



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** P.S. 244 THE ACTIVE LEARNING ELEMENTARY SCHOOL

**DBN (i.e. 01M001):** 25Q244

**Principal:** ROBERT GROFF

**Principal Email:** RGROFF@SCHOOLS.NYC.GOV

**Superintendent:** DANIELLE DIMANGO

**Network Leader:** ELLEN PADVA

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Robert Groff	*Principal or Designee	
Rebecca Kaizerman	*UFT Chapter Leader or Designee	
Karen Lee	*PA/PTA President or Designated Co-President	
Anran Wang	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Devon Huang	CBO Representative, if applicable	
Nana Dong	Member/ Parent	
Diana Ma	Member/ Parent	
Michelle Trahan	Member/ Parent	
Anu Ahluwalia	Member/ Parent	
Charlene Cruse	Member/ UFT	
Karen Sandner	Member/ UFT	
Rita Tautonico	Member/ UFT	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed

<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### Annual Goal #1

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

PS244Q students in grades K-3 will demonstrate competency in the area of literacy by: completing tasks focusing on fiction and nonfiction reading, writing, speaking and listening embedded in Common Core Standards aligned units of study and by at least 86% of students reading at or above grade level as measured by DRA 2 by June 2014. (Minimum grade level expectations for each grade are: Kindergarten level 3 (ELL – level 2); 1<sup>st</sup> grade level 16 (ELL level 12); 2<sup>nd</sup> grade level 24-28 (ELL level 20); 3<sup>rd</sup> 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 2013 DRA Results, 86% of all kindergarten students are scored at or above level 3. Over 16% scored at 6 or above. 15 out of 18 students that did not attain a level 3 or higher were ELL's and 13 out of the 18 students were promoted to first grade by attaining a level 2 and being an ESL student.

For first grade, 71% general education students scored at level 16 or above. 96% of students attained a level 14 or above. 64% of those students at a level 14 were ESL. 98% of all students that attended TALES since Kindergarten attained at least a level 14. Our 3 students in 12-1-1 for First grade were not able to attain this reading level.

For second grade, 87% of students scored at or above level (20 for ELL's and 24 for non-ELL's). 7 out of the 9 students that scored below level were ELL's. In our 12-1-1 class, the average level was a 20 however the range was from a 4 to a 30.

For third grade, 88% of all students passed the NY State ELA with either a 3 or a 4. The remaining 12% all scored 2's on their ELA state exam.

We believe that it is extremely important that we continue our focus on building students ability to comprehension complex text and keep strong intervention programs for ELL students. We are constantly looking for ways to improve our instruction and build further teacher efficacy through implementation of the common core state standards. Over the course of this year we will be working towards sustaining and improving the success we have had in ELA.

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

1. Students' progress assessed using DRA2.
2. Students assessed using ECLAS2 in Kindergarten and 1<sup>st</sup> grade.
3. Understanding and implementing Thinking Maps school-wide.
4. Reading Recovery program.
5. Teachers create and align units of study to meet the needs of students and align to Common Core Standards and integrate speaking. Listening and language standards to encourage conversation, social and academic language development.
6. ESL/ Literacy teacher pushes into each class during Reading for co-teaching, guided reading and small group student support.
7. After school activities and clubs created that support literacy including special ELL intervention groups.
8. Provide teachers with opportunities to plan collaboratively and meet for professional development both during the day and after school as well as per-session planning time for preparing units, rubric creation and assessment development.
9. Grade level and cluster specific inquiry teams meet each week to address individual students and curriculum needs.
10. Summer small reading program for struggling students entering first, second and third grade teachers.

#### B. Key personnel and other resources used to implement each strategy/activity

1. ESL push-in teachers and all ELA teachers.
2. ESL push-in teachers and all ELA teachers.
3. School leaders and all teachers
4. 1<sup>st</sup> grade ESL and Reading Recovery certified teacher and staff through Reading Recovery grant.
5. School leaders and all teachers
6. ESL certified push-in staff
7. ESL and general education licensed teachers
8. School leaders, consultants, network staff and all teachers
9. All teachers
10. Small group of teachers

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. DRA2 assessment
2. ECLAS assessment
3. Thinking Maps consultant and school leaders observe progress and look at work samples
4. Reading Recovery teacher evaluates individual students regularly throughout the year
5. School leaders and teacher teams evaluate effectiveness of units based on end of unit rubric results
6. School leaders observe teacher practice
7. School leaders and teachers observe student progress
8. School leaders evaluate planning through Danielson rubric and observation
9. School leaders observe work of inquiry groups regularly and look at student work samples
10. Teachers evaluate progress based on assessments they create.

**D. Timeline for implementation and completion including start and end dates**

1. A minimum of three times a year, September, January, May/June.
2. A minimum of two times per year January and June for Kindergarten and 1<sup>st</sup> grade.
3. Students are chosen in at least 2 different cycles during the school year with 4 students selected in each cycle.
4. Beginning in November through June
5. Throughout the year
6. Throughout the year
7. Beginning December 3<sup>rd</sup> for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grades and in January for Kindergarten.
8. Throughout the year
9. Each Friday throughout the year
10. 8-10 sessions throughout the summer, 2 hours per session

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. DRA2 kits
2. ECLAS kits
3. Thinking Maps consultants and materials
4. Reading Recovery materials and program staff
5. Structured Professional Development plan, teachers schedules, regular common planning meetings, afterschool team meetings, calendar change days
6. Teachers schedules
7. Per-session postings, teacher created curriculum, Title 1 and Title III money
8. Structured Professional Development plan, teachers schedules, regular common planning meetings, afterschool team meetings, calendar change days
9. Teachers schedules, Planned Inquiry time, calendar change days
10. Per-session postings, teacher created curriculum

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Conduct parent workshops with topics that include: parenting skills, 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.
- Lending library for families to borrow books.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>X</b>	<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #2**

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

**Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
PS244Q students in grades K-3 will demonstrate competency in the area of mathematics by completing 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 80% across each grade on year end assessments by June 2014.

**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 the June End of Year Math assessment given to students, Kindergarten general education students averaged a 3.6 rubric score equating to a 90%. In areas such as understanding of number, patterns and shapes student averages were even higher, however there was a dip in achievement in the area of number stories. These assessments were administered individually where students needed to perform the given task successfully to achieve a score of 3. There was no significant difference between ELL and non-ELL students performance on this assessment however our special education students averaged a score slightly below that of the general education population. We have adjusted our Kindergarten assessment for this year to ensure better alignment with common core standards.
For first grade, students averaged 80% on their end of year assessment (including ESL and native language speakers). 29 out of 100 general education students scored above a 90% on this assessment. Our small special education population in 1 <sup>st</sup> grade (3 students) averaged 60% on the same assessment.

