

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

28Q144

School Name:

COLONEL JEROMUS REMSEN

Principal:

REVA GLUCK-SCHNEIDER

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 28Q144
School Type: Community School Zoned Grades Served: Prek-5
School Address: 93-02 69th Avenue, Forest Hills NY 11375
Phone Number: 718-268-2775 Fax: 718-575-3734
School Contact Person: Reva Gluck-Schneider Email Address: Rglucks@schools.nyc.gov
Principal: Reva Gluck-Schneider
UFT Chapter Leader: Martha Mayorga/Laura Lichtman
Parents' Association President: Rosanne Gangi-Gaertner
SLT Chairperson: Bradley Lazarus
Student Representative(s): N/A

District Information

District: 28 Superintendent: Mabel Muñiz-Sarduy
Superintendent's Office Address: 90-27 Sutphin Blvd, Jamaica NY 11435
Superintendent's Email Address: MSarduy@schools.nyc.gov
Phone Number: 718-557-2618 Fax: 718 557-2623

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 207 Network Leader: Felice Lepore

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
REVA GLUCK-SCHNEIDER	*Principal or Designee	
Martha Mayorga	*UFT Chapter Leader or Designee	
Rosanne Gangi-Gaertner	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
NA	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Joanna Gallai	Parent	
Jennifer Guerra	Teacher	
Harris Ferrell	Parent	
Jennifer Swanson	Parent	
Jeanne Kwok	Parent	
Stephanie Ameres	Parent	
Sandra Tharas	Parent	
Debra Kessler	Teacher	
Bradley Lazarus	Teacher	
Kristin Bulavinetz	Teacher	
Debra Cotov	Teacher	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
9. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
10. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
11. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS 144 is a Reward School, and prides itself on high achievement in all areas. We continue to achieve this through continual reflection - which is done collaboratively with our community of parents, teachers and the entire staff of our "village." Our expectations reflect the deeply held belief that we are responsible for all areas of a student's development— academic, social, and emotional—and that through this development our world has change agents for the better.

Our strengths include our continual work in creating a community of learners who know it is safe to think and create and struggle and persevere. It is our intention to have learners who do not learn for the moment, but rather learn to dive deeply into conversation, reading, writing, arts, and sciences in such a way that, regardless of any given test structure, they will know how to think through problems. The skills that students attain are born of struggle and creativity and they can draw strength from these skills when needed.

In order to align curriculum to the Common Core Learning Standards (CCLS) our teaching staff and administrators have studied the Teachers College Units of Study and have begun to collaboratively use the tenets of backwards design. This will ensure that the curriculum reflects what students need to know and are able to do by the end of each grade. Teams of teachers use the Standards to create a scope and sequence and essential questions that are rigorous and engaging. Professional learning and professional collaboration time is used for planning and to analyze student work to drive future instruction.

To reach a variety of learners, including English Language Learners and Students with Disabilities, we utilize multiple points of entry into each lesson planned. Teacher pedagogy is constantly being developed and we ensure that instruction is differentiated to enable all students to produce meaningful work products. In order to ensure the Common Core Learning Standards are infused throughout all lessons, curriculum mapping and planning are done with staff developers. There are ample opportunities for the faculty to plan for higher order tasks with our Network Math and ELA instructional team as well as our two staff developers from Teachers College. To focus on college and career readiness, curricula have been aligned across grades and subject areas to reflect the skills that students need so they are prepared for the next level.

Additionally:

- Upper and lower grade teachers of science provide students a hands-on approach to learning
- Social studies instruction has been realigned to address the changes to the scope and sequence
- Instruction is differentiated and enriched to challenge all students
- A variety of data sources are used to drive instruction

Our challenge is that while we had some significant increase in the number of students reaching proficiency (Level 3), there is a need to increase math achievement as we saw a decrease of 11 points from 78.0 to 67.0 for our Median Adjusted Growth Percentile for all 4th & 5th grade students.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

When looking at the **Student Progress Section** of the 2013-14 School Quality Guide, the school saw a significant increase of 10 points from 68.0 to 78.0 for the ELA Median Adjusted Growth Percentile for all 4th & 5th grade students. Our Median Adjusted Growth Percentile for the Lowest Third in ELA for grades 4 & 5 also significantly increased from 68.0 to 79.0 (11 point increase). In Mathematics, our school saw a decrease of 11 points from 78.0 to 67.0 for our Median Adjusted Growth Percentile for all 4th & 5th grade students. Our Median Adjusted Growth Percentile for the Lowest Third in Math for grades 4 & 5 also decreased from 77.0 to 74.0 (3 point decrease). The goal below is expected to address both continued growth in ELA and the decrease in math.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 85% of students will either be proficient or above or increase their proficiency in speaking and listening by one level by engaging in high quality discussions, exemplified by responding to and extending each other’s thinking and crafting questions to help each other deepen and elaborate their thinking, as measured by TCRWP (Teachers’ College) Common Core aligned listening and speaking rubrics.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
<ol style="list-style-type: none"> 1. Teachers will continue to use Action Plans, checklists, conference notes, and informal running records to assess students, provide feedback and next steps to individual students and groups of students to support their achievement. Teachers will also use the data from pre- and post- assessments to identify and implement targeted instruction for students, creating multiple entry points into the curriculum, and supporting student growth towards increasing proficiency with the Common Core Learning 	All students in K-5 with particular focus on students in grades 4 and 5.	2014-2015 school year	CFN Math and ELA Developer, TC Developers, Network Leadership, Teacher Leaders

Standards.			
2. Teachers will analyze student data to determine how students learn best, specifically Students with Disabilities and English Language Learners in order to modify lessons to include multiple means of representation, expression, and engagement. Teachers will work with the Literacy Staff Developer to plan for differentiated, rigorous instruction including enrichment and support for ELL students from grades 2-5 with early morning instruction.	Students with disabilities, English language learners, and other high-need student subgroups	2014-2015 school year	CFN Math and ELA Developer, TC Developers, Network Leadership, Teacher Leaders, AIS and RTI professionals
3. Parents will be given the tools to assist their children in meeting this goal through regular workshops and weekly parent engagement periods, as well as communication through various media.	All families	2014-2015 school year	CFN Math and ELA Developers, TC Developers, Parent Coordinator, Classroom Teachers, Out-of-Classroom Teachers, AIS and RTI professionals
4. All activities, as always, will continue to build a collaborative and trusting community through workshops, Tuesday Parent Meetings, and all other communications stated in number 3.	Entire school	2014-2015 school year	All members of the community
5. Trust: Transparency across all of the work that we do parents and students in grades K- to monitor student progress	Entire School	2014-2015 school year	All members of the community

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Use of teacher teams, peers, instructional coaches, and lead teachers for demonstration of modeling, developing norms and common language among teachers and students
- The Danielson Framework
- Scheduling of common preps for planning and student data analysis

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, students will be assessed using TC grade-level speaking and listening checklists to determine progress of 50% toward speaking and listening goals in math and ELA activities as been achieved.

