessment rubrics). However, students moving to higher grades show consistent improvement in English ability (as evidenced by NYSESLAT scores), and the ELL achievement gap narrows considerably in the upper grades.

5) N/A

6) The success of ELL programs is monitored through literacy assessment data, LAB-R and NYSESLAT scores, formal in-house end-of-unit-assessments, and informal classroom assessments. Since students usually need a minimum of 3 to 5 years to become fully proficient in a second language, our goal is to achieve significant student progress on a year to year basis as measured by the various assessments used at the school.

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.

School Name: P.S. 244

School DBN: 25Q244

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Robert Groff	Principal		10/27/11
	Assistant Principal		
Lalita Kovvuri	Parent Coordinator		10/27/11
Rebecca Kaizerman	ESL Teacher		10/27/11
Jonathan Chang	Parent		10/27/11
Maggie Stratigakos	Teacher/Subject Area		10/27/11
Jackie Mark	Teacher/Subject Area		10/27/11
	Coach		
	Coach		
	Guidance Counselor		
Mae Fong	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q244 **School Name:** The Active Learning Elementary Scho

Cluster: 535 **Network:** CEI-PEA

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

Part A: Needs Assessment Findings

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

Our first step in identifying the language needs of parents and guardians is to download the RPOB (ATS Place of Birth report) into an Excel spreadsheet, and then sort students by their OTELE code to determine which students speak another language at home. This list is then compared to the last entry of the second page of the HLIS form (where parents are asked to indicate preferences for oral and written communication), to make sure no parents are requesting communication in a language other than English or the language indicated on their HLIS. Because the vast majority of our students come from homes where Chinese is spoken, almost all documents are sent out in both English and Chinese.

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.

Data from ATS reports and HLIS forms show that the greatest percentage of students speak Chinese at home, and their parents/guardians all chose Chinese or English as their primary mode of school communication. Parents from other language groups overwhelmingly requested that all communication take place in English. A small number of parents/guardians requested Hindi or Spanish communication – these people are referred either to our Hindi-speaking parent coordinator or one of our several Spanish-speaking staff members for assistance. The schools findings in these areas are communicated to parents during open school night and through direct communications in the languages identified as significant.

Part B: Strategies and Activities

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

Because of the high population of Chinese-speakers at our school, all documents (memos, announcements, etc.) are translated into and sent out in both English and Chinese, dual-sided if possible. This is done by our Chinese-speaking school aide, Anran Wang who was assisted by our second bilingual school aide before he was recently laid off. Ms. Wang and the other aide were able to finish translating documents in less than one day, often the same day they were submitted. Because Ms. Wang is managing this task alone, in addition to numerous other duties, this has proven to be more difficult.

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.

Ms. Wang and our ESL Coordinator, Rebecca Kaizerman, provide oral translation services to parents who prefer to communicate in Chinese. For the few parents who prefer to communicate in Hindi, Lalita Kovvuri (parent coordinator) and Meenu Sawhney (school aide) both speak the language fluently, and are available for parents who prefer to orally communicate in Hindi. Finally, for the Spanish-speaking parents who prefer to communicate orally in Spanish, our school secretary, Bernadette Negrón, is proficient in Spanish, as are several teachers at the school.

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>.

At the beginning of each school year, parents/guardians are given a copy of the Parents' Bill of Rights and Responsibilities. All parents get an English copy, all Chinese parents are given a Chinese copy, and separate translated copies are provided for the small number of families who do not speak Chinese (Russian, Spanish, Urdu). The contents of this document are reviewed and discussed at Back to School night, which our school holds every year in September. Chinese signs notifying parents of the availability of staff translators are posted at the front door, by the security desk, and in the main office. Finally, bilingual signs are posted at the security desk, in both English and Chinese, informing visitors how to sign in and proceed to the office (where Chinese translators are available).

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: P.S. 244	DBN: 25Q244
Cluster Leader: Ellen Padva	Network Leader: Ellen Padva
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> 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):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 211
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 14
of certified ESL/Bilingual teachers: 7
of content area teachers: 7

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: P.S. 244 will offer supplemental after school programs consisting of fifty minute sessions on Tuesdays, Wednesdays, and Thursdays. After school programs for second and third graders will commence during the week of November 12; after school programs for kindergarten and first grade students will begin in January. Teachers holding ESL and dual certification in ESL and general education will be given preference when considering service providers and qualifications. The second and third grade after school programs will be taught in English by three teachers who hold ESL and general education dual certifications. Programs for kindergarten and first grade will be taught in English by at least three additional ESL or dually certified teachers. Both programs together will target at least 70 of our most struggling English Language Learners. A supervisor will be hired for the language development after-school program since there are no other programs running concurrently.

Students selected for the after school programs will be divided into subgroups based on academic need, interest, and level of English proficiency as demonstrated on the Spring 2012 NYSESLAT. Each teacher will focus on listening/ speaking/ reading and writing standards through a different theme with his/her students; such as science, environmental club, theater, and technology. This wide range of academic topics offered will help English Language Learners in the following ways: they will be exposed to numerous themes of interest; they may extend their learning in the classroom with extracurricular projects; through a wide range of readings and topics they will be exposed to an increased number of content area vocabulary words and they will receive opportunities to hear and practice new vocabulary words and language structures in a small-group setting. Each theme will be focused on particular projects which will allow ELLs to fully immerse themselves in various language activities and modalities.