For second grade, students averaged 79% on the end of year math assessment. Out of the three pieces of the assessment, students struggled the most with number stories with a 71% average whereas in vocabulary and skills the average was 83%.

In 3<sup>rd</sup> grade we had significant success with 86% of our 3<sup>rd</sup> grade students getting a 3 or 4 on the NY State assessment. The other 14% of students all got 2's.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

1. Continuation of expansion of relationship with Math in the City (MITC) through sending teachers to workshops, math institutes as well as increasing on site professional development including developing investigations, routines, and strings to promote critical thinking.
2. Continue to integrate the Math in Focus curriculum, including smartboard resources in promoting richer vocabulary and allowing deeper connections to content areas.
3. Students' progress assessed using Benchmark assessments three times yearly and end of unit assessments from Math in Focus or created at the school level.
4. Teachers create and differentiate Units of Study to meet needs of students (Teachers develop these units based on the Math in Focus curriculum and Math in the City).
5. Provide teachers with opportunities to plan collaboratively and meet for professional development both during the day and after school to work on curriculum integration and language acquisition amongst ELL students.
6. After school program for struggling students.
7. Integration of numerous math tasks in Common Core aligned units for each grade to push student critical thinking and deepen concept understanding.

**2. Key personnel and other resources used to implement each strategy/activity**

1. MITC consultant, school leaders, all teachers of math, varying school sites
2. All teachers of math
3. School leaders and teachers of math and science
4. MITC consultant, school leaders and all teachers of math
5. All classroom and push-in teachers
6. All teachers on a per-session basis depending on responses to postings
7. All teachers of math

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. School leaders and teacher conferences
2. Math in Focus end of unit assessments
3. Teacher created assessments and Math in Focus benchmark assessments
4. End of unit assessments or investigation culminating tasks
5. School leaders observation of meetings, planning agendas and unit plans
6. Teacher created assessments
7. Math task rubrics

**4. Timeline for implementation and completion including start and end dates**

1. Throughout the year
2. Throughout the year
3. Benchmark assessments in September, January and June. End of unit assessments approximately every 4-6 weeks.
4. This work begins during the summer before each school year and continues throughout the year.
5. Weekly common planning sessions, half day planning sessions every two months and monthly meetings with MITC consultant for curriculum planning.

6. Program begins December 3<sup>rd</sup> for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grades continuing through May. Kindergarten will begin in January.
7. Varying timeline according to grade and unit. Minimum of two math tasks integrated within units for each grade.

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. MITC guides, institute take-aways, teacher observations and notes, teacher created tools
2. Think Central, Math in Focus workbooks, texts and games
3. Math in Focus assessment guides, Think Central
4. MITC guides, consultant created materials, school leaders games “bank”
5. Teachers schedules, use of sub teachers for coverage
6. Teacher created materials and bank of math manipulatives as well as various games
7. Math manipulatives, teacher planned tasks, school leaders planned tasks, reporting spreadsheets

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

- Conduct parent workshops on understanding and playing math games at home with families and translate into Mandarin.
- 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
- 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.
- Math games lending library for families
- Invite parents into classrooms to play math games with their children and watch teachers using particular strategies.
- Encouraging parents to accompany students on math related trips such as the Hall of Science

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	X	Title IA	Title IIA	X	Title III	Set Aside	Grants
---	----------	---	----------	-----------	---	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #3**

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

**Annual Goal #3**

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

PS244Q ELL students in grades K-3 will be able to make progress in the areas of Speaking and Listening using the WIDA (*World-Class Instructional Design and Assessment*) by producing the language associated with the stated language function (or “Can-Do Descriptor”) as described at each level, with benchmarks assessed at the beginning of the year and improving 25% as a subgroup by June 2014.

**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.

Because we have made a change in the assessment system we are using for our ESL population, the need is related to the assessment that was completed this fall, which was our first assessment period using the WIDA.

Our Kindergarten has by far the highest number of ESL students in our school. In addition it has the population with the highest need for ESL services as the majority of our incoming students speak another language at home with their families. With this being the case, their levels of achievement on the WIDA are lower relative to our other grades. Kindergarten ESL students averaged 1.62 for speaking and 1.58 for listening on their fall assessment. Last year 4 out of 71 ESL students passed the NYSESLAT.

Our First grade students were all here for Kindergarten, which means that they have had a year of ESL instruction already. There was a marked change from our average Kindergarten to First grade scores but clear areas in need of attention. First grade students averaged 2.84 for speaking and 2.86 for listening on their fall assessments. Last year, 14 out of 53 students passed the NYSESLAT.

As our students move to new grades there are portions of them that test out of ESL through the NYSESLAT which then means that they do not get assessed using the WIDA. The students that still qualify for ESL instruction are the ones that are assessed with our in house measures each year. Our Second grade students averaged 2.86 for speaking and 3.05 for listening. Last year, 20 out of 41 students passed the NYSESLAT.

Our Third grade students averaged 2.92 for speaking and 3.09 for listening. Our ESL students performed well on the NY State tests, however those that still qualify as ESL are in need of continued support.

These assessments gave us some similar information as the SOLOM in our upper grades we see that when students test out of the NYSESLAT as they get older, the remaining children show a lower average score because these are the children struggling with English the most. The numbers appear to show a lack of progress as the students move from Kindergarten to Third grade but in reality it appears this way because of the large number of children that have passed out of ESL through the NYSESLAT and are no longer tested using our in house ESL assessments. We will spend additional time working with our students to raise their speaking and listening capabilities as per the WIDA.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

1. WIDA used for assessment and developing a continuum of learning
2. Students' progress assessed in all subject areas using end of unit rubrics created by TALES' staff
3. Teachers create, align and differentiate Units of Study in Reading and Writing to match the needs of ESL students including oral language and vocabulary development along with Thinking Maps integration
4. Additional support provided to students through 37.5 Minute extended day periods that support language development
5. Provide teachers with opportunities to plan collaboratively and meet for professional development both during the day and after school
6. Curriculum integration and project development where possible to help support cohesion amongst subjects and promote language acquisition amongst ELL students
7. All classrooms receive push in ESL support for Reading Workshop
8. Language Development Center time for students in Kindergarten (30 minutes) everyday and 1st Grade once per week
9. Language thru Movement (Physical Education), Language through Music and Language through Science(in kindergarten) have a strong emphasis on language development and teachers hold ESL licenses
10. After school program for struggling students
11. Professional Development to build on previous extensive ESL PD and continued curriculum planning to help support ELL needs
12. Ensure translators on staff to communicate with families in an effective manner