Part 6b. Complete in February 2015.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
When reviewing the School Quality Snapshot, we identified that although our school environment has been highly rated in terms of parent and teacher satisfaction, we strive to increase that even further.	

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
In order to sustain our school’s approach to culture-building, discipline and social-emotional support that has produced a safe environment and inclusive culture, we will meaningfully involve teacher, parent and student voices in decision-making to initiate, guide and lead school improvement efforts so that by June 2015 there is a 1% increase in the School Environment Category of the School Quality Report.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
1. In school, high behavioral expectations will continue to be supported by character education programming and reward systems, with specific character traits identified monthly for recognition and discussion.	Entire school	2014-2015 school year	Classroom teachers, CARE (Come and Respect Everyone) Team
2. Social-emotional support will be provided by all school personnel, including peer workshops led by our guidance counselor for students identified as having non-academic struggles, and engagement between upper and lower grade students, such as our Reading Buddies program.	Entire school	2014-2015 school year	Classroom teachers, guidance counselor, SBST
3. Parent communication will continue through dissemination over various physical and online media, with translation when necessary, including PA meetings, parent coordinator workshops and learning opportunities, ELL weekend parent classes, quarterly newspapers, and regular email and web-based communication between the school and families.	All families	2014-2015 school year	Parent coordinator classroom teachers, administration, parent association leaders

4. Trust: Frequent honest communication will sustain the culture of trust we have established.	Entire community	2014-2015 school year	All personnel
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

1. Professional development for all constituents
2. Parent workshops prepared and moderated by the parent coordinator and conducted by sources both within the building (e.g., SBST, guidance) and without (e.g., from DOE Central, CFN, and other agencies).
3. Communication systems, including School Messenger and online services

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

The parent SLT members will survey families mid-year (March) asking if they believe progress has been made. The results will be reported back to the SLT for reflection and implementation. Additionally, the PA will meet with parents monthly for face-to-face discussion.

Part 6b. Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Teacher team work and collaborative professional learning engages teachers to discuss their practice with peers, sharpen content expertise, visit colleagues’ classrooms and study student and teacher work so that intended improvements are apparent across classrooms. The principal and assistant principal participate in literacy and math study groups to further their own knowledge and effectiveness and share new learning with the entire school community.

Teachers are focusing on analyzing current student performance based on various methods including pre and mid assessments and then plan instruction targeted towards supporting students in meeting the CCLS, integrating them into planning and instruction.

According to the 2014-2015 Quality Review, careful curriculum design leads to instruction and tasks that accelerate student growth, further higher order thinking skills, and provide students with essential knowledge and skills to meet the real-world demands of college and postsecondary success. Thoughtful examination of the curricula also enables teachers to make informed decisions that have resulted in increased, progressive preparation for students to engage in challenging, higher-level work.

School curriculum maps in English language arts (ELA), math, and other content areas, including art, reflect a coherent set of experiences leading to the development of requisite knowledge and skills, sequencing and spiraling of concepts and skills, and the elimination of repetition in instruction. However, the Common Core standards are only embedded in some the school’s curricular documents include quoting accurately from a text comparing and contrasting stories in the same genre, and determining a theme or central idea of a text.

As a result, the teaching community determined that we need a coherent set of protocols for reviewing student work in teacher teams as well as rubrics and checklists that are vertically consistent.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to ensure coherence in writing instruction across classrooms, teacher teams will meet and use protocols for looking at student work for the purpose of determining next steps, and reflect on what has worked or needs revision. The use of checks for understanding, and rubrics, the impact of the teaching and learning will be assessed using TCRWP rubrics so that by **June 2015 60% of students will increase their writing proficiency by one level on pre and post assessments in the informational writing units.**

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the</i>
15. Research-based instructional programs, professional			

16. development, and/or systems and structures needed to impact change Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			<i>activity/strategy?</i>
1. In Monday afternoon sessions, we will include professional learning on protocols for looking at student work.	Teachers	2014-2015 school year	Staff developers, teacher mentors and teacher leaders
2. All teachers will continue to work on reaching all students through regular ongoing professional learning and planning time. Professional learning will be provided through peer support, TCRWP staff development and Teacher Days, teacher initiated PL attendance and online with ARIS Learn.	Teachers and students	2014-2015 school year	Staff developers, teacher mentors and teacher leaders
3. Parents will be invited to TC, Tuesday parent engagement, and parent coordinator workshops.	Families	2014-2015 school year	Parent coordinator, TC and CFN staff developers, teachers
4. The administrators and staff developers will support professional learning for all constituents through providing subs for attendance at PL sessions, the sessions themselves being offered and access to one on one assistance as needed or requested..	Whole community	2014-2015 school year	Administration and staff developers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

4. Professional learning as provided by the DOE
5. Calendar days at TC
6. Network training

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, students will be assessed using TC grade-level writing checklists to determine 50% progress toward writing goals.

Part 6b. Complete in **February 2015.**

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

The school leader listens effectively to families, students, and the school community, proactively engages the school community around the school’s learning goals. Appropriately shares leadership with families, students, and community. Communicates with and engages the school community in system-wide initiatives and learning goals. Creates a school-wide culture in which all parties make themselves accessible and approachable to families, students, and community members. However, when reviewing the New York City School Survey, it was discovered that only 80 of teachers would strongly recommend their school to parents seeking a place for their child. It is our goal to increase teacher confidence in our school to allow them to identify the school as having an exceptional learning environment.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to communicate high expectations to all stakeholders, school leaders will use evidence based systems to examine and improve individual and school wide practices in the critical areas of student achievement, curriculum and teacher practices, community/family engagement and student social/emotional developmental so that **by June 2015 communication between teachers, parents and administration will improve as evidenced by a 10% increase on the NYC School Survey, based on the statement “I would recommend my school to parents seeking a place for their child.”**

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
1. Teachers will be provided with all professional learning needs and supports needed to be successful. This will be determined through observation, and teacher request.	Teachers	2014-2015 school year	Administration and staff developers
2. Our ELL instructors, AIS and RTI team will continue to attend professional learning provided by TC, the network, and DOE Central.	Teachers	2014-2015 school year	Administration and TC and network staff developers,

			DOE Central
3. Parent communication will continue through dissemination over various physical and online media, with translation when necessary, including PA meetings, parent coordinator workshops and learning opportunities, ELL weekend parent classes, quarterly newspapers, and regular email and web-based communication between the school and families.	Families	2014-2015 school year	Administration and parent coordinator
4. Frequent honest communication will sustain the culture of trust we have established.	Whole community	2014-2015 school year	Adminstration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Ongoing communication of successes and honest reflection on what needs continued growth via staff meetings, and one-on-one meetings, professional learning as provided by the DOE
 Calendar days at T C
 Network training

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

Regular check-ins (November, March, June) through one-on-one and staff meetings to gauge staff satisfaction about the learning environment. A survey will be administered to gauge satisfaction.