For the afterschool program, a total of \$3,000 will be allocated to purchase materials such as theme appropriate library books, subscriptions such as Time for Kids, science experimentation materials and reathers theater scripts (among other things) will be purchased to support the program.

There will also be \$3,000 set aside to bring in outside organizations such as the Chinese Cultural Center and Music for Many to provide culturally relevant performances, shows and opportunities for conversations for students.

In addition, a supervisor will be hired for the language development after-school program since there are no other programs running concurrently.

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: All teachers receive professional development on a regular basis. ESL instructional strategies are covered directly through focused workshops or as a part of topics dealing with other instructional areas. All after school professional development sessions on site are scheduled for one hour twice per month. So far this year, I have lead our study of Maria Nichols book Comprehension Through Conversation and Gretchen Owocki's book Literacy Through Play in an effort to build purposeful talk and oral language in the workshop model and in play. We have also had Janan Hamm (Math in the City certified instructor) conduct six consultant days from Math in the City already this year (9/24/12, 10/2/12, 10/16/12, 11/14/12, 11/26/12, 12/11/12) and is scheduled for 10 more through June to help us develop a more thinking math curriculum and opportunities for talk through a math congress and building more conceptual understanding for students in math. Additional professional development sessions that we expect to cover this year include but are not limited to developing questioning and discussion, building oral language and grammar, various methods of building vocabulary, thinking maps to provide graphic organizers for students.

Examples of PD provided thus far include (but are not limited to):

Understanding Literacy through Play. Given by assistant principal on 9/4/12

Understanding common core expectations for all students. Given by principal on 9/5/12

Creating student friendly rubrics for all students including ESL and SPED. Given by principal on 10/1/12

Using read alouds as a spark for conversations. Given by principal on 12/3/12

Language Development and purposeful talk. Given by principal on 12/10/12

Future PD sessions to be given include (but are not limited to):

Building critical thinking through talk. To be given by principal on 1/7/13

Creating deep questions with gender considerations. To be given by principal on 1/14/13

Making talk more complex. To be given by principal on 2/4/13

Creating math congress. To be given by Janan Hamm on 2/11/13

Building writing strategies for K and 1. To be given by Maggie Stratagakos (ESL certified teacher) on 3/4/13)

Book club meetings for Literacy Through Play have occurred on 10/15/12, 10/29/12, 11/12/12, 11/19/12 and will continue on 12/17/12, 1/21/13, 1/28/13 and is attended by principal, assistant principal, Kindergarten, 1st grade and ESL teachers.

In inquiry work each Friday, each grade team is focused on English Language Learners and developing their oral language skills also with their vocabulary in different ways. In addition, ESL teachers are sent to off site professional development workshops whenever possible including an ESL workshop in November at Teachers College. We are also working with CEI-PEA to find a ESL specialist that we can have in as a consultant on a regular basis.

Part D: Parental Engagement Activities

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: We have seen from Home Language Survey data that the majority of our students speak another language at home. Therefore, there is a significant need for a number of additional services to target the parents of ELL's to impact their achievement. We make sure that all major communication such as family handbooks, curriculum letters, parent teacher conference or calendar notices are translated into families home languages and sent out one week in advance. We schedule workshops including reading, writing, math, ARIS parent link and family health sessions for parents conducted by our parent coordinator, classroom teachers, Assistant Principal and FAN4Kids instructor on topics including (but not limited to):

- Reading at home with your child. Given by assistant principal on 11/14/12
- Nutrition at home. Given by Fan4kids instructor on 11/27/12
- Cool culture workshop. Given by parent coordinator on 12/4/12
- Completing math homework in 2nd grade. Given by 2nd grade teachers (including 2 ESL teachers) on 12/11/12
- Reading aloud with your child at home. Given by ESL teacher on 12/12/12 (this will become a parent book club and continue every 2 weeks for 3 months.)

Scheduled workshops include:

- Math games (January) - to be given by classroom teachers
- Family crafts (February) - to be given by classroom teachers
- cooking with your kids (March) - to be given by outside organization (still looking for appropriate fit) with ESL teacher
- Writing workshop (April) - to be given by Assistant Principal

All of our parent workshops last approximately 1 hour. All materials are translated into Mandarin, the language spoken by most of our students families.

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 fringe benefits)	\$10,389 (teacher per-session for programming)	After school instruction - 3 days a week @ 50 minutes beginning November 2011 for 2nd and 3rd grade and January for Kindergarten and 1st grade. A supervisor will be hired for the ESL after school program to help guide instruction
<ul style="list-style-type: none"> • Per session • Per diem 	\$2,101 (Principals per-session for supervision of program)	

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.
		and oversee the program.
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$8,000	Hire of an ESL staff developer from Queens College for 8 sessions over the year.
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$3,000	Curriculum supplies for the program will be purchased such as library books, readers theater materials, science experiment materials
Educational Software (Object Code 199)		
Travel		
Other	\$3,000	Expenses relating to bring in outside organizations such as the Chinese Cultural Center and Music for many to deliver culturally relevant workshops, performances and songs.
TOTAL		