#### **2. Key personnel and other resources used to implement each strategy/activity**

1. ESL push-in staff
2. All classroom and cluster teachers
3. All ELA, ESL push-in teachers and school leaders
4. All teachers

5. All teachers, ESL consultant, school leaders, MITC consultant
6. All teachers, ESL consultant, school leaders
7. Classroom teachers, ESL-push-in staff
8. Kindergarten and 1<sup>st</sup> grade teachers
9. ESL cluster teachers
10. All teachers on a per-session basis depending on responses to postings
11. ESL teachers, ESL consultant, school leaders
12. Mandarin speaking ESL teacher, school aides, volunteers, CBO partners

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. WIDA assessment
2. End of unit rubrics
3. Unit plans and rubrics
4. Teacher created assessments
5. Common planning forms and observation of meetings
6. Unit plans and cross grade/ subject area meeting planning forms
7. Meetings with teachers
8. Observations and documentation
9. End of unit rubric results
10. Teacher created assessments
11. Planning forms, attendance sheets, observations of teachers
12. Family conversations, checking in with translators

**4. Timeline for implementation and completion including start and end dates**

1. Twice yearly for this year. November and June. Moving towards 3 times a year next year.
2. End of each unit of study
3. Ongoing throughout the year and over the summer
4. Began in September and will continue through June
5. Began in September and will continue through June
6. Began in September and will continue through June
7. Began after NYSESLAT testing was completed in October and will continue through June
8. Throughout the year
9. Throughout the year
10. Program for 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grades begins December 3<sup>rd</sup>. Kindergarten begins in January and all programs continue through June.
11. Began in October and will continue through May in school. Out of school PD will continue through June if the opportunity
12. Throughout the school year and the summer

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. WIDA Can-Do descriptors, assessment spreadsheets and ESL consultant hours
2. Per-session hours, common planning, PD sessions
3. Teachers schedules, substitute teachers for coverage, per-session hours, common planning, PD sessions
4. Teachers schedules
5. Per-session hours, substitute teachers for coverage, common planning, PD sessions
6. Per-session hours, substitute teachers for coverage, common planning, PD sessions
7. Teachers schedules
8. Teachers schedules, professional development and book club sessions

9. Teachers schedules, specific hiring focus on teachers with ESL licenses
10. Teachers per-session postings, schedules, planning time
11. Teachers schedules, school leaders, consultant
12. School aide schedule, parent coordinator, ESL liason

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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: cool culture, 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.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA	x	Title III		Set Aside		Grants
---	----------	---	----------	--	-----------	---	-----------	--	-----------	--	--------

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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**

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

By June, 2014, the school will fully implement the teacher effectiveness and teacher evaluation system utilizing Danielson's *Framework for Teaching* and complete all required components of evaluation.

**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 since our inception. This year the school has 5 untenured teachers and also 5 teachers that are new to the building because of growth and teacher leaves. 6 teachers are either in their first year at TALES or in a new position within the school. This clearly presents the need to focus on continuing the high quality of instruction.

Administration will continue to build capacity with new teachers and those unfamiliar with their subject areas to ensure that an environment of excellence continues. We have been working with the Danielson rubric for several years at this point and have built a community understanding about what effective teaching looks like. We constantly use her model as a guide to develop instructional practices and to focus our professional development. Our Assistant Principal will be on maternity leave for three months, making it even more important for the Principal to be in classrooms as much as possible and continue the work of improving teacher practice.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

• **Strategies/activities that encompass the needs of identified subgroups**

1. Teachers will receive periodic mini observations throughout the year with the Danielson framework according to their observation selections with initial planning conferences. Additional observations will be conducted if time allows
2. Pre-K teachers will receive periodic mini observations throughout the year as well as at least one formal observation using the TALES efficacy framework based on the Danielson model.
3. Periodic learning walks to identify strengths and weaknesses in the school and provide professional development where needed.
4. Curriculum PD, regular demonstration lessons including at least 3 hours of Danielson specific PD each month with particular focus on questioning and discussion, Thinking Maps and ESL strategies in Professional Development
5. Data from each mini and formal observation will be tracked to observe teacher trends, improvements and needs.
6. Continuation of developing peer observation plans with new to TALES teachers visiting TALES veterans and sharing areas of strength
7. Out of school professional development opportunities including attendance at Math in the City, Responsive Classroom, Wilsons foundations workshops and school visits with particular focus on teachers self identified needs from goals (when possible), will be arranged for staff.
8. School data specialists to deepen staff awareness and understanding of data.
9. Teachers with expertise in particular areas will give Professional Development.
10. Schedule collaborative meeting times for teachers
11. Hire per diem substitutes to allow teachers additional time to collaborate on units and teaching strategies.

• **Key personnel and other resources used to implement each strategy/activity**

1. School leaders
2. School leaders
3. School leaders, educational consultants, network leader, CEI-PEA staff, CEI-PEA senior fellow
4. School leaders, educational consultants in Math, ESL, Thinking Maps, and ELA
5. School leaders
6. School leaders, classroom teachers
7. School leaders, teachers, substitute teachers, educational consultants, partnership schools
8. School leaders, data specialist, teachers
9. School leaders, teachers
10. School leaders, teachers
11. School leaders, teachers, substitute teachers, secretary

• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Conducting observation "rounds" using Danielson, Leadership team meetings
2. TALES teacher efficacy excel tracking sheet
3. Quality review (if applicable), school survey results, TALES environment checklist results
4. Teacher reflections, school survey results, Leadership team meetings, SLT meetings
5. Information will be analyzed three times yearly to evaluate progress by individuals and overall teaching staff
6. Post-observation meetings with school leaders when appropriate
7. Reflection by teachers in attendance at PD sessions
8. Data will be reviewed at the end of each unit in math and ELA and 3 times yearly for DRA. At least one PD session per month will be devoted to data analysis, leadership team meetings, school-wide inquiry team meetings
9. Determines by conversations with teachers regarding PD effectiveness, leadership team meetings
10. Observational, common planning sheets from meetings
11. Teacher discussions to evaluate effectiveness of particular substitute teachers