Part 6b. Complete in **February 2015**.

31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?	

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- | | |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources. |

According to the 2014-2015 Quality Review report, the school’s strong partnerships with families have led to sustainable, responsive approaches that result in parents having a heightened awareness of their role in supporting their children’s progress towards meeting the school’s high expectations. Students are prepared for the next level and have an increased sense of belonging and identification with their educational goals, which is leading to advancement of student achievement. However, When reviewing the New York City Learning Environment Survey, we noticed that 15% of parents felt that the school needs to better communicate what parents need to do to help prepare their children for college, career, and success in life after high school.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to collaborate with families as full partners in the learning and development of their children, we will increase the number of workshops on College and Career Readiness so that **by June 2015 we will offer 50% more parent workshops than in previous years so that parent responses to the NYC School Survey will reflect a 10% increase on the statements: “Helps keep my child on track for college and career and success in life after high school: and “communicates to me and my child what we need to do to prepare my child for college and career, and success in life after high school.”**

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
1. The parent coordinator will facilitate additional workshops to increase awareness of the means for preparing their children for success at the next level.	Parents	2014-2015 school year	Parent coordinator, network staff developers
2. The school will keep parents abreast of citywide offerings in the area of helping keep children on track for college and	Parents	2014-2015 school year	Parent coordinator, DOE

career readiness..			Central
3. The parent coordinator will increase parent participation by inviting parents across all communication channels and providing post-meeting documentation for families unable to attend workshops.	Parents	2014-2015 school year	Parent coordinator
4. In collaborating with all constituents, we will continue to build a common understanding of what children need to succeed at the next level. 5. Trust: Transparency across all of the work that we do Shared decision making with PTA Executive Committee and Parent Coordinator in planning workshops.	Whole community	2014-2015 school year	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Ongoing communication of successes and honest reflection on what needs continued growth via PA meetings, professional learning as provided by the DOE Calendar days at T C Network training Parent Coordinator Workshops

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
The parent SLT members will survey families mid-year (March) and meet with parents monthly for face-to-face discussion. The results will be reported back to the SLT for reflection and implementation. We expect to see an increase in parent awareness on the resources available for College and Career Readiness here at school and in the DOE.				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	State Tests, Teacher Data	RTI: Foundations. The program consists of: phonemic awareness; word analysis; prosody and comprehension; coordination of reading and spelling instruction; intensive, cumulative instruction; teaching for mastery	small group, one on one	During the school day
Mathematics	State Tests, Teacher Data	Math assistance designed for students having difficulty with understanding from simple to complex using GO MATH AIS materials	small group, one on one	During the school day
Science	State Tests, Teacher Data	Instruction on grade level conceptual and procedural expectations	small group, one on one	During the school day
Social Studies	State Tests, Teacher Data	Instruction on grade level conceptual expectations.	small group, one on one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	IEP, Parent or Teacher recommendations	Services provided to assist children in understanding his/her school role and in achieving at his/her highest potential. Guidance Counselor runs a divorce group (Banana Splits); grief counseling family meetings; socialization group	small group, one on one	During the school day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	Non-Title I
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Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

4. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
5. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

6. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
7. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
8. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
9. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
10. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
11. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

12. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
13. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.

14. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
15. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS 144]**, 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 the school and the families. The 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 the school community. **[PS 144]** 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 the school community;

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

The 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;
- 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 and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

[PS 144], in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

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 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: Col Jeromus Remsen	DBN: 28Q144
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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 checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 22
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: A before school program will target ELL students in Grades 2, 3, 4, and 5 totaling approximately 22 students. It is anticipated that approximately 15 eligible students will accept the invitation into this before school program. Our school will use the co-teaching and co-planning model. The language of instruction for this program will be in English. We will be targeting third, fourth, and fifth graders in order to provide them with additional support, in preparation for standardized testing in Language Arts, Mathematics, Science and Social Studies. Second grade students will be getting additional support in reading. As new admits are identified needed ESL services they will be offered this program. The teachers will provide instruction to the ELLs in the A.M. program, which will be held 3 days a week from 7:15 until 8:00 A.M. The students duration of the program will be seven months (3 times a week), beginning in November and ending in March. The ESL or Bilingual teacher will provide ESL services and utilize strategies to help English Language Learners. One teacher, who is certified in Common Branches, will give content support to student in Language Arts, Mathematics, Science and Social Studies.

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

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

Part B: Direct Instruction Supplemental Program Information

reporting features including continuous assessment of accuracy, fluency, comprehension and vocabulary to monitor student progress

Part C: Professional Development

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

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

Begin description here: The initial day of training for the ESL or Bilingual and Common Branch teacher will be held at P.S. 144 in November 2014 and be one hour long. Teachers will learn how to implement the program for maximum student learning. Charlesbridge Publishing, (INSIGHTS Program) will conduct 4 workshops (one a month, one hour session) that will center around student assessment and how to utilize the program effectively. Charlesbridge will send a trainer to conduct the Professional Development.

Part D: Parental Engagement Activities

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

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

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

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

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) <ul style="list-style-type: none"> • Per session • Per diem 	\$7371.54	2 Teachers will work 3 days a week for 1 hour before school for days. This amount also includes fringe benefits 73 Days, 1 hour a day for 2 teachers at the cost of \$50.49 an hour for a total of \$7371.54
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$1,500	Professional Development for the teachers (one workshop a month for 4 months at \$250 a workshop). One Parent Workshop conducted in the morning.
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	2240	2 Lenovo Standard Laptop Computers to run the Insights Reading Fluency. The current laptops in the building will not support the Reading Fluency Software; so there is a need to purchase new laptops Trade Books to support Reading Fluency. Instructional Supplies (Paper, pens/pencils, folders, etc)
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	11,111.54	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 28	Borough Queens	School Number 144
School Name Jeromus Remsen		

B. Language Allocation Policy Team Composition [i](#) 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 Reva Gluck-Schneider	Assistant Principal Jennifer Lucadamo
Coach type here	Coach type here
ESL Teacher Lydia Ra	Guidance Counselor Aimee Mizzi
Teacher/Subject Area Martha Mayorga	Parent -type here
Teacher/Subject Area Lois Beberman	Parent Coordinator Siobhan Kyne
Related Service Provider Kristen Bulavinetz	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	806	Total number of ELLs	45	ELLs as share of total student population (%)	5.58%
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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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	12	3	9	9	9	4								46
Pull-out														0
Total	12	3	9	9	9	4	0	46						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	43	ELL Students with Disabilities	7
SIFE		ELLs receiving service 4-6 years	3	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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	43			3						46

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	43	0	0	3	0	0	0	0	0	46
Number of ELLs who have an alternate placement paraprofessional: _____										

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
TOTAL	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	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			1	1	1	2								5
Chinese	2	1	2	3	3									11
Russian	1	1		1		1								4
Bengali					1									1
Urdu														0
Arabic		1			1									2
Haitian						1								1
French														0
Korean			1											1
Punjabi														0
Polish														0
Albanian														0
Other	1		4	3	2	1								11
TOTAL	4	3	8	8	8	5	0	36						

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)	1	1		4	3	5								14
Intermediate(I)	2	4	3	2	1	2								14
Advanced (A)	1	2	5	1	1	2								12
Total	4	7	8	7	5	9	0	0	0	0	0	0	0	40

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	1			3
4	1	1			2
5	6	1			7
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	2		1	1	2	1			7
4	2			1					3
5	4		2	1	1			1	9
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			2		1				3
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 Our school uses the TCRWP to assess the literary skills of all our students, including our ELLs. The students are assessed individually throughout the school year in order to determine their instructional reading level. During these assessments, the lower grade students are asked to read simple books and the upper grade students are asked to read aloud a number of different reading passages, in

order to evaluate their decoding skills. Afterwards, the students answer questions, related to the books or passages, in order to determine their literal and inferential comprehension skills. After the completion of this assessment, the students are assigned a reading level, which is helpful when they select fiction and non fiction books to read during independent reading time.

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

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The kindergarten children who were testing with the LAB-R in the fall of 2013, ten of them were considered to be beginner or intermediate ELLs, and need assistance in speaking and understanding English before they can begin to meet the Common Core Standards in literacy. An analysis of the data for our third grader new admits indicates that two of the three students who were new admissions to the United States tested at a beginner level. One of the third grader tested at advanced level.

An analysis of the data for our first graders indicates that two of the students moved from beginner to intermediate level. One of the first graders stayed at advanced level.

An analysis of the data for our second graders indicates that two students moved from beginner to intermediate level, one student moved from beginner to advanced, one student remained at beginner. One student remained at intermediate level, one student remained at advanced level and one student moved from advanced to intermediate.

An analysis of the data for our third graders indicates that two students moved from beginner to intermediate, one student remained at intermediate, one student moved from intermediate to advanced and three students remained at advanced level.

An analysis of the data for our fourth graders indicates that three students remained at beginner level, one remained at intermediate, one moved from intermediate to beginner, one moved from advanced to intermediate and one remained at advanced level.

An analysis of the data for our fifth grade ELLs indicates that 4 out of 5 students receive special education services, and are in self-contained special education classes, and two of the students are NYSAA. All of the fifth grade students remained at the same level. 3 students remained at beginner level, one student remained at intermediate level and one student remained at 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 [AMAQ tool](#))

The data analysis for our first and second grade ELLs indicates that the children need more support during Readers and Writer's Workshop, so they can develop better phonemic awareness and writing skills.

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

In conclusion, is it our hope that Balanced Literacy and the differentiation of instruction in the classroom, along with scaffolds offered by the ESL teacher and other support staff, will continue to increase the number of ELLs who annually achieve proficiency on the NYSESLAT. The ESL teacher will work collaboratively with the classroom teachers to ensure students' goals in ESL align with their learning goals in the classroom.

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?

4a. An analysis of the ELA scores for our fourth graders, who took the ELA as third graders indicates that the one ELL who scored at level 2 is in the advanced level. The other three ELL students who took the ELA scored at level 1. An analysis of the ELA score of our fifth grade students, who took the ELA as fourth graders indicates that the one ELL who scored at level 2 is in the advanced level also. The one student who scored at level 1 is in a self-contained special education class.

Our ELLs were more successful on the New York State Mathematics assessment in 2013. Two fourth grade ELLs and one fifth grade ELL took the mathematics in their native language; one fourth grade student scored at level 3 and the other two scored at level 2. An analysis of the Mathematics scores for our fourth graders, who took the mathematics as third graders indicates that two students scored at level 1, two students scored at level 2 and three students scored at level 3. An analysis of the mathematics of our fifth grade students, who took the mathematics as fourth graders indicates that 2 students scored at level 1 and one student scored at level 2.

It should be noted that our ELLs must take all assessments after only one year of instruction in an English language school system. This year, the test questions were aligned with the Common Core Standards. As a result of this calibration, there was a drop in scores for all students. Giving ELLs extended time, and the use of foreign language dictionaries have helped improve scores on the ELA. The use of translated tests, foreign language dictionaries and glossaries and oral translators have helped the majority of our ELLs achieve at least a level 2 in mathematics. Our former ELLs, who pass the NYSESLAT usually can pass all standardized tests.

4b. For 2013-2014, the ELL Periodic Assessments were optional, and we do not plan to administer them to our ELLs during the 2013-2014 school year. Our school leadership and staff felt that these assessments were unnecessary, since the ELLs were already being assessed in literacy throughout the year using the Teachers College Assessments, and four times a year with the Predictive and Acuity Assessments in Reading and Mathematics.

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

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

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](#).)

At PS 144, we have a RTI support team, and they work closely with the classroom teachers and the ESL teacher. First, the Home Language Identification Survey will uncover that could influence the student's English language learning process. In addition, students will be assessed in their literacy skills to see if they are meeting grade level benchmarks. If an ELL student is flagged at risk, students will receive targeted instructional support to help them develop in this area. This support will be delivered in coordination with language support serviced in ESL.

6. How do you make sure that a child's second language development is considered in instructional decisions?
The ESL teacher will first analyze the LAB-R and NYSESLAT scores to determine their level. Using the data analysis, the ESL teacher will indicate which children will need more support in reading and writing, and speaking and listening. In addition, The teacher will collect data, and analyze formal, standardized assessments, and ongoing, informal classroom assessments to plan future lessons.

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.).

At PS 144, our freestanding ESL program has proven to be very successful for our English language learners. First, we can measure their achievements quantitatively by examining their scores on the NYSESLAT. Our ELLs, especially those children entering a NYC school in kindergarten, generally achieve English proficiency in three years or less. Those children, who need four to six years to pass the NYSESLAT continue to make progress, even though it is at a slower pace. If we analyze the scores of our ELLs on the ELA and the NYS Math, we can see that the majority of our general education students achieve at least a Level 2, after only one year in an ELSS. Most of our ELLs are able to meet the state standards in science. Aside from examining quantitative data, we can see their growth by

observing them in the classroom. Seeing an ELL or a former ELL participate in school wide events such as contests, talent shows, and performances on stage in front of a large group indicates that our present and former ELLs are successfully integrated into our school community, and are achieving on a social and emotional level too.