**• Timeline for implementation and completion including start and end dates**

1. Planning conferences were held by the first week in October, observations will be completed throughout the year
2. Pre-K observations will be conducted periodically throughout the year
3. Three walks were conducted by school leaders within the first three weeks. Two additional walks will be completed by school leaders and network staff before winter break and then periodically throughout the year
4. Curriculum PD conducted each month, data specific PD once per month, inquiry work each Friday, common planning sessions each week throughout the year. Demonstration lessons by school leaders and consultants conducted on an as needed basis throughout the year.
5. Throughout the year. Tracking builds on itself as more observations are completed
6. Peer observations began in October and will continue periodically throughout the year.
7. Workshops for Foundations and Responsive Classroom began over the summer and other opportunities continue throughout the school year
8. Began middle of September with benchmark assessments and will continue through June assessments
9. Teacher lead PD sessions began in November with a special education workshop, December with SIOp model and ESL workshops and will continue throughout the year periodically
10. Throughout the school year
11. October through June

**• Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Danielson framework, Advance system, Teachboost
2. Danielson Framework, TALES efficacy framework, teachers schedules
3. Quality Review report, School Progress report, school survey, teacher goals, classroom environment checklist
4. PD planning schedule, Inquiry
5. Teachboost
6. Teacher schedules, peer observation requests, Teachboost trending data
7. PD calendar, workshop schedules, teacher schedules, teacher requests for PD
8. Per-session postings, teachers schedules, common planning agendas, data driven assessment PD sessions, inquiry sessions
9. Per-session PD planning time, school-wide PD schedule
10. Teachers schedules, providing lunch for teacher planning sessions, providing half day planning sessions with sub coverage
11. Funding sources within budget

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- 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.
- 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
- Assist teachers with goals of improving communications with families
- School leaders and teachers work with PTA on developing additional workshops for families.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
---	----------	---	----------	-----------	-----------	-----------	--------

List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #5**

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**

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

**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.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- 8. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- 9. Key personnel and other resources used to implement each strategy/activity**
- 1.
- 10. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- 11. Timeline for implementation and completion including start and end dates**
- 6.
- 12. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Interactive writing, guided reading, Reading Recovery, shared reading, guided writing, interactive storybook read aloud, student book clubs	Small group, one-to-one, SETTS teacher, ESL push-in teacher	Extended day, regular school day, TALES afterschool program
<b>Mathematics</b>	Interactive math, rekenrek math, task investigations, Math in the City	Small group, one-to-one, SETTS teacher	Extended day, regular school day, TALES afterschool program
<b>Science</b>	Para-professional assistance, FOSS, content guided reading instruction, Queens Botanical Gardens	Small group	Science class
<b>Social Studies</b>	NY Historical Society, content guided reading instruction	Small group	During social studies and shared reading blocks
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Guidance Counselor, School Psychologist, Social Worker (once per week), Speech teacher, OT, PT, boys club afterschool group	One-to-one, small group	Regular school day, TALES afterschool program, outside service through CCNY

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed\*.
13. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
14. Targeted Assistance (TA) Schools must also complete the *TAS Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>x</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> <li>• The school works closely with the CFN HR point in identification of highly qualified teachers. Our HR point supports us in ensuring our hires have the proper credentials. We require prospective teachers to conduct a demo lesson and attend our new teacher orientation prior to the start of school.</li> <li>• We support the retention of our teachers through continual professional development strategies both in teams and through individualized support as needed. The principal and the assistant principal works one-to-one with teachers to identify areas of support and next steps and create professional development opportunities as needed to demonstrate teacher growth and ensure that our teachers feel supported. All teachers have access to supplies, computers, and state of the art technology (with trainings) so that their pedagogy is enhanced and supports all learners. We also train teachers in behavioral strategies such as Responsive Classroom that support learners.</li> <li>• As required, new teachers are matched with mentors. We utilize our network as well, to identify high quality professional development opportunities and provide our teachers with current and research based models of pedagogy.</li> </ul>

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>All staff receives professional development that enables our students to meet Common Core State Standards. We employ the following strategies:</p> <ul style="list-style-type: none"> <li>• Ensuring that our curriculum is in place; specifically unit plans, maps, pacing calendars, and assessment so that all faculty has the appropriate instructional focus</li> <li>• Providing focused PD in CCLS in-house and utilizing network CCLS workshops in ELA and Math as well as engaging staff in PDs that focus supports for our subgroups</li> <li>• Deepening teachers' understanding of using data to focus classroom instructional practice</li> <li>• Sharing the school instructional focus with all stakeholders through sustained and formal professional development sessions</li> <li>• Creating a structured and research based school Professional Development plan.</li> <li>• Working with our network to identify and create high level professional development opportunities for all staff</li> <li>• Conducting regular instructional rounds and the full implementation of Danielson's <i>Framework for Teaching</i> which informs teacher needs and tracks progress</li> <li>• Monthly Leadership Cabinet where we continually monitor, assess, and revise our professional development plan as needed.</li> </ul>

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <b><u>the intent and purpose</u></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<ul style="list-style-type: none"> <li>• We 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 NY Historical Society, COOL Culture and Studio in a School</li> <li>• Students identified in temporary housing will receive materials directly from the school to assist them. We will use our set-aside money specifically to buy school supplies, clothes and other necessities for these students.</li> <li>• 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</li> </ul>

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.

### **SWP Schools Only**

#### **Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

- Area Pre-K programs tour the school each spring with students
- Our two Pre-K classes families get a parent orientation to Kindergarten the spring before they begin
- Back to School Night for Kindergarten families to meet the teacher and understand curriculum
- Early intervention services provided to students that enter with turning 5 cases in which services were discontinued
- Workshops for parents on completing the homework, reading with your child and math games
- Meeting with parents of students that have established IEP's prior to the start of the school year

#### **Measures to Include Teachers in Decisions Regarding Assessments**

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

SLT, Leadership team, common planning, grade level planning, inquiry, PD and many others are opportunities for teachers to participate in the conversation around the selection or development of assessment measures. Moving towards the WIDA assessment is a prime example of this. We learned of it last year, several teachers and school leaders researched the assessment and theory before deciding to make a change and use it for ESL student assessments and develop a continuum of understanding. School leaders along with teachers have worked on developing expectations around assessments and meet on an as needed basis to make adjustments to assessment policies. The professional development around the use of assessment results is provided by a variety of sources including school leaders, data specialists, teachers, network staff.

### **TA Schools Only**

#### **Use of Program Resources**

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

#### **TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

---

**Parent Involvement Policy (PIP) Template**

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

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

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

more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

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

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing monthly curriculum letters to keep parents up to date on classroom curriculum;
- Bring in volunteers to help translate for parents during major events such as parent teacher conferences;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
  - Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association);
  - Supporting or hosting Family Day events;
  - Use of the parent coordinators office as a Parent Resource Center
  - Encouraging more parents to become school volunteers;
  - Creating a parent e-mail list for notifications;

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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.

**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 \_\_\_\_\_

8.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

## Part I: School ELL Profile

### A. School Information

District <b>25</b>	Borough <b>Queens</b>	School Number <b>244</b>
School Name <b>The Active Learning Elementary School</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Robert Groff</b>	Assistant Principal <b>Tu Harris</b>
Coach	Coach
ESL Teacher <b>Rebecca Kaizerman</b>	Guidance Counselor
Teacher/Subject Area <b>Jacqueline Mark / Science, ESL</b>	Parent <b>Karen Lee</b>
Teacher/Subject Area <b>Magda Kowalczyk / Literacy, ES</b>	Parent Coordinator <b>Lalita Kovvuri</b>
Related Service Provider	Other <b>Anran Wang</b>
Network Leader(Only if working with the LAP team)	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>10</b>	Number of certified bilingual teachers currently teaching in a bilingual program <u>not</u>	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>3</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>395</b>	Total number of ELLs	<b>213</b>	ELLs as share of total student population (%)	<b>53.92%</b>
--	------------	----------------------	------------	---	---------------

## Part II: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	213	Newcomers (ELLs receiving service 0-3 years)	189	ELL Students with Disabilities	12
SIFE		ELLs receiving service 4-6 years	24	Long-Term (completed 6+ years)	

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	189		10	26		2				215
Total	189	0	10	26	0	2	0	0	0	215

Number of ELLs who have an alternate placement paraprofessional: 1

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	3	1	1										9
Chinese	75	62	32	19										188
Russian														0
Bengali	1	1	1											3
Urdu				1										1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi			2											2
Polish														0
Albanian														0
Other	6	1	3											10
<b>TOTAL</b>	86	67	39	21	0	0	0	0	0	0	0	0	0	213

## Part III: Assessment Analysis

**Assessment Breakdown**

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	23	1												24

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	24	9	5											38
Advanced (A)	39	57	34	21										151
Total	86	67	39	21	0	0	0	0	0	0	0	0	0	213

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

## After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
TALES uses the DRA2 as the main diagnostic for determining student literacy levels, and also uses ECLAS-2 to monitor student progress. End-of-year DRA results show that 94% of Kindergarten ELLs achieved their benchmarks during the 2011-2012 school year, and 95% reached their benchmarks during the 2012-2013 year. All current and recently-proficient ELLs who took the third grade NYS ELA and Math tests in spring 2013 passed both tests. Moreover, 80% of those students received a score of 3 or 4 on the ELA, and 80% received a score of 3 or 4 on the Math test.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
LAB-R scores indicate that many of the incoming Kindergarten students have basic alphabet knowledge but very rudimentary oral English skills. NYSESLAT scores show that our students have strong academic English skills, and many students attain proficiency on the reading/writing modalities before doing so on the speaking/listening sections. NYSESLAT scores also indicate that our ELLs become increasingly proficient in English as they move into the upper grades; over half of our Kindergarten ELLs are at the Beginning/Intermediate level, but the vast majority of our upper grade ELLs (85% of first graders, 87% of second graders, and 100% of third graders) are at the Advanced level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Because many of our students attain reading/writing proficiency before speaking/listening proficiency, we are always looking for ways to increase student oral interaction in the classroom, with a strong emphasis on collaborative projects, small group activities, and partner work. Finding ways to increase students' oral English skills is also the focus of many professional development sessions, inquiry teams, and common planning meetings. It is always our goal to provide ELLs with enough support that they grow at least one year's worth of proficiency per school year, and to have the majority of our ELLs pass the NYSESLAT before leaving our school. Data reveals that upwards of 70% of our ELLs pass the NYSESLAT exam during the four years they spend at our school.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?In general, our ELL students lag slightly behind their non-ELL peers in all formal assessments, including DRA2, ECLAS-2, and in-house end-of-unit rubrics. This achievement gap is most pronounced in Kindergarten, and narrows as our students advance through the upper grades. Assessments are only given in English, so there is no comparison to be made with native language assessments. Finally, this school does not use the ELL Periodic Assessments as a diagnostic tool.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
English Language Learners are assessed each spring on the NYSESLAT exam, and their proficiency levels are used to inform student programming and intervention services. For incoming students without a previous NYSESLAT score, the LAB-R diagnostic is the primary source of data, and LAB-R scores are used when creating heterogeneous and homogenous small instructional groups (especially in Kindergarten). All ELLs benefit from the instruction of ESL-licensed cluster teachers as well as differentiated groupings to facilitate learning with their classroom teacher. Students in need of more support are assigned to ESL AIS groups to further develop oral language proficiency, and work daily in small groups facilitated by ESL push-in teachers. ESL teachers monitor and record ELLs' progress on an ongoing basis with the use of rubrics, checklists, and conference notes.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
ESL teachers participate in common planning and all curriculum development meetings, and consult with classroom teachers on a regular basis. In addition, TALES has regular professional development sessions related to ESL topics, such as the SIOP model and the WIDA. Finally, since the majority of our ELLs speak Mandarin Chinese as a first language, the TALES ELA curriculum explicitly addresses certain grammar issues (such as plurals and gender pronouns) commonly exhibited by native speakers of Chinese.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?

- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

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

The success of our ELL programs is monitored through literacy assessment data, LAB-R and NYSESLAT scores, in-house end-of-unit assessments, and informal classroom assessments. Since students usually need a minimum of three to five 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.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Our ESL coordinator, Rebecca Kaizerman, organizes and oversees the ELL intake process. HLIS forms are given out at registration, and while every attempt is made to give parents a form in their home language when possible, English forms are given to those parents who specifically request them. A certified pedagogue is available to answer questions and interview parents, to ensure that all parts of the HLIS form are correctly filled out, and that each form accurately portrays the student's home language status. Completed HLIS forms are analyzed by the ESL coordinator, to determine which students are eligible for LAB-R testing. All eligible students are tested within the first ten days of school, by a certified pedagogue from our out-of-classroom ESL team (Jacqueline Mark, Magda Kowalczyk, Maggie Stratigakos, and Jessica Zarian). All students who get a score of 26/40 or below are identified as English Language Learners and immediately placed on our ELL data spreadsheet, at which point they become participants in our school's Freestanding ESL program.
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.  
All parents of newly-identified ELLs are invited to one of several scheduled parent orientations held to introduce the various types of services available to ELLs in New York City. The invitation and Entitlement Letter (Appendix C) is sent home in both English and the parent's native language. Parents are given a follow-up call one day after the invitations go out, and a reminder is sent home with all ELLs the day before the orientations. Since the majority of our ELLs come from homes where Chinese is spoken, two separate rooms are arranged for each orientation, one for Chinese speakers and one for speakers of other languages.  
Parents view the DOE's Parent Orientation Video, in their native language when possible, explaining the three types of programs available for ELLs (Transitional Bilingual Education, Dual Language Education, and Freestanding ESL). Parents are also provided with a copy of the Guide for Parents of English Language Learners, again in their native language when available.  
In addition to the certified ESL pedagogues who conduct the orientations, 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 are also informed that although our school does not currently offer dual language or bilingual programs, if enough parents on two contiguous grades (and who speak the same home language) indicate a preference of TBE or DL on their Parent Selection form, the school will look into providing such a program for future ELLs. Each student's parent then fills out a Parent Survey and Selection form (Appendix D) to denote their formal choice of English language services for their child.  
Parents who do not attend one of the several scheduled orientation meetings are contacted by our parent coordinator or a bilingual school aide. These parents make an appointment to view 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.  
Parents who indicate a program choice not offered at our school (currently TBE and DL) 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 PS 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 those parents who have expressed interest in such a program.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