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](#).)

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

At this time, our ESL teacher, the assistant principal or another trained pedagogue determines whether or not a parent requires assistance in completing the HLIS in English. This person is present with all parents during the HLIS completion, regardless of translation needs or dominant home language. If a parent speaks another language, the teacher always administers the HLIS in the parent's native language. At our school, the forms are readily available in Spanish, Chinese, Korean, Russian, French, Arabic, Urdu and Bengali, with other languages available on the DOE website. In 2013, the parents of all New York City students who attended a pre-kindergarten program under the DOE, will have to fill out a new Home Language Inventory Survey, (HLIS) upon their child's entrance to kindergarten, since the information filled out on any previous HLIS is not valid. After the parent completes the HLIS, the ESL teacher, or another trained educator, interviews the parent, and scrutinizes this form to be sure that if one question in Part I is answered with another language, and two questions in Part II are answered the same way, the school secretary enters the child into ATS with the correct OTELE. The admission slip generated for this child indicates that he/she is eligible for LAB-R testing. Then, the ESL teacher will administer the LAB-R within ten days of a new admission's entrance into the NYC school system. If it is determined, through a child's scores on the LAB-R, that he/she does not require ESL services, a letter is sent home in English and in the parents' native language informing them that their child is proficient in English. The administration of Spanish LAB for Spanish speaking ELLs will be administered by a certified bilingual education teacher in the building. A copy of this non-entitled letter is kept on file. The ESL teacher always places the score that the child receives on the LAB-R, along with the date of the exam directly on the HLIS. If the child does not pass the LAB-R, the ESL teacher contacts the parent by telephone, e-mail, or by letter inviting them to view the DVD entitled Parent Orientation in English and their native language, or watch it on-line. At this meeting, the parent is given the Parent Selection form in English and in their native language. It should be noted that these Parent Orientation meetings are always held by the third week of September, since the beginning of the school year coincides with the greatest number of new admissions. However, individual orientation meetings continue to be offered throughout the school year within the 10 day window to our newly entitled ELLs.

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

2. 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.
At the beginning of the school year, new admits, who are potential ELLs are identified through the HLIS, and then tested within ten school days, with the LAB-R by the ESL teacher. As soon as testing and scoring are completed, parents of entitled ELLs are sent a Letter of Entitlement in English and in their native language, along with an invitation to attend a Parent Orientation meeting.

Meetings are scheduled within the 10 school day of enrollment, at different times during the school day and in the evening, to accommodate working parents. The ESL teacher hands out parent guides to bilingual and ESL programs, which have been translated into a number of different languages such as Spanish, Chinese and Korean and an agneda. In addition, the parents view the DVD entitled Parent Orientation in English and in their native language, or watch it on-line. A question and answer period is provided at the end of each meeting. The Parent Coordinator, other staff members, and members of the Parents Association, who are bilingual, thus facilitating communication with the parents, attend these meetings. Finally, the Program Selection forms, which have been translated into a number of different languages, are distributed to parents, to be completed and signed at the in-school orientation. New admits, who arrive later in the school year receive an individual orientation meeting, where they view the DVD and complete the Parent Survey forms, and this is held within 10 school day of enrollments. If parents have questions or concerns, only trained teachers or trained pedagogues respond to inquires related to types of programs for ELLs.

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 [\[see tool kit\]](#).)

We generally have 100% participation at our Parent Orientation meetings and the overwhelming majority of ELL parents complete and sign the Parent Survey Forms. These completed forms are kept on file with the ESL teacher, until the ELL achieves proficiency in English. In addition, copies of the entitlement letters, placement letters and letters of continued eligibility in English and the child's native language are retained. If a parent of a newly entitled ELL is unable to attend a Parent Orientation meeting, the ESL teacher and/or personnel from the District would contact the parent by telephone or e-mail, to convince them to come to school to view the Parent Orientation DVD and complete the Parent Survey.

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.

At PS 144 we can only offer a free standing ESL program because we never have fifteen ELLs on one grade or across two grades speaking the same native language, which would necessitate the establishment of a bilingual class. Our parents select PS 144 for its excellent academic reputation, outstanding visual and performing arts programs and supportive learning environment. Many of the parents of our ELLs are fluent speakers of English, who have been transferred to the United States for only a few years. They want their children to be immersed in an English language speaking environment. Once the Parent Survey forms are completed, placement letters in English and in the ELL's native language are sent home and a copy is retained with the ESL teacher. In addition, every year that the child remains in ESL, a letter of continued eligibility in English and in the child's native language is sent home to the parents, and a copy is retained with the ESL teacher, until the ELL achieves proficiency on the NYSESLAT.

It should be noted that we have set up a buddy system for parents of newly entitled ELLs, where a parent who speaks English and the ELL's native language offers assistance on school matters. If the parent of an ELL expresses interest in a Transitional or Bilingual Program, the ESL teacher would contact the ESL Compliance Specialist to find out about the availability of a seat in one of these programs.

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.

Students will be grouped into 4 subgroups to take the listening, reading and writing. In addition, the special education students will be taking the NYSESLAT at a separate location, and accommodations will be made according to their needs. The speaking subtest will be administered to students individually in a separate location from all other students. Each section of the NYSESLAT will be given over few days.

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 ELLs at PS 144 speak more than one dozen languages and come from a variety of socio-economic backgrounds. Some of our ELLs come to the United States for job transfers, and plan to return to their native countries in three or four years. The parents are very anxious for their children to achieve proficiency in English, and always select a freestanding ESL program for their children. During the 2011-2012 and 2012-2013 school year, the majority of our parents request ESL, where instruction is provided in English rather than Transitional Bilingual or Dual Language programs for their children. In 2012-2013, all the parents chose Freestanding ESL program. The ESL teacher, the administration and other staff members regularly review the Parent Survey and Program Selection forms to ensure that the parents' choices have been honored. In accordance with the Parent Selection forms, a freestanding ESL program is currently offered and will continue to be offered, by a certified ESL teacher.

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])?
 - 1a. The freestanding ESL program at PS 144 is primarily a pull-out program. There are generally only five to seven ELLs on each grade, and they are usually divided equally among all the classes on a particular grade, rather than being concentrated in one classroom. In this way, the classroom teacher has more of an opportunity to provide additional support and differentiate instruction for these students. The school secretary always tries to place an ELL in a classroom, where at least one other child speaks the same native language as the newly admitted ELL, and can serve as his/her buddy and translator. At the present time, the ESL teacher offers instruction to two grades simultaneously, in order to meet the CR Part 154 instructional mandates of 360 minutes weekly for beginner and intermediate ELLs and 180 minutes weekly for advanced ELLs.
 - 1b. At PS 144, the kindergarten and first grade ELLs are grouped together, second and third grade ELLs are also grouped together, and finally the fourth and fifth grade ELLs are taken together. Special education ELLs are grouped together with their peers chronologically, in order to provide a mainstreaming experience for them. For four periods a week, the groups are a mixed proficiency level, and the beginner and intermediate ELLs are grouped homogeneously for the other four periods a week.
2. 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)?

Our ESL teacher ensures that all of our ELLs are fully served with the mandated number of minutes necessary for each proficiency level. The school secretary consults daily with the ESL teacher to make sure that all new admits are entered accurately on ATS, with the correct OTELE. In addition, an examination of our annual BESIS report indicates that 100% of our ELLs are receiving the necessary ESL services.
 - 2a. Explicit ESL occurs during the ESL period, especially for the newcomer ELLs. Here, the emphasis is on the acquisition of social and academic vocabulary taught through such ESL strategies as Total Physical Response, the Language Experience Approach, and Sheltered English. In addition, the classroom teacher is provided with supplementary materials, as well as useful websites on the Internet for our newcomer ELLs. It is especially important for our newcomer ELLs, in the upper grades, to develop good decoding

skills, so that they can ultimately become fluent readers in English. The ESL teacher makes suggestions on the modification of homework and long term assignments to the classroom teacher.

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

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.

Instructional approaches such as Sheltered English and an emphasis on vocabulary development are used to make the content areas of mathematics, social studies and science more comprehensible for the ELL. It is particularly important that our ELLs learn the appropriate mathematics vocabulary since the New York State Mathematics Assessment focuses on the children's ability to solve word problems. Our ELLs, who are literate in their native language are encouraged to keep dictionaries in English and in their native language at school. In addition, all ELLs, who speak Spanish, Chinese, or Korean are provided with glossaries with pertinent vocabulary in mathematics, social studies and science. Thematic units that are pertinent to social studies and science are taught as well. The ESL teacher has a variety of non fiction books, written on a variety of reading levels in English, which are aligned with the social studies and science curriculum of different grades. The different units from Teachers College give our ELLs greater exposure to non fiction reading material. In addition, the requirement to produce informational reports also increases the development of academic vocabulary. It must be noted that the ability to comprehend non fiction reading material and to write informational reports are included the Common Core Standards adopted by New York State. Also, graphic organizers such as K-W-L Charts, Venn Diagrams, Thinking Maps where the children have to compare and contrast and organize information sequentially have been helpful in facilitating language development and making the content areas more comprehensible for ELLs. In addition, the Internet with its large collection of websites that rely on graphics and videos, has been very useful for extending knowledge of a particular content area. The ESL teacher collaborates with classroom teachers and the science teacher to provide extra support for science projects and social studies research reports. Support is provided by explanations in simpler language and adapting the requirements of a particular project to the ELL's oral and written language ability. Finally, test preparation materials for the 4th grade science test and the New York State Mathematics Test are provided in Spanish, Chinese, Korean and Russian to the ELLs, who are literate in these languages.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The ELLs are assessed throughout the year, along with their grade level peers using the Teacher's College Reading and Writing Assessments. In addition, grades 3-5 take the Predictive and Acuity Assessments in reading and mathematics throughout the year.

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).

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

b. Our plan for newcomers includes placing the child in a classroom with a buddy who speaks the same language. In addition,

efforts will be made to secure a Parent Buddy, so that the parents of the newcomer would be able to familiarize themselves with the American educational system. All important school notices as well as report cards are offered in translated versions, that that newcomer parents can take an active role in their child's education. Translators will be provided at Parents Association meetings as well as at Parent Teacher Conferences. In addition, the newcomer child will be offered the services of Parent Volunteer, learning leader who will work with them on an individual basis. The Parent Volunteer will help them acquire the basic English vocabulary, necessary for social communication, as well as academic skills. Newcomer ELLs in grades two through five, will be offered additional support through the Title III before school program. Finally, our newcomer ELLs, particularly those students who have been in the U.S. for only one year, will be given extra help in developing strategies for success on standardized tests.

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

d. After six years of instruction in an English language school system on the elementary level, these ELLs are generally proficient in speaking and understanding English, as measured by the NYSESLAT. Yet, these children still cannot meet the standards in reading and writing. At PS 144, the ESL teacher consults with the RTI team and the classroom teacher. A variety of pre-referral intervention strategies would be offered. If there was no improvement, the child will be at Tier 1. After a number of months, the PPT would decide if a referral to the Committee on Special Education for a bilingual evaluation would be warranted, to determine the possibility of a learning disability.

e. The former ELLs will receive testing accommodations, and receive extended time on standardized exams. In addition, former ELLs will take the exams in separate locations, and will be in a small group setting. They are allowed to use paper bilingual dictionaries.

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?

All of our Special Education ELLs are expected to try and meet the NYS Standards in Language Arts and the content areas. Three of our special education ELLs have a severe disability and are considered to be NYSAA. The other ELLs-SWDs must take all NYS standardized tests in ELA, Math and Science. An examination of the data from the 2013 NYSESLAT for our special education ELLs indicates that more than 50% of them are proficient and advanced in listening and speaking skills. However, more than 75% of our special education ELLs are on a beginner or intermediate level for reading and writing skills. One instructional strategy that we have found helpful, which is also in alignment with the Common Core Standards, is the focus on the development of Academic Language, specifically Tier 2 and Tier 3 Words. Another instructional strategy is the use of thinking maps, such as the tree map, the circle map and the brace map, since they help special education ELLs organize non-fiction material in a meaningful way. Finally, students are given opportunities to use technology in the classroom to build their English language development. The ESL classroom and special education classroom have extensive libraries of fiction and nonfiction material, on a variety of reading levels and subject matter, to encourage our special education ELLs during independent reading. The ESL teacher tries to focus on vocabulary development in the content areas of mathematics, science and social studies in order to make the language of grade level textbooks more comprehensible to these children. Finally, another instructional strategy is the placement of bilingual para-professionals to entitled special education ELLs. These para-professionals are fluent in the child's native language and often translate important information, which facilitates the child's comprehension of the curriculum, and help them try and meet the standards in literacy and the content areas.

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?