During the first week of every school year, the ESL coordinator analyzes the RLAT report in ATS, to determine which students will remain in ESL for the school year and which students are transitioning out of ESL due to proficient scores on the NYSESLAT. Students who attained proficiency on the previous spring's NYSESLAT are sent a Non-entitlement/Transition letter (Appendix H), and students who remain eligible for ESL services are sent a Continued Entitlement letter (Appendix G). All correspondence is printed out in both English and the student's native language, and is put directly into student take-home folders by a member of the out-of-classroom ESL team. Each time a piece of correspondence is sent to an ELL's parent, the date and type is noted on the in-house ELL data spreadsheet. During LAB-R testing, students who achieve a score of 27/40 or above are sent a Non-Entitlement letter (Appendix E); at the end of LAB-R testing, all students who achieve a score of 26/40 or below are sent an Entitlement letter (Appendix C) a few days before new parent orientations are scheduled to begin.

In order to ensure that Parent Survey and Program Selection forms are filled out for each incoming student, our school holds multiple orientation sessions for parents at different times. Parents who do not attend one of the scheduled meetings are contacted and required to come in for a one-on-one orientation at a different time. This has allowed us to obtain Program Selection forms for nearly 100% of newcomer ELLs for several years in a row.

Each completed Parent Survey and Program Selection form is photocopied. The original is attached to the HLIS in the student's cumulative folder in the main office, and the photocopy is stored in the ESL records room. Within two days of meeting with each parent, they are sent a Placement Letter (Appendix F) in English and their native language, a photocopy of which is attached to the copy of the Program Selection form in the ESL room.

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.

All program choices of ELL parents are entered both into the ELPC report and our in-house ELL data spreadsheet, and parent choices are reviewed and discussed when deciding how to best service our school's ELLs. The ELPC screen is updated after each parent orientation, and the ELPC screen is completed for all students eligible for LAB-R testing no later than 20 days after all students have been tested. Parents are notified of their child's placement in a Freestanding ESL program via a Placement Letter (Appendix F) sent home in both English and the parents' home language. Up until now, the majority of our parents have chosen a Freestanding ESL program, which is therefore the only program we currently have 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. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

At the commencement of NYSESLAT testing each year, our in-house ELL data spreadsheet is checked against an aligned with the school's RLAT report, to ensure that all students eligible for testing are in the spreadsheet. Proficient students are then removed from the spreadsheet, and the remaining students' names are used to create a testing checklist to record when students take each section of the NYSESLAT. During the two-week window allotted for the Listening, Reading, and Writing portions of the NYSESLAT, testing schedules are prepared to accomplish the bulk of testing during the first week, leaving the second week to ensure that all makeup tests are administered. With the exception of occasional students who are out of the country for the entire L/R/W testing window, every non-proficient ELL takes all four sections of the NYSESLAT.

6. 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.) 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. 

The trend in our data has been that the parents of 74% of our incoming ELLs prefer Freestanding ESL as their first choice. Therefore, the Freestanding ESL model used at TALES reflects the choice of the majority of our parents.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?
    - a) ELLs are TALES are serviced with a combination of push-in/co-teaching and content classes taught using ESL methodologies. Push-in teachers spend one period per day in each class where they are assigned; half of the period is devoted to small group work, and the other half is a whole-class lesson focusing on oral language, vocabulary, grammar, or a combination of the three. Additionally, three content-based cluster positions (Language through Movement, Language through Music, and Language through Science) are taught by ESL-certified pedagogues, who incorporate ESL strategies throughout their lessons.
    - b) All students at TALES remain with their classes for the entire day, and groupings are heterogeneous. Therefore, ESL methodologies are used to teach all students at various times of the day (both through whole-group push-in and content cluster classes), while small-group activities focused on language acquisition provide time for ELLs to practice new skills with teachers and peers. The combination of whole-class and small-group language instruction allows us to ensure that proficient ELLs continue to receive essential language instruction even after passing the LAB-R or NYSESLAT.
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)?

All ELLs receive more than the federally-mandated amount of time for ESL service (180 minutes per week for advanced students, and 360 minutes per week for beginning and intermediate students). This is achieved through the combination of push-in and content instruction by ESL-certified pedagogues. Additionally, three of the teachers at our school have both common branch and ESL certification, and the ELLs in those exceed the federally-mandated weekly minutes of instruction by an even greater amount.
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 foster language development and meet the demands of the Common Core Learning Standards.

Our instructional model at TALES is a Freestanding ESL program. Our students are exposed to ESL methodologies by push-in

instructors, who teach both small-group and whole-group lessons, and through content-based cluster positions taught by ESL-certified pedagogues (Language through Movement, Language through Music, and Language through Science). Although all instruction takes place 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. ESL instruction is enhanced by the use of SmartBoards and a voice amplification systems, found in every classroom. All ELA and Math unit plans are created in-house, in consultation with ESL teachers and specialists, and are all aligned with the Common Core Learning Standards.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
In order to ensure that all ELLs are appropriately evaluated, including those with minimal English skills, TALES relies on its multi-lingual staff, which includes speakers of Mandarin, Spanish, Hindi, Bengali, Telugu, French, Greek, and German. Students whose English skills are not yet sufficient to provide evidence of learning can meet informally with one of the bilingual staff members at the teacher's request.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
The speaking and listening skills of ELLs are formally evaluated at the beginning and end of the school year using the WIDA diagnostic system, with an informal mid-year evaluation to track progress. Reading and writing skills are assessed throughout the year using the DRA and age-appropriate end-of-unit rubrics. Moreover, in certain units that lend themselves to expressive language (e.g., storytelling), speaking and listening skills are evaluated in the end-of-unit rubrics.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

The ESL program at TALES is collaboratively designed (by administrators, ESL teachers, and classroom teachers) to be aligned with both the daily instructional material and Common Core State Standards. Push-in teachers spend at least half of their day working 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 our school only has grades PK - 3<sup>rd</sup>, the vast majority of our ELLs are newcomers, who receive extra academic support in before-school AIS sessions and afternoon sessions. Students receiving service for between 4 and 6 years also participate in supplementary classes before and after school, with special attention to the specific modalities that are preventing each student from passing the NYSESLAT. Because our school rarely gets new students after the Kindergarten year, we do not have issues with ELL newcomers taking the state tests, nor have we ever had any SIFE students.

7. 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?  
ELL students with disabilities are exposed to many of the same teaching methodologies as general education students, while also accounting for differentiated levels of instruction necessary to address the SWD population. Among the strategies and materials used are: Total Physical Response (TPR), visuals and gestures, manipulatives, repetition and language modification, songs and charts, 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.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?  
ELL students with disabilities are mainstreamed into general education classes for 20% of each school day. They are integrated into general education classes for content education (science, movement, music), which provides these students with a variety of peer models in a less restrictive environment. ELL-SWDs are integrated into mainstream classes for an additional period each day, and every effort is made for them to push in during times that will maximize their opportunities for oral interactions with peers (e.g., playtime in the lower grades, project time in the upper grades).

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**

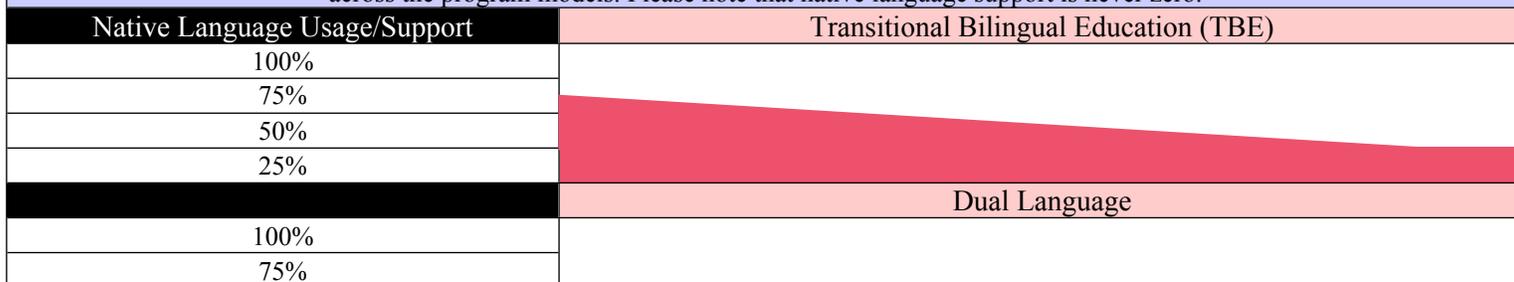
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

**Native Language Usage and Supports**

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

**B. Programming and Scheduling Information--Continued**

9. 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.

TALES employs a push-in ESL model, in which teachers split their time between intensive small-group sessions and whole group language instruction. All ELLs are exposed to the language curriculum through whole-group activities, but those students with greater language needs receive extra small-group intervention. 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. Several ESL students also receive SETTS services from an outside contractor, in order to bolster their academic progress.

Our mathematics curriculum, created in house to address the specific needs of our student population, pays explicit attention to the various language functions necessary for success in mathematics. Moreover, our use of Math in the City gives students experience with critical thinking and expression of their thought processes. Additionally, every room also has a math word wall and math-based literature in the classroom library, to provide ELLs with extra support in attaining proficiency in mathematical language.

To provide students with social studies support, the school has been working on a curriculum in which push-in ESL teachers of all grades will address social-studies content through whole-group language instruction. Other content classes (such as science, music, and physical education clusters) are taught by ESL-certified pedagogues who use ESL methodologies to make content accessible to ELLs.

ELLs are also supported through the school's recent adoption of Thinking Maps as a way to organize student thought, and a school-wide Thinking Maps culture provides ELLs with a strong scaffold for writing and speaking activities. Moreover, to increase opportunities for meaningful and motivated student oral interaction, we are gradually implementing a project-work component in all the grades. Finally, we support ELL learning by expanding students' experience with the English environment outside of school, through neighborhood walking trips, visits to community places, and culturally-instructive visits from outside performers.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The effectiveness of our current program is evident in the scores our students achieve on both literary and oral English assessments. For example, despite that over half of our Kindergarten ELLs are Beginning or Intermediate students, many of whom test at A or below on their September (baseline) DRA, nearly every student reaches the end-of-year literacy benchmark by June. In addition, although more than half of our ELLs begin Kindergarten as Beginning or Intermediate students, by the time they reach third grade the vast majority are either Advanced or Proficient. Finally, the fact that all of our ELLs passed the NYS ELA and Math tests, with 80% of students scoring 3 or 4 on one or both of the tests, is evidence that our ESL and ELA programs adequately meet the needs of ELLs at our school.

11. What new programs or improvements will be considered for the upcoming school year?

This year we are beginning to use the WIDA as a diagnostic of students' oral English ability and progress throughout the school year. This replaces the SOLOM, which our school previously used to attempt to measure oral language acquisition. Moreover, Thinking Maps are being rolled out as a school-wide program to help students organize their thinking visually. Both the WIDA and Thinking Maps will be supported by professional development sessions at the school.

12. What programs/services for ELLs will be discontinued and why?

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

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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 (science, movement, and music) 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 intervention or enrichment activities are contacted by phone in their native language, to ensure maximum participation of students in our school programs.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials;

list ELL subgroups if necessary)?

As already mentioned, ESL methodologies are included throughout the curriculum, in all classes and content areas. Math instruction for ELLs is supported through the Think Central system of Singapore Math, which provides SmartBoard resources to visually support student learning. Children spend all day in a literacy-rich environment, supported by organized classroom libraries, guided reading selections, take-home books, and listening libraries. Voice amplification systems in every room ensure that all ELLs have access to teacher modeling of language structures. SmartBoards have now been installed in all rooms, both to enhance content instruction and to provide supplemental support to ELLs through pictures, animated visuals, and videos. The school has software and website subscriptions to Bookflix, Raz Kids, Teaching A-Z, Starfall, Time for Kids online, etc.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

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 informally used to both promote comprehension and accelerate the English acquisition process. Almost all of our Beginning ELLs are in Kindergarten and are speakers of Mandarin, and since our Kindergarten push-in ESL teacher is fluent in Mandarin, L1 support is frequently used to scaffold learning for Kindergarteners. Additionally, 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, bilingual books with Chinese or Spanish components are available from a lending library in the parent coordinator's office.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All support services and resources are age-appropriate, except in the case of holdovers and special education students whose grade 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. Because our beginning ELLs are concentrated almost exclusively in Kindergarten, the Kindergarten ESL curriculum focuses heavily on oral and aural BICS (Basic Interpersonal Communication Skills). As ELLs advance into the upper grades, more elements of literacy are brought into the curriculum. However, since some of our longer-term ELLs have actually attained proficiency on the R/W modalities of the NYSESLAT, the upper grade ESL curriculum also addresses students' oral expression and fluency in English.