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

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

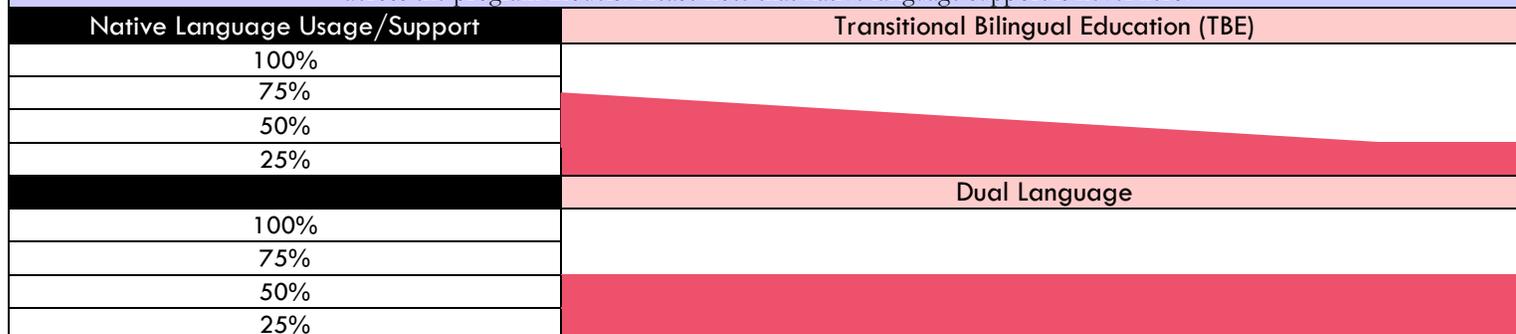
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

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.

Our school has targeted different interventions for the various ELL subgroups. First, all our struggling ELLs receive the assistance of a Learning Leader, who provides individual tutoring in decoding, comprehension and writing skills. Next, our newcomer ELLs in the upper grades receive additional support in ELA through the before school Title III individual prescriptive program. Our long term general and special education ELLs receive extra help in literacy and math by a certified teacher, in a small group setting and pushing into the classroom during the day. Finally, all of our ELLs are recommended for the Extended Day Program, where they receive extra help in all content areas, additional practice in preparing for standardized tests, and assistance with homework and long term projects.

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 ESL teacher works collaboratively with the classroom teachers to ensure both content and language development of each ELLs are met. Since our school has a freestanding program, the ELLs work in a small group setting with the ESL teacher. The ESL teacher will also differentiate lessons and work to meet each child's individual needs. This will encourage students to immerse in content area instruction in English while providing language development. The ESL teacher will focus on developing and improving all four modalities of the language-speaking, listening, reading and writing.

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

PS 144 will be continuing to upgrade our computers and printers in the classrooms and in the ESL room, which will familiarize our ELLs with different websites on the Internet, thereby increasing their language proficiency. In addition, teachers will use classroom iPads, which will increase student learning. In spite of budget cutbacks, PS 144 will continue to maintain our art and science residencies, our Title III morning program, and our continued collaboration with Teachers College for this school year. In addition, teachers will continue to attend professional development to receive resources on Common Core Standards and Go Math, the new math program.

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

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

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

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

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

As far as special programs for 2013-2014, PS 144 will again be the recipient of the New York State Council on the Arts Grant. This money provides us with a partnership with the Queens Museum of Art, which allows us to bring architecture and visual arts residencies into the classrooms. We also have our partnership with the Guggenheim Museum of Art. This unique residency, which lasts for twenty weeks, brings a teaching artist into all the third grade classrooms. The teaching artist develops unique art projects, in conjunction with the academic curriculum and current exhibitions at the museum. Finally, our ELLs will also benefit from other art residencies with such New York City cultural institutions as the American Ballroom Theatre. These residencies in the performing arts expose our children to music, dance and theatre and are especially beneficial to our ELLs, since they give them the opportunity to communicate, without having to use oral and/or written language. The ELLs can feel extremely successful in the arts, even though they may be struggling to meet academic standards in the classroom. Also, hands on science residencies are also provided and afford our ELLs another opportunity to demonstrate their scientific knowledge, even though they may face difficulties in learning the science curriculum.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Since PS 144 is a member of the Teachers College Reading and Writing Project, our major instructional materials are large collections of leveled libraries in each classroom and in the ESL room. Through the use of these libraries of fiction and non fiction

books, from Levels A through Q, the ELLs have an opportunity to improve their phonemic skills, increase their social and academic vocabulary, and develop reading fluency. Big Books are used during Shared Reading to develop vocabulary, improve reading fluency and increase reading comprehension. The ESL teacher also uses the Scott Foresman ESL Series as supplemental resource, to increase academic vocabulary, since it makes the content areas more meaningful for the English language learner. The ESL teacher is trained in Wilson Foundations, and has tool kits in the classroom to help students build their literacy skills. In addition, the ESL teacher uses test preparation materials, specifically designed to familiarize children with the different components of the NYSESLAT. Finally, technology plays an important role in the classroom, the computer room and in the ESL room. Certain websites such as www.starfall.com and www.englishlistening.com are very helpful for our newcomers to develop phonemic skills. The website www.readwritethink.org is useful for our intermediate and advanced ELLs since it teaches them how to map a story, how characters develop and change in a story, and also how to write personal and persuasive essays. The Internet provides numerous websites for our ELLs to improve their listening and reading comprehension, and allows the classroom teacher to individualize instruction, particularly for the newly arrived ELL. There are also many websites with lots of pictures and videos, which enhance learning, particularly in the content areas. Thinking maps such as the bubble map and double bubble map are helpful in analyzing characters in fiction books, while circle maps and tree maps are useful in understanding key concepts in non fiction books.

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

In a freestanding ESL program, immersion in an English speaking environment helps the children develop oral and written language quickly. The native language is used by the ESL teacher and the classroom buddies to translate unfamiliar vocabulary and difficult concepts to the newcomer. The native language is used in math and science glossaries to further their understanding of the subject matter. Bilingual books are also used during literacy to enable the newcomer to feel more comfortable in the classroom environment. Also, the website www.childrenslibrary.org translates many picture books into different languages. Finally, our school has a site license for the World Book Encyclopedia. Many articles, pertinent to the different curriculum areas, are translated into various foreign languages.

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

Different services, support and resources are targeted for different ages and grade levels. For example, all our struggling ELLs are offered the services of a Learning Leaders. Our ELLs in the standardized testing grades are offered small group tutoring, or the services of a push-in teacher. In addition, we have different art residencies on each grade level. For example, our kindergarteners participate in a dance residency, the first graders are involved with a drama residency, the second graders create and produce plays with puppets, and our fourth graders are involved with a bookmaking residency, and finally our fifth graders are involved with a ballroom dancing residency. All of this exposure to the arts is very helpful to our ELLs, regardless of their language ability, since it offers them other ways, besides oral and written language, to communicate their ideas and feelings.

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.