In order to ensure continuity of ESL education as ELLs advance through the grades, our school is currently working on a "language proficiency continuum," which determines which language objectives will be addressed across the different grades. This will not only ensure that all important aspects of English acquisition have been taught or introduced between Kindergarten and third grade, but will also allow both classroom and ESL teachers to know which skills were introduced in previous years.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Because we are a lottery school, and not a zone school, we rarely have ELLs enroll at our school after the end of September. Therefore, we have not needed to create special activities or curriculum to support port-of-entry ELLs coming in throughout the year. However, we do provide support to incoming K students and their families before they officially begin school in September. These include several open house sessions between January and June of the previous school year, as well as workshops about getting young children ready to start school. Perspective ELLs who are enrolled in summer camp during the summer before Kindergarten are informally observed to assess student needs, as are students who attend our Pre-K program. Additional support is provided during the summer to students going into first grade, through a summer reading program that specifically targets ELLs. Many of our parent workshops are given in both English and Chinese, in order to help parents of ELLs better navigate an unfamiliar school system. Finally, each year we hold a Back to School night within the first three weeks of school, to inform parents about our school culture and community.

18. What language electives are offered to ELLs?

Because we are an early childhood school, no 'electives' are offered.

19. For schools with dual language programs:

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

N/A

## C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) 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 rewriting the curriculum. A full day of SIOP training was provided to teachers in spring of 2013, and arrangements are being made for subsequent training sessions at our school. Moreover, an ESL consultant has been hired to provide staff development on ESL strategies and curriculum writing. ESL teachers have also attended numerous professional development sessions outside of school. Among the PD sessions already planned for this year are SIOP model training (12/2 and 12/9), a workshop about implementing the WIDA on 11/25, and three sessions with our ESL consultant on 1/15, 2/5, and 3/26 (specific topics TBD). All PDs for the school year are listed below in item 4, though some do not yet have a scheduled meeting time.

2) All professional and staff development, as well as all curriculum created in-house, is carefully aligned to Common Core Learning Standards. This year, in addition to the activities mentioned previously, our school is focusing on using Thinking Maps, the Danielson rubric, and student assessment (teacher-student and student-student) to assure that CCLS are achieved by all students.

3) This is an early childhood school that only goes up to grade 3, therefore we do not assist ELLs in transitioning from elementary to middle school. We do, however, offer support to third graders, who all go to other schools once they graduate. A main focus is on teaching and practicing communication and problem solving skills, to help students negotiate their new school environments. We also organize visits to all students' zone schools in the spring before they graduate.

4) Teachers are offered 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, our PD schedule will continue to include workshops on how to increase and improve our ELLs' oral language abilities. Other staff-development activities focusing on ELLs include an ELL book club, PD sessions about the needs of Chinese-speaking ELLs and their families, and best practices meetings where teachers discuss ESL strategies for specific targeted interventions. The principal maintains records of all PD sessions, in a binder, which not only lists the attendees, but also describes the content of each session. Furthermore, each teacher keeps track of their own PD hours for certification purposes.

This year's ELL-focused PDs for all teachers will include the following: three and a half hours of SIOP training (two sessions of one hour and two sessions of 45 minutes), one hour of WIDA administration training, two hours of cultural sensitivity training about issues that can occur in a heavily Chinese school population (two sessions of one hour each), and two hours about using juicy sentences to enhance vocabulary development (two sessions of one hour each). In addition, special education teachers will spend a minimum of three hours each with our school's special education consultant, reviewing ESL theories, strategies, and methods for dealing with ELLs who have special needs.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. To promote maximum attendance at school functions, all documents are translated into Chinese, which is the home language of the vast majority of our students. One of our school aides is fluent in Mandarin Chinese, and she is always available to help Chinese-speaking parents who come to the main office. In addition, our ESL coordinator and assistant principal are both fluent in Mandarin Chinese, and are able to provide translation support for conferences, parent meetings, and other issues dealt with outside of the main office. Our SBST team also has three members who are fluent in Mandarin, and they are able to provide translation support at IEP meetings. 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 TALEs staff. In the rare cases when neither a written nor oral translation is available for a non-English-speaking parent, the school utilizes the NYCDOE's Translation and Interpretation unit.

Some of the specific activities being done to increase parent participation in school functions include: Back to School night, Fall Festival, monthly Chuck-E-Cheese fundraisers, Health and Wellness week, Field Day, Family Dinner Night, and bimonthly Movie Nights. Our school also fosters partnerships with Music for Many, the New York Historical Society, Fan4Kids, and the New York Coalition for Healthy foods, all of which do performances for families at PTA functions. Additionally, parent workshops are provided by such organizations as the Cornell Cooperative Extension, the Child Center of New York, and Metro Plus. Almost all workshops are attended by a Chinese translator, in order to make the workshop content comprehensible to the large number of Chinese-speaking parents at our school. Finally, students' families are invited to publishing parties and student performances, and are involved in class trips whenever possible.

2) Since its inception in 2008, 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. The Tzu Hang Chinese School also provides heritage language classes 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-on-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. Additionally, the PTA schedules workshops about health care and hygiene, home ownership, fitness and nutrition, reading strategies, and other topics of interest to parents. Moreover, because of parent demand, we are looking into providing adult ESL classes? Finally, because a large percentage of our parents speak Chinese, all workshops are attended by a bilingual staff member to translate.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: The Active Learning Elem Schoo**

**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		12/13/13
Tu Harris	Assistant Principal		12/13/13
Lalita Kovvuri	Parent Coordinator		12/13/13
Rebecca Kaizerman	ESL Teacher		12/13/13
Karen Lee	Parent		12/13/13
Jacqueline Mark / Science+ESL	Teacher/Subject Area		12/13/13
Magda Kowalczyk / SS+ESL	Teacher/Subject Area		12/13/13
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*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>.

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 school's findings in these areas are communicated to parents during open school night and through direct communications in the languages identified as significant.



## 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"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$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"> <li>• High quality staff and curriculum development contracts.</li> </ul>	\$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"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	\$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.
<b>TOTAL</b>		