There will be no formal services provided to newly enrolled ELLs prior to the opening of school in September, since our school does not offer summer school. However, the school secretary and our ESL teacher, try to inform the parents about the availability of ESL services in the building. Every attempt is made to provide a newcomer ELL with a classroom buddy, who speaks their native language. The ESL teacher enlists the aid of parents who speak the newcomers' language, in order to familiarize them with the American educational system and the community.

18. What language electives are offered to ELLs?

There are no language electives offered to any of our students during the school day. However, we have a very extensive after school program run by the PA, and Spanish is being offered, and other foreign languages may be offered in the future.

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)?

Paste response to questions here:

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. Professional development for all personnel of ELLs is continually ongoing at PS 144. During the 2013-2014 academic year, professional development on the implementation of the Common Core standards will be provided to all staff members. Our school schedule has been modified in order to allow time for classroom teachers to meet and plan with the ESL teacher how best to differentiate instruction for our ELLs. The ESL teacher meets with the alternate placement para professionals on a regular basis and offers them strategies on how to best to use the native language for self-contained special education ELLs. Suggestions are made to these para-professionals about how to incorporate the use of the native language, in order to foster understanding of key concepts in mathematics, science and social studies. In addition, professional development is provided to these para-professionals on English phonics, morphology and syntax, and suggestions are also given on how to improve the decoding skills, vocabulary and comprehension of our special education ELLs. Professional development is provided to all general and special education teachers, as well as content area teachers at monthly grade conferences. Our ESL teacher also attends workshops at Teachers College where she learns different strategies for developing vocabulary and increasing comprehension, and disseminates this information to the staff. She also attends network meetings, and professional developments offered through New York City Office of English Language Learners. In addition, she provides classroom teachers with articles from professional journals such as Edutopia, Instructor and American Educator. Finally, our new teachers are always given the opportunity to observe an ESL lesson, to further their understanding of the difficulties facing the English language learner.

2. First, the network provides professional development for ESL teachers throughout the year. In addition, the ESL participates in the professional development offered at the school. Every month, the classroom teachers meet with the staff developer from Teacher's College, Reading and Writing program. The ESL teacher periodically attends the lower and upper grades meetings with the staff developer to receive staff development support. The ESL teacher also participates in school wide professional development. Teachers are provided with trainings throughout the year in supporting all students as they engage in the Common Core Learning Standards. For example, teachers are encouraged to visit engageny.org which provides resources for teachers to use. Teachers also received professional development on Depth of Knowledge levels and Blooms Taxonomy, which will help teachers when planning lessons aligned with the Common Core Standards.

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

4. Many of our newer staff members receive ESL training by attending workshops sponsored by Teachers College. The ELL population is targeted by scaffolding the different units of Readers and Writers Workshop. Each teacher receives a certificate from Teachers College after completion of the workshop. Other workshops are offered where the teachers are given strategies on how to differentiate instruction for all students. All teachers are given opportunities to attend workshops offered through the Office of English Language Learners. During the 2013-2014 school year, the ESL teacher will offer workshops on for ELLs, how to support ELLs using different entry points. Also, she will offer a workshop on Helpful Hints for ELL Parents to Increase Language Development in Young Children. Finally, the ESL teacher will offer any resources throughout the year to help classroom teachers on how to build Academic Language for ELLs, and also how to expand their vocabulary from Basic Interpersonal Communication to Tier 2 and Tier 3 Words. Artifacts from the workshops will be collected.

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

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

In addition, our ELL parents have the opportunity to participate in school wide activities. The Parents Association offers many supplementary and fundraising activities which allow ELL parents to interact with the entire school community. Parents are encouraged to participate and support school wide events such as Halloween Party, school auction, International Day, holiday boutique, and etc.

2. During 2013-2014, our Parent Coordinator secured a grant to teach parents of our ELLs an ESL class on Saturday. Besides instructing parents on the rudiments of English, the Parent Coordinator and a certified teacher acquainted parents with some of our better known New York City cultural institutions. If funding is available, we will continue this successful program for this school year. Our Parent Coordinator always informs our ELL parents of different multi-cultural events and workshops in the community.

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

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

4. After the School Leadership Committee analyzes the results of this survey, they try and offer activities to cater to the concerns and interests of all the parents. In addition, the Parents Association prepares an annual questionnaire regarding the arts and science residencies under their sponsorship. Our Parent Coordinator offers many workshops which are particularly relevant to parents of ELLs. She will continue to offer these workshops regarding homework and standardized testing this year.

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Reva Gluck-Schneider	Principal		1/1/01
Jennifer Lucadamo	Assistant Principal		1/1/01
Siobhan Kyne	Parent Coordinator		1/1/01
Lydia Ra	ESL Teacher		1/1/01
	Parent		1/1/01

Martha Mayorga	Teacher/Subject Area		1/1/01
Lois Beberman	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Aimee Mizzi	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Kristen Bulavinetz	Other <u>Related Service Prov</u>		1/1/01
	Other _____		1/1/01
	Other _____		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: **28Q144**

School Name: **PS 144**

Cluster: **207**

Network: **DANIELLE GIUNTA**

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.

We use the following information to assess our school's need of written translation and oral interpretation to ensure that all parents are provided with appropriate information in a language they can understand:
Information gathered on student emergency cards.
Home Language Surveys of new students.
Parent Coordinator outreach and creation of class-by-class language needs table.
ATS reports

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

Our school has found that we are in need of translation of the Asian dialects, Spanish, Russian, Urdu and Bengali, just to name a few. ATS reports are used to identify parents' translation needs, such as UPPG. In previous years, we have reached out of these parents who have informed us on how they want the school communication whether that be via email, paper or over the phone. We will continue to do the same. Many of our parents have elected for either email or a translated copy of correspondence we send home.

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.

We will be utilizing the DOE Translation Department, school staff and parent volunteers to help with written documents to meet identified needs of parents and guardians. First, we will provide oral interpretation services in-house by school staff or parent volunteers if the same language is spoken. If we can not provide language assistance in-house, then we will use the over-the phone translation service.

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

We have staff in our building that speak multiple languages and we will utilize them during parent conferences and meetings. We also have written translation for report cards and forms such as HLS. Our school also has parent volunteers who help with translations. If we can't provide the translation service in-house by school staff or parent volunteers, we will use the over the phone translation service provided by the Translation & Interpretation Unit or an outside contractor.

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>.

First, the Parents' Bill of Rights in various languages is provided to parents. Signs are posted for parents to understand the availability of translation service at our school. When possible all notifications will be given to students' in the language requested by the parent, we will use our school staff to translate orally to parents. For example, written translation for reports cards are provided. During parent teacher conferences, our staff will utilize the paraprofessionals who speak multiple languages, the translation hotline and parent volunteers.

